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1 THE ADVISING PROCESS: A QUICK REFERENCE

Throughout this section you will find a number of useful Advising Tools. These are available from the College Office. Call Ms. Anne Bartelt in the Advising Center (414/288-5989) to request copies.

How many conferences should you have with your students?
The College expects you to meet two to three times, per semester, with your advisees. Complete recommendations for these advising conferences are found later in this manual.

Prior to New Student Orientation, College advisors will evaluate the schedules of those students who registered in July. Before your Orientation meeting with your advisees, the College office will notify you of any problems with their schedules. Students should make any schedule changes before the close of Late Registration and then should inform you of these changes. At your New Student Orientation meeting with your advisees, please stress that you will be meeting with them during the third or fourth week of the semester.

Using your own and the student’s University e-mail, please schedule an individual conference with each student by the end of September. Use this meeting as an opportunity to get to know your advisees better. Ask them how they feel about their Marquette experiences thus far, about their favorite or most difficult class, and about their study habits. (See outline “Early September Student Conference,” page 11.)

1.1 Second Meeting (Registration Advising for Spring 2017 Semester)

Spring Registration Advising Week is Oct. 31 – Nov. 4. Keep in mind that many students may come in after these dates. You may wish to schedule some additional office hours for the week of November 9th. Please notify your advisees of your office hours and invite them to come in for a conference.

1.2 Additional Meetings with Your Advisee

Students (especially first-year students) feel reluctant to "bother" their teachers and advisors. As a result, they frequently do not approach a faculty member until it is too late.

You may have advisees who, during their first two semesters, experience serious academic or social problems which will have an adverse effect on their studies. Please, encourage your advisees to visit you sooner rather than later. Assert that you are at hand to help them work through a problem. You may want to encourage your advisees (especially first-year students) to schedule a meeting with you before the final day for withdrawing from class.

The final day for WITHDRAWING FROM FALL SEMESTER COURSES WITH GRADE of “W” is Friday, November 18, 2016; the final day for withdrawing from Spring Semester courses is Tuesday, April 18, 2017. Please, remind your advisees of these dates, and urge them to discuss possible course withdrawals with you well in advance of the deadlines.

1.3 Pre-Major Advising System for Arts and Sciences Student

Students entering the Klingler College of Arts and Sciences have not formally declared an academic major. Until they do so, they are regarded as "undecided" or "pre-major," and are advised through the Pre-Major Advising system, supervised by the College Office. After the declaration of major, they are advised by a departmental faculty advisor. Major advising is directly supervised by each department, and loosely coordinated by the College.

Students will experience pre-major advising in one of two ways:

Klingler College of Arts and Sciences Advising Center: Staffed by a number of full-time and part-time professional academic advisors, the Advising Center serves certain special students, as well as a large number of assigned students. It serves as the primary resource for all faculty advisors,
and for referrals in individual cases. The staff includes advisors specialized in advising for pre-
health professions, pre-physical therapy, and pre-law. Advising conferences are generally by
appointment; faculty inquiries are welcome at any time. The Center is coordinated by Senior
Assistant Dean Mary Minson.

Faculty Pre-Major Advising: This advising track assigns approximately five (5) students to each
faculty advisor who sees each advisee at least two to three times each semester. Faculty Pre-
Major Advising is coordinated by Senior Assistant Dean Mary Minson.

1.4 Academic Advising: Principles and Assumptions

The College’s Advising Philosophy

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

Objective

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

Praxis

Advising is much more than class scheduling, although that is obviously a regular component. In
the same way that formal study effects a student’s intellectual growth, advising is a
developmental process that helps students discern their life/career goals, their values, and the
educational plans for reaching those goals.

As a Pre-Major Advisor, you can help students make the transition from high school to college,
from being a largely dependent individual living at home to being a self-reliant person living on his
or her own for the first time. While giving attention to matters relating to academic performance,
also keep in mind and be watchful for non-academic issues, i.e., roommate problems, troubles in
the family, and time management just to name a few. These are matters about which you need
to be sensitive. Anything that could have an impact on student academic performance should be
considered. You can have a strong, positive influence by drawing the student’s attention to the
need for sound decisions.

Students will not share their concerns unless they feel they can trust you and that you will be able
to help. You also must be aware of the necessity to refer troubled students to the proper
agencies. Do not hesitate to call the people listed in the resource section of this manual or the
College Advising Center if your advisee needs more help than you are able to provide.

1.5 Responsibilities of Advisor and Advisee

The Klingler College of Arts and Sciences is committed to shaping students’ intellectual and
personal development. Academic advising contributes substantially to this mission. It assumes a
good working relationship between advisors and students. Its success demands that expectations
be clear, and that they be met. In addition to the expectations listed below, see the section on
academic advising in the online 2016-2017 Undergraduate Bulletin at
http://bulletin.marquette.edu/undergrad/academicregulations/#academicadvising

Students may expect these things of their advisors:
The advisor effectively demonstrates that the goal of advising is the academic success and personal growth of the student.

The advisor works to develop a trusting, productive mentoring relationship with students.

The advisor is available for students on a regular basis, is prepared for each session, and has a working knowledge of academic requirements and resources.

The advisor listens to students, provides them support, and respects their ability to make decisions about their academic future.

The advisor helps students to develop strategies for academic success and to understand the possible consequences of their choices.

The advisor understands that academic performance can be influenced by factors that do not relate directly to the classroom and is prepared to deal with these issues and make referrals as necessary.

**Advisors may expect these things of students:**

- The student accepts full responsibility for his or her academic success and acknowledges that the advisor is a major resource for achieving that success.
- The student acknowledges that successful advising requires openness and honesty with the advisor.
- The student evaluates his or her academic performance on a regular basis and identifies those factors that affect it, positively or negatively.
- The student identifies what he or she is doing that leads to academic and moral success and what is necessary to continue to achieve the desired results.
- The student prepares for advising sessions by developing semester schedules that meet certain long-term goals, such as fulfilling the requirements in the UCCS and College requirements and major, graduation in four years, and career goals.
- The student seeks appropriate help to solve problems that adversely affect his or her academic performance. The student recognizes that the academic advisor is the appropriate person with whom to start this process.
- The student develops a sense of purpose by making choices about a major and possible careers.
- The student is a teacher, not a parent; the advisor's function is to help the student discern the best ways to achieve academic success and personal fulfillment.

In each advising conference, the Arts and Sciences advisor makes advising a learning experience by asking questions; involving students in the advising process; showing genuine interest in the student and his or her success; listening; helping students find solutions; knowing the Advising Manual; holding students accountable.

The conscientious advisor:

- keeps a record of conferences
- refers when necessary
- makes *cura personalis* a reality
1.6 A Two-Tier Model of Academic Advising
What college students may need from academic advising can range from basic study skills to sophisticated guidance in critical self-examination and career exploration. Advising expert David Crockett distinguishes two broad approaches to advising.

**Tier One: Developmental Advising** (addresses the needs of freshmen and sophomores)
- transition advising (study skills, time management, college adjustment issues)
- self-information (Why did you come to college? What are your larger goals for college?)
- academic information (Bulletin, College requirements, policies and procedures)
- career information (choosing a major, courses complementary to a major, experimental courses of study)
- monitoring adjustment (academic load, choice of major, academic performance as affected by various factors)
- UCCS and College requirements (specifics, as well as understanding the nature of liberal education)
- course selection (CheckMarq Registration process, balancing course load with abilities)
- developing academic plans (long-range academic goals, possible study abroad, possible second major or minor)
- appropriate referrals

**Tier Two: Academic Mentoring** (addresses the needs of many juniors and most seniors)
- course selection and advice (good and bad combinations, sequences, major changes)
- monitoring academic progress and graduation requirements (linking academic performance to employment, graduate school or professional school opportunities)
- encouraging good academic performance
- linking program of study with opportunities and uses beyond graduation
- consideration of explicit graduate programs
- selection of minor or double major for personal goals
- appropriate referrals

1.7 What do Advisors Want New Students to Know about Advising?
In past faculty advisors responded to this question with a variety of answers:
- advising is more than scheduled appointments and advising periods
- an advisor is “interested as much in how I learn” as in the grades I earn
- advising is about me, not just my grades
- my advisor's interest originates in him or her as a person, not as a bureaucrat
- my advisor is ready to respond to all of my experiences, both good and bad

1.8 What Do Advisors Want Students to Learn About Advising?
- what academic advising is, especially in comparison to “guidance” as provided in high school
- what my advisor's role is, and what my role as advisee is
- my ultimate responsibility for the outcome of my own education
that I have many advisors, most of them informal, who can help me a lot if I learn to weigh their advice carefully

how to learn from an advisor and from faculty

1.9 As a Practical Matter, Every Advising Meeting Should Include:

- a review of the student's progress in the University Core of Common Studies and the appropriate College requirements for either the B.A. or the B.S. degree;
- an objective and constructive discussion of the student’s academic performance;
- discussion of plans for choosing and declaring a major;
- a review of the Graduation Requirements of the College and University.

Students must meet the graduation requirements that are outlined in the Undergraduate Bulletin in effect the year in which they enter Marquette. Substitutions or waivers for specific courses that are required for degree completion may occur, as determined by the College of Arts and Sciences. Students whose enrollment is interrupted for two or more consecutive terms normally must meet the requirements outlined in the Undergraduate Bulletin in effect the year of their readmission to the university. The college may determine that a readmitted student will fall under a different set of degree requirements than the academic year in which he/she is readmitted.

A candidate for a B.A. or B.S. degree must meet the following graduation requirements to earn a Marquette undergraduate degree:

**Grade Point**
- Earn a minimum grade point average of 2.000 for graduation.
- Achieve a 2.000 grade point average in all courses in his/her major or minor.

**Credit Hours**
- Earn 120 credit hours.
- A minimum of 60 of the 120 credits required for an undergraduate degree must be Marquette credits.
- Residency Requirement: Complete the final 30 credit hours needed for an undergraduate degree with Marquette credits, unless those credits are earned in an approved study abroad program.
- Upper-Division Credits:
  - For B.S. degree: Complete a minimum of 32 credit hours in upper-division Marquette courses (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).
  - For B.A. degree: Complete a minimum of 42 credit hours in upper-division courses, 10 of these credits may be non-Marquette credits (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).
- Major Credits: A minimum of 15 Marquette credits in the major are required to earn a Marquette undergraduate degree.
- Minor Credits: A minor is not required. However, a minimum of 9 credits must be Marquette credits to earn a minor.
University Core of Common Studies
- Fulfill the requirements in the nine knowledge areas: 1) Rhetoric, 2) Mathematical Reasoning, 3) Individual and Social Behavior, 4) Diverse Cultures, 5) Literature/Performing Arts, 6) Histories of Cultures and Societies, 7) Science and Nature, 8) Human Nature and Ethics, and 9) Theology for the University Core of Common Studies.

College Requirements
- Fulfill the Bachelor of Arts or the Bachelor of Science College requirements for their degree.
- Fulfill all of the requirements for at least one major offered in the College of Arts and Sciences.
- Be in good academic standing in the College.

Other Requirements for Graduation
- Complete the formal online application for graduation available in the Student Center in CheckMarq, by the term deadlines for application.
- May graduates must attend Commencement exercises. Permission to be absent may be requested only for serious reasons by writing to the Dean of the College by May 1.

Although most students are able to fulfill the University Core requirements, the B.A. or B.S. College requirements, their major requirements, and take elective courses within 120 credits, certain combinations of major and minor fields may require more than the minimum. Students are urged to consult an advisor before selecting a major and an optional minor.

It is the responsibility of students to know and to fulfill all university, College of Arts and Sciences and major department requirements.

(See the online Undergraduate Bulletin for information: http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/graduationrequirements/ or, contact Ms. Pauline Thomas, Director of Student Records for Arts and Sciences.)

1.10 Advisee's Academic Background and Potential
Although entering students have already registered for fall courses by the time you meet them, you can help them a great deal by learning about their academic background. The following points will be useful.

High School Studies
Courses in foreign languages, mathematics, English, and natural science usually form the core of a high school education. Advisors should gather as much information as possible about a student's experiences in these areas to determine breadth of academic background, consistency of success, and general learning ability. This information will be useful in helping or verifying a student's course selections for the first semester and in forming an intellectual profile of the student to determine the kind of advising he or she may require. Some students may need a restricted schedule in which the number of courses is reduced or enrollment in a certain subject is delayed for a semester. Students who have registered through CheckMarq may not have taken into account such a possibility, and it is possible that you may need to work with the student to reduce the load.

Foreign Languages: (See Section 2.6, Foreign Language Requirement)

Mathematics: The usual sequence in high school is algebra in year 1, geometry in year 2, advanced algebra in year 3, and trigonometry and analytical geometry in year 4. Most students take three years of mathematics. Students who are weak in pre-college mathematics or who have had only two years of high school mathematics may have difficulty not only in college mathematics, but also in science and social science. For the various options in the mathematics
requirement, see the notes on the University Core of Common Studies (UCCS) and degree requirements, Sections 2.2 and 2.3.

English: Determine the content of the high school English courses. To what extent did they involve composition? Try to determine how competent the student is in grammar and essay writing. Advisors should be aware that English 1001 and 1002 are very demanding courses requiring considerable sophistication in reading, a sound background in grammar, and skill in thinking and writing. If you anticipate some students may have difficulty in English 1001, encourage them to limit their courses to four. Remind them that help is available, free of charge, from the Ott Memorial Writing Center in Raynor Library, Room 240 (see http://www.marquette.edu/writingcenter/).

Natural Science: High school courses in biology, chemistry, and physics may differ greatly in content and rigor from school to school. Inform students that college science will be considerably different and more demanding than high school science.

1.11 AP (Advanced Placement), Cambridge A-Levels, CLEP (College Level Examination Program), and IB (International Baccalaureate)
Consult the university Admission and Readmission section of the Undergraduate Bulletin for a listing of approved exams: http://bulletin.marquette.edu/undergrad/admissionprocedures/

Credit by Marquette Examination-MCBE (College Level Credit by Exam)
Refer to the university Academic Regulations section of the Undergraduate Bulletin: http://bulletin.marquette.edu/undergrad/academicregulations/#creditbymarquetteexamination

1.12 Transfer Course/Credit Policy
Refer to the following for a complete explanation: http://bulletin.marquette.edu/undergrad/admissionprocedures/

1.13 English as a Second Language Program (ESLP)
English language courses are available for undergraduate and graduate students of other language backgrounds who need further formal instruction in spoken or written English for success in their Marquette studies. Enrollment in these courses requires completion of the English language placement exam. Most international students are required to take this test, but it is also open to students from the U.S. or its affiliated territories. The test is offered twice during the week before classes begin and once during the first week of classes. If you are working with a student whom you think would benefit from additional English language instruction, please contact the Office of International Education as indicated below to make arrangements for the student to attend one of the testing sessions.

The most popular ESL placement is a section of ENGL 1001 taught by a specialized English language instructor which requires enrollment in a concurrent two-credit course, ESLP 1025. Students in this combination of ENGL 1001 and ESLP 1025 will have English instruction five days per week at the same hour with the same students and usually the same instructor. There are also courses in Listening/Speaking and Reading, as well as a pre-ENGL 1001 writing course and a recommended section of ENGL 1002 for students of other language backgrounds. The CR/NC option does not apply to these courses. Up to six semester credits of ESLP coursework can count toward graduation in the Klingler College of Arts and Sciences.

Students may enroll in any of these ESLP or ENGL courses only with the consent of the director of ESLP. Proper placement is based on proficiency tests that are offered during the week of New Student Orientation and at other times as needed. The ESLP is administered by the Office of International Education. The resource person there is Ms. Caroline Oas, Adjunct Assistant Professor-ESLP, 414-288-7289, Holthusen Hall, fourth floor.
1.14 Early September Student Conferences

As early as New Student Orientation, make it possible for students to schedule appointments to see you after the Labor Day holiday. The primary purpose of this September meeting is to review academic and transitional progress to date. We want to identify potential problems as soon as possible. This conference occurs at a critical time for influencing long-range student satisfaction and can be determinative for retention, especially if a student is ambivalent at that point about the University or its programs. It offers the opportunity to enhance the advising relationship. **Please allow 30 minutes for these appointments.** Some advising tools useful in this interview are illustrated below.

**Suggested Agenda**

- Use the "Student Interview" form to take notes on each interview.
- Ascertain how the student feels about Marquette.
- Find out if the student has developed and follows a study schedule.
- Encourage contact with instructors.
- If the student appears unduly anxious, suggest appropriate referrals, for example, the Advising Center workshops on study skills, test taking, time management; or, the MU Counseling Center for personal counseling; Campus Ministry; the Writing Center; or Office of Student Affairs.
- Discuss the student's most difficult or most time-consuming class. Explore his or her learning habits for this course, and devise strategies for dealing with the most challenging aspects.
- Discuss personal concerns insofar as they relate to academic progress: roommate, job and hours, exercise, etc.
- Assure the student of your availability for any concern. Remind him or her of resources available for preparing for midterms, and of your registration advising conference just after midterms.

Your new students may be helped by drawing some comparisons between high school and their new college environment. Below is a list of some important differences, prepared by the Arts and Sciences Advising Center.

<table>
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<th>High School</th>
<th>College</th>
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<tr>
<td>Class time is 7:00 a.m. to 3:30 p.m.</td>
<td>Scattered class times</td>
</tr>
<tr>
<td>Classes meet every day</td>
<td>Classes do not meet every day</td>
</tr>
<tr>
<td>Rote memorization</td>
<td>Critical/analytical skills</td>
</tr>
<tr>
<td>Teacher/Parent reminders for due dates</td>
<td>Must keep track of his or her own schedule</td>
</tr>
<tr>
<td>Not much required studying</td>
<td>Many hours of studying required</td>
</tr>
<tr>
<td>More dependent</td>
<td>More independent</td>
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### High School | College
--- | ---
Frequent tests | Major tests such as Midterm and Final only
Late work accepted | Grade penalized due to late work, and possibly no credit
Absences excused | Attendance policy which affects grading
Teachers initiate contact with you when extra help is needed | Student must contact professor directly for questions or extra help (use office hours)
Living as part of immediate family | Living away from family, getting accustomed to new distractions and learning to live with a roommate
Parents say ‘No’ for the student | Students learn to say ‘No’ for themselves
Parents manage time for the student | Student must exercise independence and manage his or her own time
Family takes care of day-to-day matters such as proper eating, laundry and money management | Student is responsible for day-to-day matters such as proper eating, laundry, and money management

There are many other points of contrast that can be helpful to students. The Office of Student Educational Services can provide both handouts and presentations on these transition topics.

#### 1.15 Registration Advising Meeting
This meeting should occur during the announced Registration Advising Week, shortly after mid-semester. Please be available during your office hours and any other times that you can spare, and arrange a convenient way for students to sign up for appointments. New students, in particular, seem to pay only passing attention to a faculty member’s posted hours.

The registration advising meeting has several objectives:
- to assess the degree of the student’s academic success as reflected in midterm grades,
- to assess and approve course selections for the next semester,
- for undecided students, to discuss possible majors and careers, as well as strategies for making an informed choice.

Before each student arrives, review his or her file giving particular attention to summarizing the student’s entire academic record. As a student moves closer to the end of the sophomore year, more time should be devoted to discussing the choice of major. Attempt to contact by telephone or e-mail those students who do not come in for advising. If you are unable to contact any of your advisees, please contact the college’s Advising Center. For this session it is especially important that you maintain some record of your conversation with the student. Use the Student Interview forms to take notes on each interview.

Many students do not see the necessity for scheduling this appointment during the week set aside for Registration Advising. When you contact your advisees, urge them to make an appointment during Registration Advising Week, but understand that some may not try to see you until shortly before the time they are scheduled for CheckMarq Registration.
Suggested Agenda for This Meeting

Course Selection

- Be aware of each student’s progress for the UCCS and College requirements. Refer to the Bachelor of Arts advising form (p. 27); or, Bachelor of Science advising form (p. 29).
- Explore through conversation, the student’s possible choice of major based on his or her developing academic interest areas, extracurricular activities, and developing career goals. Encourage the student to take an active role in finding out more about a specific subject area by speaking with a faculty member. Encourage the student to explore the Career Services Center which assists students in identifying their strengths and needs, making good career decisions, and building a plan based on their personal profiles. The Center offers complete, current databases of occupations, college majors, schools and training institutions, financial aid/scholarships, and military options. Students can also learn how to develop good job-seeking skills through effective resumes, cover letters, job applications, and interviewing skills.

Midterm Grades

- Ask the student to tell you about his or her midterm grades, class by class. Ask if they are higher or lower than expected. Determine the basis of the grade. Identify good academic habits and areas for specific improvement.
- Help the student make a realistic assessment of each class.
- In a course where the student is performing poorly, a number of issues should be raised. Ask the student what she thinks she has done thus far to earn the grade assigned. Ask about specific grades for tests, papers, quizzes, and homework.
- Do you discern poor study habits, lack of motivation, lack of interest, or personal problems?
- Discuss specific steps the student can take to improve the grade before the withdrawal deadline.
- Make sure the student is aware of the services offered by Student Educational Services (See University Resources, Section 6).
- Ask about attendance. Remind the student that he or she may be dropped for excessive absences, receiving a permanent grade of WA.
- Discuss the advantages and disadvantages of withdrawing from a class, and whether this should be done immediately, after the next exam, or not at all. Because the advisor’s signature is required on the withdrawal form, the student will have to contact you before withdrawing from any course. Make sure the student is aware of the withdrawal deadline.
- Keep MU Counseling Center workshops and university tutorial services in mind, and urge students’ participation in appropriate offerings.
- Help students set realistic goals to improve their classroom performance.

At the end of the Advising Conference, you should have the student complete the Verification of Advising Card, sign it yourself, and have the student return it to the College. Students who do not consult their advisor will not be permitted to register. (For information on approval for courses in other Marquette colleges or at other institutions, see Policies Relating to Course Selection within Other Divisions/Institutions; Section 1.18.)
1.16 Policies Relating to Poor Academic Performance

College academic policies and procedures are published in the Klingler College of Arts and Sciences online FACULTY GUIDE TO COLLEGE POLICIES (http://www.marquette.edu/as/FacultyResources.shtml). Revised annually, this guide is a very helpful tool for Arts and Sciences faculty. Questions concerning the application of College policies to a specific student can be addressed to Senior Assistant Dean Mary Minson (414/288-5989).

Absences

The faculty have the option of dropping a student from a course for excessive absences by use of the Instructor’s Absence Report form. Students dropped in this way will receive a permanent grade of WA (Withdrawn for Excessive Absences).

See the online FACULTY GUIDE TO COLLEGE POLICIES for full explanation of the policy (http://www.marquette.edu/as/FacultyResources.shtml) as well as the University Attendance Policy http://bulletin.marquette.edu/undergrad/academicregulations/#attendance

Grades

“C/D” or “D” Grades: Courses completed with a grade of “C/D” or “D” are not counted toward the total hour requirement for the major or minor. These courses do fulfill the subject matter requirement and do count toward the total 120 credit hours required for graduation.

"F" Grades: The grade of “F” is included in the quality point average of all undergraduate students. Undergraduate students who are authorized to take graduate courses (numbered 5000-9999) and all graduate students taking undergraduate courses are graded according to the Graduate School's grading system.

Repeated Courses:

http://bulletin.marquette.edu/undergrad/academicregulations/

The policy has changed as follows:

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

1. Courses in which a passing grade is earned may be repeated only once.
2. The repeated course is taken at Marquette.
3. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
4. The repeated course is graded with the same grading options as the original, e.g., students may not exercise the CR/NC option for a repeated course, unless it was originally taken with this option.
5. The course has not been used toward the degree requirements of a Marquette degree that is already posted to the student's record.
6. Courses in which a grade of ADW, AU, AUA, NC, W, WA, UW, U, UNC, UY or F has been earned may be repeated until a passing grade is assigned; once the passing grade has been assigned, that course may be repeated only one more time, regardless of the grade earned.
7. A passing grade is determined as the minimum grade required by the university grading policy, in order to earn credit for a course, or considered satisfactory work. That is D or above, CR, S, SNC or SY are passing grades at Marquette (See Grading System in this bulletin).
8. As an exception to the regulation, these courses allow unlimited repeats: colloquiums, continuation placeholder, co-ops, independent study/research, internships, practicums/clinicals/field work experience, seminar/reading, studio/workshops, study abroad and variable title courses (e.g., topics).
Credit hours earned in a repeated course are only awarded once; however, all previous courses and grades remain on the student's permanent academic record. The last grade earned is included in the cumulative GPA and the grade in the original course is excluded from the cumulative GPA calculation. The cumulative GPA is adjusted at the time the repeated course is graded. If a student receives an ADW, AU, AUA, W, WA or UW in the repeated course, the earlier grade will remain in the cumulative GPA. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned and the cumulative GPA.

At the time of registration, the repeat process in CheckMarq will allow the repeat of a course only once, unless the course is an unlimited repeat course (see #8 above). If a student needs to repeat a course, and that repeat is allowed under the policy, he/she must petition via the Request to Repeat a Course form located on the Marquette Central academic forms website. This petition will be granted only if the request is in adherence to all the repeat criteria listed above.

1.17 Scholastic Actions: Academic Probation / Dismissal / Academic Alert (CAA)
The College of Arts and Sciences adheres to the university policy on academic censure copied below for your reference:

Overview

All undergraduate students are expected to maintain a minimum of a 2.000 cumulative grade point average (GPA) in all Marquette coursework. However, there are additional requirements that may lead to academic censure, as described below.

Marquette defines academic censure in one of three categories: Academic Probation (two types): College Probation and Reinstated on Probation; Academic Dismissal (two types): Required to Withdraw for Academic Reasons and Required to Withdraw for Academic Misconduct; and the College Academic Alert. All of these censure statuses are maintained permanently on the student’s academic record; however, only three appear permanently on Marquette University’s official transcript as follows:

1. Reinstated on Probation
2. Required to Withdraw for Academic Reasons
3. Required to Withdraw for Academic Misconduct

Satisfactory Academic Progress: While not an academic censure issue per se, the financial aid regulation requiring the university to evaluate the qualitative (GPA) satisfactory academic progress of each student is also discussed in this policy, as by federal regulations, it must be aligned with the University academic dismissal policy. The satisfactory academic progress notation will be maintained permanently on the student’s record; however, will not appear on Marquette’s official transcript. In addition, satisfactory academic progress does not impact or reverse the academic censure notations described above.

Academic Censure:

1. Academic Probation-College Probation:
   A student is placed on college academic probation according to the policies of his/her individual college (see the respective college sections of the Undergraduate bulletin for details). This probation status does not impact financial aid eligibility.
2. Academic Dismissal-Required to Withdraw for Academic Reasons (RWAR)/Satisfactory Academic Progress (SAP):

   A. Quantitative:
   SAP requirements only: A student must complete 67% of the cumulative credit hours attempted to remain in good standing, or lose financial aid eligibility. The Office of Student Financial Aid (OSFA) will conduct an annual review at the end of the spring term. Notification will be sent to each student who has failed to maintain SAP and is no longer eligible to receive financial aid. The student's record will be coded as such.

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

   B. Qualitative:
   RWAR/SAP: Office of Student Financial Aid and the Office of the Registrar will monitor cumulative GPAs at the end of each term (fall, spring and summer).

   A student who does not meet the GPA requirements listed below will be academically dismissed by the college (coded as RWAR by OTR) and his/her record coded as failure to maintain SAP (by OFSA):

   - A student having attempted 24 or fewer credit hours must maintain a cumulative GPA of 1.500 or higher.
   - A student having attempted more than 24 credit hours must maintain a cumulative GPA of 2.000 or higher.

   The Office of the Registrar will communicate the RWAR via Marquette e-mail. As per the University e-mail policy, it is the student's responsibility to monitor his/her Marquette e-mail at all times.

   A RWAR/SAP student will be dropped from any classes in which he/she is subsequently registered.

3. RWAR/SAP Appeal process:

   An RWAR/SAP student may appeal both RWAR/SAP by sending one form, which addresses both RWAR and SAP issues.

   The Academic Censure/Satisfactory Academic Progress Appeal form is found on the MU Central website, and it includes directives for attaching required documents— all of which the student must submit in order to have his/her appeal reviewed.

   - The student may appeal the RWAR/SAP to the college from which the student was dismissed by submitting the form to Marquette Central. Marquette Central will, in turn, forward the form to the college. The college dean or dean's designee has the final decision on all RWAR/SAP appeals.
   - If the appeal is approved, the student will be 'Reinstated on Probation' and the college will design an academic plan for the student, outlining how the student will regain his/her satisfactory academic and degree progress standing, and the student will become financial aid eligible.
The plan must be measurable and ensure that the student is able to meet Marquette’s SAP standards by a specific point in time. Plans should include courses to be taken, expected grades and a time frame to complete the outlined objectives.

The plan will be monitored by the college at the end of each term.

The RWAR/SAP student may also seek admission to another college within the University by submitting the form to Marquette Central. Marquette Central will, in turn, forward the form to that college. The college dean or dean’s designee of that college has the final decision on the RWAR/SAP appeal for the student seeking admission to that college.

If the appeal is granted and the student is admitted to a new college, the new college will create and monitor an academic plan as described above and the student will be required to fulfill the academic obligations of the plan.

4. Academic Dismissal - Academic Misconduct:

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

5. College Academic Alert (CAA):

A student who does not fall under the university RWAR or SAP criteria as outlined above, however fails to make progress in his/her particular college or major, will be barred from future registration by a CAA registration hold and may be dropped from any classes in future terms for which he/she is registered.

The CAA hold is assigned by the college office and is specific to the individual college’s degree progress policies (see the respective college section of the Undergraduate bulletin). The college will communicate this information via the Marquette e-mail. As per the University e-mail policy, it is the student’s responsibility to monitor his/her Marquette e-mail at all times.

The student may appeal the CAA hold to the college from which the student was CAA’d by completing the Academic Censure/Satisfactory Academic Progress Appeal form found on the MU Central website. The student’s completed form, including required attachments, is to be submitted to MU Central. MU Central, in turn, will forward the form to the college. The college dean, or dean’s designee, has the final decision on all CAA appeals.

If the appeal is approved, the student’s hold is removed and the student will be on Academic Probation. The student will be notified of this via their Marquette e-mail address.

The CAA student may also seek admission to another college within the University by submitting the form to Marquette Central. Marquette Central, in turn, will forward the form to that college. If the student is accepted to that college, the CAA hold will be removed after admission into that college.

Until the CAA hold is removed, the student may not register.

Questions may be addressed to Senior Assistant Dean Mary Minson, Director of the Advising Center, by calling 414/288-5989.
College Specific Information Related to College Academic Alert (CAA)

Students admitted to the Klingler College of Arts and Sciences are expected to meet college academic standards and maintain good academic standing. Academic performance is monitored carefully by the Committee on Scholastic Actions, and students either not maintaining steady progress or not demonstrating adequate achievement will be barred from future registration by a College Academic Alert (CAA) registration hold.

The bases for committee review are:
- grade point average (GPA) deficiency
- inadequate progress
- grades of CD, D, F, I, W, WA, UW or ADW
- the number of semesters on college probation
- the violation of special conditions

Special conditions may be prescribed in writing at the time of the student’s admission, readmission or transfer into the college. Conditions may also be prescribed in writing in the case of a student whose course performance or failure to follow academic advice warrants such action. All students to whom conditions have been specified will be subject to committee review and possible CAA restriction should they fail to fulfill the specified terms. It is possible that a student be barred from registration for academic reasons even though the student’s cumulative GPA exceeds 2.000.

Students concerned about their academic progress should consult the college office.

Unless the CAA is removed via the appeal process, the student may not register for courses at Marquette and may be dropped from any classes for future terms in which he/she is registered.

Recommendations for Advising Students on Academic Probation:

- Maintain the good advising relationship already established. A probation student will be especially in need of your understanding and support.
- Monitor the student’s academic progress. Be as specific as possible in devising strategies for meeting these conditions (student resources such as Student Educational Services, Marquette Counseling Center, and Disability Services). Encourage the student to set realistic goals.
- You may want to seek advice from Mary Minson, Senior Assistant Dean and Director of the Advising Center, on strategies to pursue with a student on probation.
- Encourage students to talk with their instructors. Making appropriate referrals is particularly important for probation students.
- Regularly remind these students that excessive absences will not only jeopardize their grade in a class or lead to their being dropped by the instructor, but also put them in violation of probation terms. Therefore, regular attendance is crucial.

As a condition of probation or reinstatement, some students may be required to attend a series of study skills workshops that are offered every semester, and focus on such topics as: Stress Management, Major Exploration, Study Skills, Test Taking Techniques, and Time Management. If your advisee is required to attend, please stress to him/her the importance of attending. Should the student fail to attend a session, you will be notified; please, follow up as quickly as possible.

The Advising Center is particularly well equipped to work with Scholastic Action students. Should you feel that a given student calls for more time or skill than you can provide, the student can be
officially reassigned to the Advising Center; however, many students in academic difficulty profit from maintaining contact with both their assigned faculty advisor and a full-time advisor from the Advising Center.

1.18 Policies Relating to Course Selection within Other Divisions/Institutions

Approval for Courses in Other Marquette Colleges

Arts and Sciences students may take courses in other divisions of the University and apply them to their Arts and Sciences degree (excludes course offerings in the College of Professional Studies). Approval by an advisor is sufficient, except for the following conditions.

- Courses taken in other divisions may not be used to fulfill Arts and Sciences B.A. / B.S. College requirements. *(Note: Be especially careful when advising students regarding courses in the UCCS. Courses in the College of Communication (i.e. COMM 1100, 1200, 2100) and the College of Health Sciences (i.e., BISC 1010, 1015), etc., do not fulfill A&S requirements.)*

- If they are not among the courses listed in the Undergraduate Bulletin as belonging to a given major in the College, courses taken in other divisions may not be taken to fulfill those major requirements without the written approval of the Chair of the major department, unless specifically stated as an option in the major requirements.

- Students are responsible for fulfilling any necessary prerequisites or obtaining required permission before enrolling in non-Arts and Sciences courses. Some courses in other divisions of the University require advance permission from the Dean or Director.

Approval for Courses Taken at Other Institutions

The College requires that matriculated students obtain approval for any courses they intend to take *prior* to enrollment. Instructions for this process can be found on the External Transfer Course Request Form [http://www.marquette.edu/as/about_forms.shtml](http://www.marquette.edu/as/about_forms.shtml)

Once completed and duly reported (via official transcript) to the College Records Office, the approved courses are displayed in the student’s Transfer Credit Evaluation report screen within CheckMarq.

Students seeking approval for courses taken in a foreign country should consult with a Study Abroad Coordinator in the Office of International Education, Holthusen Hall, 4th floor. 414/288-7289.

[http://www.marquette.edu/abroad/course-approval-process.shtml](http://www.marquette.edu/abroad/course-approval-process.shtml)

Transfer Credit

Evaluation of transfer credit is made at the time of acceptance for advanced standing students. Credit transferability and equivalencies are determined by the Director of Student Records in consultation with the appropriate College department. Any student with questions regarding the evaluation of credit should be referred to the Student Records Office in the Klingler College of Arts and Sciences. Courses for which there are no exact Marquette equivalents are given the generic equivalent designations of 9290 (lower-division credit) or 9390 (upper-division credit). These credits will transfer but may not fulfill major or college requirements where a specific course is needed. Direct all questions concerning course approval or transfer credit to Ms. Pauline Thomas, the Director of Student Records, Sensenbrenner Hall, Suite 103, 414/288-5314.

1.19 Helping Students Choose a Major

As your advisees approach 60 credits, you may wish to invite them to discuss a possible major. Encourage students who have decided on a major to go to the department to declare that major.
Even before formally declaring a major, it is to the student’s advantage to begin to develop a relationship with a major advisor as well as to become familiar with the department.

**Suggested Agenda for a Meeting on This Topic**

- Help advisees to define their interests and abilities and relate them to their choice of major.
- Encourage students to talk with professors or professionals in the major or career they are considering.
- Assure your advisees of your continued interest and support as they make the transition to their new department and advisor.
- When the student is prepared to declare the major, encourage him or her to go to the department of the major and to fill out a "Declaration of Major Field of Study" form, which can be found in the department office.
- Assure your advisees that the declaration of a major is not necessarily a final step and that many students change majors during their academic careers.
- The MU Counseling Center and the Career Services Center are very helpful in providing additional assistance about careers.

A student who has not chosen a major by the end of sophomore year may be headed for a string of academic problems. Often students have put off thinking about this because they do not know how to think about it without anxiety. You can help this student by asking any number of harmless “starter” questions:

- What careers have you ever imagined yourself in?
- What subjects have you always enjoyed?
- What activities have you been actively involved in?
- What are your parents’ professions?

Very often a conversation touching on these points will suggest to you a strong interest or commitment that the student has never considered as a possible career path. Reflecting on this with the student can be a tremendous help and can lead to more obvious next steps.

**Major? Profession? Vocation?**

A grant made to the University by the Lilly Foundation for “theological exploration of vocation,” has supported the development of the Manresa Project. This five-year project has resulted in much discussion on campus concerning the differences between “profession” and “vocation.” Without delving into specific matters of faith, the advisor can raise some distinctions between the two that may be of use to a student seeking direction in her or his life.

In an article in *America* (July 1, 2002) James Van Oosting, dean of arts and sciences at Seton Hall University, points out two distinct approaches to making life choices, the professional and the vocational.

“The **professional approach** is based on logic and is susceptible to quantitative analysis.” A logical approach might begin with a listing of advantages and disadvantages of a specific career or profession, e.g. income, prestige, training, stress. Such factors can be considered objectively and validated by others. A logical approach might consider the likelihood of achieving a particular goal, e.g. admission to medical school. The higher the odds of success (so goes this approach), the more reasonable the choice.

Van Oosting suggests that “vocation” offers an alternative to this approach and is useful because it rests on altogether different premises. Within the biblical tradition, every story of vocation shows four characteristics. “First, a person is called for a special purpose. Second, the person who is
called has a special gift….Third, implicit in vocation is the presence of a caller. The caller's voice is heard as something outside the person called. Fourth, accepting a vocation leads to a life of sacrifice, faith, and often darkness.” He continues: “Discerning one's vocation relies on a process quite different from choosing a profession. A vocation must be heard or felt with passion. The passion—to write, to paint, to heal, to teach—must be confirmed first by oneself. Second, it needs to match one's gifts. And, finally, it needs to be confirmed by a community of others or by a mentor. This final step helps preclude mistaking a personal compulsion with a genuine vocation.”

These very different approaches to the decisions a student will be making can both be very useful. The rational approach, though, is likely to be a prelude to the serious questioning entailed in the “vocational.” The advisor can play a very useful role by injecting ever more serious questions as the student is able and prepared to face them.

1.20 Advisor Access to Student Records in CheckMarq

Officially assigned academic advisors may obtain electronic access to their assigned advisees' academic records in the CheckMarq Student Information System. Permission is granted by the University Registrar. All University policies and federal laws pertaining to confidentiality of student records (for example, FERPA; see sections 1.21 and 1.22 below) apply to information accessed in this way. See http://www.marquette.edu/facstaff/registrar/.

1.21 Legal Aspects of Advising

Legal action relating to academic advising has been very rare at Marquette. This may well be due to the high level of professionalism with which advising is carried out in the College. All advisors are urged to be aware of the following points.

- The Family Educational Rights and Privacy Act of 1974, commonly known as the Buckley Amendment or FERPA, ensure the privacy of student records, giving students the right "to inspect, review, amend, and prevent disclosure of their educational records." Upon request to the appropriate record custodian, students may inspect and review their educational records. The record custodian must release the student's records (for a supervised review) within 45 days of receiving the request. When a record contains information about more than one student, the student may inspect and review only that portion of the record that relates to him or her. This right does not extend to any personal notes an advisor might make of an advising session for his or her exclusive personal reference. However, once shared with any other person, these notes become a disclosable part of a student's education record. Faculty should note that student grades are clearly protected by this law, and should be treated as such.

  http://www.marquette.edu/mucentral/registrar/policy_ferpa.shtml

- Each student's curricular requirements are governed by the Undergraduate Bulletin published in the year that student enrolled at Marquette. For this reason, students should preserve the Undergraduate Bulletin from their first year at Marquette, and advisors should refer to the appropriate Bulletin when advising the student. Bulletins for the last eleven years can be found at http://bulletin.marquette.edu/previousbulletins/

- It is the responsibility of the student to know all the regulations and requirements governing his or her degree program. Nonetheless, advisors should take care not to misinform students on these matters. The University can be held legally liable for providing incorrect advice to students through its advisors.

- The law protects an advisor's right to privileged communications. This means that an advisor can share information concerning a student with other University officials under some circumstances. Since this right is not absolute, you should be careful to exercise good judgment before sharing information. A good test of whether communication is privileged is whether or not such sharing serves the student's best educational interests.
Information cannot be shared with parents, guardians or other individuals without the written consent of the student.

- There is no single definition of what constitutes due process in academic matters. In general, courts will respect each university's procedures for handling academic disputes and will only become involved if the university fails to follow its own procedures scrupulously. If you are in doubt about a procedure to resolve an academic dispute, please contact the College office.

1.22 The FERPA Policy

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law governing the confidentiality of and access to student education records. The entire FERPA policy can be found in the Marquette Student Handbook and is also available online at http://www.marquette.edu/mucentral/registrar/policy_ferpa.shtml
2 Graduation Requirements; University Core of Common Studies; and College B.A. / B.S. Degree

Please refer to the online 2016-2017 Undergraduate Bulletin for complete information on this topic:

- **General College Requirements:**
  [http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/](http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/)

- **B.A. Degree College Requirements:**
  [http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/](http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/)

- **B.S. Degree College Requirements:**
  [http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/](http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/collegecurriculum/)

2.1 Graduation Requirements

*Students must meet the graduation requirements that are outlined in the Undergraduate Bulletin in effect the year in which they enter Marquette. Substitutions or waivers for specific courses that are required for degree completion may occur, as determined by the College of Arts and Sciences. Students whose enrollment is interrupted for two or more consecutive terms normally must meet the requirements outlined in the Undergraduate Bulletin in effect the year of their readmission to the university. The college may determine that a readmitted student will fall under a different set of degree requirements than the academic year in which he/she is readmitted.*

A candidate for a Bachelor of Arts or a Bachelor of Science degree must meet the following graduation requirements to earn a Marquette undergraduate degree:

**Grade Point**
- Earn a minimum grade point average of 2.000 for graduation.
- Achieve a 2.000 grade point average in all courses in his/her major or minor.

**Credit Hours**
- Earn 120 credit hours (for students following the fall 2015 undergraduate bulletin, or later).
- A minimum of 60 of the 120 credits required for an undergraduate degree must be Marquette credits.
- Residency Requirement: Complete the final 30 credit hours needed for an undergraduate degree with Marquette credits, unless those credits are earned in an approved study abroad program.

**Upper-Division Credits**
- **For B.S. degree:** Complete a minimum of 32 credit hours in upper-division Marquette courses (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).
- **For B.A. degree:** Complete a minimum of 42 credit hours in upper-division courses, ten of these credits may be non-Marquette credits (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).

**Major Credits:**
A minimum of 15 Marquette credits in the major are required to earn a Marquette undergraduate degree.

**Minor Credits:**
A minor is not required. However, a minimum of 9 credits must be Marquette credits to earn a minor.
University Core of Common Studies
- Fulfill the requirements in the nine knowledge areas: 1) Rhetoric, 2) Mathematical Reasoning, 3) Individual and Social Behavior, 4) Diverse Cultures, 5) Literature/Performing Arts, 6) Histories of Cultures and Societies, 7) Science and Nature, 8) Human Nature and Ethics, and 9) Theology for the University Core of Common Studies.

College Requirements
- Fulfill the Bachelor of Arts or the Bachelor of Science College requirements for their degree.
- Fulfill all of the requirements for at least one major offered in the College of Arts and Sciences.
- Be in good academic standing in the College.

Other Requirements for Graduation
- Complete the formal online application for graduation available in the Student Center in CheckMarq, by the term deadlines for application.
- May graduates must attend Commencement exercises. Permission to be absent may be requested only for serious reasons by writing to the dean of the college by May 1.

Although most students are able to fulfill the University Core requirements, the B.A. or B.S. College requirements, their major requirements, and take elective courses within 120 credits, certain combinations of major and minor fields may require more than the minimum. Students are urged to consult an advisor before selecting a major and an optional minor.

Full-time enrollment constitutes 12-18 credit hours per term. Part time is defined as 11 or fewer credit hours per term.

It is the responsibility of students to know and to fulfill all university, College of Arts and Sciences and major department requirements.

(See the online Undergraduate Bulletin for information: http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/graduationrequirements; or, contact Ms. Pauline Thomas, Director of Student Records for Arts and Sciences.)

2.2 University Core of Common Studies (UCCS)
All students entering the University are bound by the University Core of Common Studies (UCCS). The UCCS requires that 36 credit hours be taken in nine different knowledge areas. Students may elect to apply one course to fulfill the requirements of two different areas (“dual application”) for a total of 33 credit hours.

A list of UCCS approved courses that fulfill each of the nine areas is published in the online 2015-2016 Undergraduate Bulletin; however, the list changes slightly during the academic year with the addition of new courses. Students and advisors are encouraged to consult the University website, http://www.marquette.edu/programs/core/overview.shtml for the most up-to-date listing of courses.

Each college is empowered to specify which of the UCCS approved courses may be used to satisfy core requirements within the context of college requirements.

2.3 Bachelor of Arts and Bachelor of Science Degrees
The Klingler College of Arts and Sciences has two college degrees, the Bachelor of Arts and the Bachelor of Science.
General Policies
College requirements are determined according to the degree to be earned. Students who switch from a BS degree program to a BA degree program will be required to complete the requirements for the Bachelor of Arts.

The BA and BS College requirements are constructed to include the University Core of Common Studies requirements for eight of the nine UCCS areas. The College requirements do not specify courses or additional requirements in the UCCS area of Diverse Cultures.

A course may be used only once to fulfill any part of the College requirements. A course used to fulfill a College requirement may also be used to fulfill a major and/or minor requirement.

Bachelor of Arts and Bachelor of Science
The requirements for the Bachelor of Arts degree and the Bachelor of Science degree are presented on the following pages. The College requirements are listed in the same order as the nine UCCS area requirements. For students to earn a degree they will complete:
- The University Core of Common Studies.
- Either, the Bachelor of Arts College requirements: 120 total credits, 42 upper division credits (at least 32 upper division credits must be at MU), 15 credits of major (9 credits of minor) must be completed at MU.
- Or, Bachelor of Science College requirements: 120 total credits, 32 upper division credits at MU, 15 credits of major (9 credits of minor) must be completed at MU.
- Courses for major(s) and electives.
2.4 Bachelor of Arts – Klingler College of Arts and Sciences

To earn your degree, you will complete:

- the University Core of Common Studies (with College of Arts and Sciences approved courses, as detailed below).
- the Foreign Language Requirement.
- courses for your major(s) and electives.

120 credits minimum (total)
60 MU credits, final 30 credits at MU,
42 upper division credits (10 of these credits may be non-MU credits).

The University Core of Common Studies (UCCS)

(R) Rhetoric (6 hrs.)
(MR) Mathematical Reasoning (3 hrs.)
(ISB) Individual & Social Behavior (3 hrs.)
(DC) Diverse Cultures (3 hrs.)

LPA Literature/Performing Arts (3 hrs.)
HCS Histories of Cultures & Societies (3 hrs.)
SN Science & Nature (3 hrs.)
HNE Human Nature & Ethics (6 hrs.)

UCCS Requirements for a Bachelor of Arts Degree in the College of Arts and Sciences

Rhetoric (6 hrs.)
- ENGL 1001
- ENGL 1002

Mathematical Reasoning (3 hrs.)
- Complete one course from the list of UCCS approved courses in the Mathematical Reasoning knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms of: COSC, MATH, PSYC and SOCI.

Individual & Social Behavior (3 hrs.)
- Complete one course from the list of UCCS approved courses in the Individual & Social Behavior knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms of: AFAS, CRLS, ECON, NASC, POSC, PSYC, SOWJ, SOCI and WGST.

Diverse Cultures (3 hrs.)
- Complete one course from the list of UCCS approved courses in the Diverse Cultures knowledge area. Students may select any course approved for the UCCS-Diverse Cultures knowledge area.

Literature/Performing Arts (3 hrs.)
- Complete one literature course from the list of UCCS approved courses in the Literature/Performing Arts knowledge area. This is limited to an English or a foreign language literature course with the subject acronyms of: CLAS, ENGL, FREN, GRMN, ITAL, and SPAN.

Histories of Cultures & Societies (3 hrs.)
- Complete any one History (HIST) course from the list of UCCS approved courses in the Histories of Cultures & Societies knowledge area. This is limited to courses with the subject acronym of HIST only.

Science & Nature (3 hrs.)
- Complete one course from the list of UCCS approved courses in the Science & Nature knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms of: ARSC, BIOL, CHEM, and PHYS.

Human Nature & Ethics (6 hrs.)
- PHIL 1001
- PHIL 2310
Please note: PHIL 1001 cannot be taken by first-semester freshmen.

Theology (6 hrs.)
- THEO 1001
- Complete one additional course from the list of UCCS approved courses in the Theology knowledge area.

Foreign Language (0-8 hrs.) — All Bachelor of Arts Students Have a Foreign Language Requirement

Bachelor of Arts degree students are required to demonstrate proficiency in a foreign language at the Intermediate level, according to the standard of the American Council for the Teaching of Foreign Languages.

Upon entering the university, students with previous study of a foreign language will be assessed using a Placement Exam or Survey (language dependent).

Those who do not demonstrate proficiency through the exam/survey will satisfy the language requirement as follows:
- Students who wish to study French, German or Spanish will complete one of the following sequences: (1003 and 2001); or (2001); or (2003), depending on score.
- Students who wish to study Arabic, Greek, Chinese, Latin or Italian will complete course levels 1001 and 1002.

Bachelor of Arts Degree Programs

<table>
<thead>
<tr>
<th>Africana Studies</th>
<th>French</th>
<th>Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Military History</td>
<td>German</td>
<td>Political Science</td>
</tr>
<tr>
<td>Anthropology</td>
<td>History</td>
<td>Psychology</td>
</tr>
<tr>
<td>Classics</td>
<td>International Affairs</td>
<td>Social Welfare and Justice</td>
</tr>
<tr>
<td>Criminology and Law Studies</td>
<td>Latin American Studies</td>
<td>Sociology</td>
</tr>
<tr>
<td>Economics</td>
<td>Literature (English)</td>
<td>Spanish for the Professions</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Peace Studies</td>
<td>Spanish Language, Literature &amp; Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theology and Religion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Women's and Gender Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing-Intensive English</td>
</tr>
</tbody>
</table>
## 2.4.1 BACHELOR OF ARTS ADVISING FORM - Klingler College of Arts and Sciences

**Advising Center form: Tentative and subject to change**

<table>
<thead>
<tr>
<th>University Core</th>
<th>Arts and Sciences - BA College Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (R)</td>
<td>English Composition (2 courses)</td>
</tr>
<tr>
<td></td>
<td>ENGL 1001 _________ ENGL 1002 _________</td>
</tr>
<tr>
<td>Mathematical Reasoning (MR)</td>
<td>Math/COSC/Statistics (1 course) *</td>
</tr>
<tr>
<td>3 credits</td>
<td>MATH _________ COSC ________ Statistics ________</td>
</tr>
<tr>
<td>Individual &amp; Social Behavior (ISB)</td>
<td>Individual &amp; Social Behavior (1 course) *</td>
</tr>
<tr>
<td>3 credits</td>
<td>ECON _________ CRLS ________ POSC ________ SOCI ________</td>
</tr>
<tr>
<td>Diverse Cultures (DC)</td>
<td>Diverse Cultures (1 course)</td>
</tr>
<tr>
<td>3 credits</td>
<td>HIST 1001, 1002, 1101, 1301, 1401, or 1501 ________</td>
</tr>
<tr>
<td></td>
<td>HIST 2001 (restricted to the Honors Program) ________</td>
</tr>
<tr>
<td>Literature/Performing Arts (LPA)</td>
<td>Literature (course in Literature; English or Foreign Languages and Literature) *</td>
</tr>
<tr>
<td>3 credits</td>
<td>_____________</td>
</tr>
<tr>
<td>Histories of Cultures &amp; Societies (HCS)</td>
<td>Histories of Cultures &amp; Societies (1 course)</td>
</tr>
<tr>
<td>3 credits</td>
<td>HIST 1001, 1002, 1101, 1301, 1401, or 1501 ________</td>
</tr>
<tr>
<td>Science and Nature (SN)</td>
<td>Science and Nature (1 courses)*</td>
</tr>
<tr>
<td>3 credits</td>
<td>BIOL _________ CHEM _________ PHYS _________</td>
</tr>
<tr>
<td>Human Nature &amp; Ethics (HNE)</td>
<td>Human Nature &amp; Ethics (Philosophy) (2 courses)</td>
</tr>
<tr>
<td>6 credits</td>
<td>PHIL 1001 _________ PHIL 2310 ________</td>
</tr>
<tr>
<td>Theology (T)</td>
<td>Theology (2 courses - both of the courses for this area must be from the UCCS)</td>
</tr>
<tr>
<td>6 credits</td>
<td>THEO 1001 _________ UCCS approved 2000 or 3000 level THEO ________</td>
</tr>
<tr>
<td>[No equivalent requirement]</td>
<td>Foreign Language [0-8 credit hours]</td>
</tr>
<tr>
<td></td>
<td>_________ 1001 _________ 1002 _________ 2001</td>
</tr>
<tr>
<td></td>
<td>_________ 1003 _________ 2003</td>
</tr>
</tbody>
</table>

- 120 credits required for graduation.
- A 2.000 Marquette University cumulative and major/minor quality point average is required for graduation.
- 42 upper-division (3000 or 4000-level) credits required for a Bachelor of Arts degree... at least 32 upper-division credits at Marquette University.
- 15 credits of major (9 credits of minor) must be completed at Marquette University.
- 60 credits must be completed at Marquette University.
- Typically, no more than half the number of credits required for a degree will be accepted from a community college upon entry to Marquette University.
- Students seeking a second degree must complete at least 32 additional upper-division credits in residence at Marquette University.
- Final 30 credits must be completed at Marquette University.
- Must be Arts and Sciences UCCS Approved Course
### 2.5 Bachelor of Science – Klingler College of Arts and Sciences

**BACHELOR OF SCIENCE**

To earn your degree, you will complete:
- The University Core of Common Studies* (*with College of Arts and Sciences approved courses, as detailed below).
- Courses for your major(s) and electives.
- 120 credits minimum (total)
  - 60 MU credits,
  - final 30 credits at MU,
  - 32 upper division MU credits

#### THE UNIVERSITY CORE OF COMMON STUDIES (UCCS)

<table>
<thead>
<tr>
<th>Code</th>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Rhetoric</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>MR</td>
<td>Mathematical Reasoning</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>ISB</td>
<td>Individual &amp; Social Behavior</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>DC</td>
<td>Diverse Cultures</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>LPA</td>
<td>Literature/Performing Arts</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HCS</td>
<td>Histories of Cultures &amp; Societies</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>SN</td>
<td>Science &amp; Nature</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>HNE</td>
<td>Human Nature &amp; Ethics</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>THEO</td>
<td>Theology</td>
<td>6 hrs.</td>
</tr>
</tbody>
</table>

#### UCCS Requirements FOR A Bachelor of Science Degree IN THE College of Arts and Sciences

<table>
<thead>
<tr>
<th>Rhetoric (6 hrs.)</th>
<th>Mathematical Reasoning (3 hrs.)</th>
<th>Individual &amp; Social Behavior (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ENGL 1001 and</td>
<td>• Complete one course from the list of UCCS approved courses in the Mathematical Reasoning knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms: COSC, MATH, PSYC and SOCI.</td>
<td>• Complete one course from the list of UCCS approved courses in the Individual &amp; Social Behavior knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms: AFAS, CRLS, ECON, NASC, PSYC, SOWJ, SOCI and WGST.</td>
</tr>
<tr>
<td>ENGL 1002</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Diverse Cultures (3 hrs.)</th>
<th>Literature/Performing Arts (3 hrs.)</th>
<th>Histories of Cultures &amp; Societies (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete one course from the list of UCCS approved courses in the Diverse Cultures knowledge area. Students may select any course approved for the UCCS-Diverse Cultures knowledge area.</td>
<td>• Complete one literature course from the list of UCCS approved courses in the Literature/Performing Arts knowledge area. This is limited to an English or a foreign language literature course with the subject acronyms of: CLAS, ENGL, FREN, GRMN, ITAL, and SPAN.</td>
<td>• Complete any one History (HIST) course from the list of UCCS approved courses in the Histories of Cultures &amp; Societies knowledge area. This is limited to courses with the subject acronym of HIST only.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science &amp; Nature (3 hrs.)</th>
<th>Human Nature &amp; Ethics (6 hrs.)</th>
<th>Theology (6 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete one course from the list of UCCS approved courses in the Science &amp; Nature knowledge area offered by the College of Arts and Sciences. This is limited to the courses with the subject acronyms of: ARSC, BIOL, CHEM, and PHYS.</td>
<td>• PHIL 1001 and PHIL 2310 Please note: PHIL 1001 cannot be taken by first-semester freshmen.</td>
<td>• THEO 1001 and Complete one additional course from the list of UCCS approved courses in the Theology knowledge area.</td>
</tr>
</tbody>
</table>

### FOREIGN LANGUAGE – NOTE: BACHELOR OF SCIENCE STUDENTS DO NOT HAVE A FOREIGN LANGUAGE REQUIREMENT

### BACHELOR OF SCIENCE DEGREE PROGRAMS

- Applied Mathematical Economics
- Biochemistry and Molecular Biology
- Bioinformatics
- Biological Sciences
- Biophysics
- Chemistry
- Computational Mathematics
- Computer Science
- Data Science
- Mathematics
- Physics
- Physiological Sciences
### 2.5.1 Bachelor of Science Advising Form - Klingler College of Arts and Sciences

**Advising Center form: Tentative and subject to change**

<table>
<thead>
<tr>
<th>University Core</th>
<th>Arts and Sciences - BS College Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhetoric (R)</strong></td>
<td>English Composition (2 courses) ENGL 1001</td>
</tr>
<tr>
<td>6 credits</td>
<td>ENGL 1002</td>
</tr>
<tr>
<td><strong>Mathematical Reasoning (MR)</strong></td>
<td>Math/COSC/Statistics (1 course)</td>
</tr>
<tr>
<td>3 credits</td>
<td>MATH</td>
</tr>
<tr>
<td></td>
<td>COSC</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td><strong>Individual &amp; Social Behavior (ISB)</strong></td>
<td>Individual &amp; Social Behavior (1 course)</td>
</tr>
<tr>
<td>3 credits</td>
<td>ECON</td>
</tr>
<tr>
<td></td>
<td>CRLS</td>
</tr>
<tr>
<td></td>
<td>AFAS</td>
</tr>
<tr>
<td></td>
<td>POSC</td>
</tr>
<tr>
<td></td>
<td>SOCI</td>
</tr>
<tr>
<td></td>
<td>NASC</td>
</tr>
<tr>
<td></td>
<td>PSYC</td>
</tr>
<tr>
<td></td>
<td>SOWJ</td>
</tr>
<tr>
<td></td>
<td>WGST</td>
</tr>
<tr>
<td><strong>Diverse Cultures (DC)</strong></td>
<td>[A&amp;S has no additional requirement in Diverse Cultures.]</td>
</tr>
<tr>
<td>3 credits</td>
<td>English Composition (2 courses) ENGL 1001</td>
</tr>
<tr>
<td><strong>Literature/Performing Arts (LPA)</strong></td>
<td>Literature (1 course in Literature; English or Foreign Languages and Literature)*</td>
</tr>
<tr>
<td>3 credits</td>
<td>Histories of Cultures &amp; Societies (HCS) (1 course)</td>
</tr>
<tr>
<td></td>
<td>HIST 1001</td>
</tr>
<tr>
<td></td>
<td>HIST 1011</td>
</tr>
<tr>
<td></td>
<td>HIST 1301</td>
</tr>
<tr>
<td></td>
<td>HIST 1401</td>
</tr>
<tr>
<td></td>
<td>HIST 1501</td>
</tr>
<tr>
<td></td>
<td>HIST 2001 (restricted to the Honors Program)</td>
</tr>
<tr>
<td><strong>Science &amp; Nature (SN)</strong></td>
<td>Science &amp; Nature (1 course)</td>
</tr>
<tr>
<td>3 credits</td>
<td>BIOL</td>
</tr>
<tr>
<td></td>
<td>CHEM</td>
</tr>
<tr>
<td></td>
<td>PHYS</td>
</tr>
<tr>
<td></td>
<td>ARSC 1020</td>
</tr>
<tr>
<td></td>
<td>ARSC 1021</td>
</tr>
<tr>
<td><strong>Human Nature &amp; Ethics (HNE)</strong></td>
<td>Human Nature &amp; Ethics (Philosophy) (2 courses)</td>
</tr>
<tr>
<td>6 credits</td>
<td>PHIL 1001</td>
</tr>
<tr>
<td></td>
<td>PHIL 2310</td>
</tr>
<tr>
<td><strong>Theology (T)</strong></td>
<td>Theology (2 courses - both of the courses for this area must be from the UCCS)</td>
</tr>
<tr>
<td>6 credits</td>
<td>THEO 1001</td>
</tr>
<tr>
<td></td>
<td>UCCS approved 2000 or 3000 level THEO</td>
</tr>
</tbody>
</table>

* 120 credits required for graduation.
* A 2.000 Marquette University cumulative and major/minor quality point average is required for graduation.
* 32 upper-division (3000 or 4000-level) credits required for a Bachelor of Science degree... at least 32 upper-division credits at Marquette University.
* 15 credits of major (9 credits of minor) must be completed at Marquette University.
* 60 credits must be completed at Marquette University.
* Typically, no more than half the number of credits required for a degree will be accepted from a community college upon entry to Marquette University.
* Students seeking a second degree must complete at least 32 additional upper-division Marquette University credits in residence.
* Final 30 credits must be completed at Marquette University.

* Must be Arts and Sciences UCCS Approved Course
2.6 Foreign Language Requirements

For information on Foreign Language Requirements for specific majors, please go to: http://www.marquette.edu/fola/undergraduate.shtml.

For information on the ONLINE PLACEMENT EXAM-SURVEY in Foreign Language please go to: http://www.marquette.edu/fola/webcape.shtml.

The Department will review the results of a student’s placement examination. The department reserves the right to change the student’s placement in a course if it believes that the student has not been placed at the appropriate level, or in the most appropriate course based on the student’s exposure to the language. Students who believe they were misplaced on the basis of the placement test score should consult the Department of Foreign Languages and Literatures. Students may not place themselves, or change their placement without departmental approval. Registration in a course lower than the approved level may result in no credit being awarded for the course.

If a student has studied Chinese, French, German, or Spanish and he/she wishes to continue advanced study in that language, he/she needs to take the ONLINE PLACEMENT EXAM. If a student has had no experience in a language, then he/she would register for the 1001 (or 1003 in French, German, Spanish), the beginner course level. If a student is a native or heritage* speaker and plans to continue advanced study of that language, the student must take the ONLINE PLACEMENT EXAM to determine the level of proficiency. After taking the exam and obtaining the results, the student must consult with the staff in the Foreign Language office to determine his/her placement.

If a student has studied Arabic, Italian or Latin and plans to continue advanced study of that language, the student must complete the Online Language Survey to determine the level of proficiency. After completing the survey, the student will receive an email confirming the course level in which he/she needs to enroll. If a student has had no experience in a language then he/she would register for the 1001, the beginner course level.

Native speakers of other languages should consult with their College Records Office regarding possible exemption from the foreign language requirement.

When a student has a documented language-based learning disability that affects the processing of foreign languages, it is possible to substitute courses for those that would be needed to fulfill the foreign language requirement. Contact the College Records office.

*Heritage speakers of a language are students of that language background who have been educated in the United States and have been exposed to the language in their homes or communities from an early age, but who consider English their primary language. They can also be students who speak the language but need to learn to read and write the language correctly.

2.7 Foreign Language Placement Credit

For information on the Placement Credit in Foreign Language please go to: http://www.marquette.edu/fola/eligibility-requirements.shtml

Eligibility Requirements for Placement Credit

- The student must have earned the high school credits for the language in question from a U.S. high school.
- The student may not be a native speaker or equivalent of the language, nor a long-time resident of a country where the language is spoken for more than six months.
The student may not have college credit in the language (including Advanced Placement (AP) credit, credit by examination, or transfer credit from another institution).

The student may not have previously audited a college course in the language or enrolled in, and then withdrawn from, a course in the language after the third week of the term.

This must be the first language course taken at Marquette.

3 Prospective Majors and Minors, with Resource Persons

Advisors are encouraged to familiarize themselves with the College's majors and minors, both those of individual departments and the interdisciplinary majors and minors found in the online Undergraduate Bulletin at http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/majorsandminors/.

Each of these programs has a resource person who can supply information helpful for advisors and students.

3.1 Arts and Sciences Majors and Minors, with Resource Persons

<table>
<thead>
<tr>
<th>MAJORS</th>
<th>RESOURCE PERSON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies (Interdisciplinary)</td>
<td>Dr. Heather Hathaway</td>
<td>414/288-3478</td>
</tr>
<tr>
<td>7217 American Military History</td>
<td>Dr. Michael Wert (Spring)</td>
<td>414/288-7592</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Dr. Jane Peterson</td>
<td>414/288-7917</td>
</tr>
<tr>
<td>Applied Mathematical Economics (Interdisciplinary)</td>
<td>Dr. Andrew Meyer</td>
<td>414/288-5489</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>Dr. Dale Noel</td>
<td>414/288-1475</td>
</tr>
<tr>
<td>Bioinformatics (Interdisciplinary)</td>
<td>Dr. Dennis Brylow 288-6342 AND Dr. Ed Blumenthal 288-6270</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Dr. James Buchanan</td>
<td>414/288-1482</td>
</tr>
<tr>
<td>Biophysics</td>
<td>Dr. Brian Bennett</td>
<td>414/288-7247</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Dr. Scott Reid</td>
<td>414/288-3515</td>
</tr>
<tr>
<td>Computational Mathematics</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Criminology and Law Studies</td>
<td>Dr. Olga Semukhina</td>
<td>414/288-3439</td>
</tr>
<tr>
<td>Data Science</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Economics</td>
<td>Dr. Joseph Daniels</td>
<td>414/288-3368</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Dr. Amy Blair</td>
<td>414/288-7284</td>
</tr>
<tr>
<td>Environmental Studies (Interdisciplinary)</td>
<td>Dr. Stefan Schnitzer 288-1485 AND Dr. Ed Blumenthal 288-6270</td>
<td></td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Dr. Anne Pasero</td>
<td>414/288-7063</td>
</tr>
<tr>
<td>All languages &amp; Spanish</td>
<td>Dr. Stephen Beall</td>
<td>414/288-7422</td>
</tr>
<tr>
<td>Classics</td>
<td>Dr. Sarah Gendron</td>
<td>414/288-5441</td>
</tr>
<tr>
<td>French</td>
<td>Dr. John Pustejovsky</td>
<td>414/288-7129</td>
</tr>
</tbody>
</table>
### MAJORS

<table>
<thead>
<tr>
<th>MAJOR</th>
<th>RESOURCE PERSON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Dr. James Marten</td>
<td>414/288-7217</td>
</tr>
<tr>
<td>International Affairs (Interdisciplinary)</td>
<td>Dr. Barrett McCormick</td>
<td>414/288-3421</td>
</tr>
<tr>
<td>Latin American Studies (Interdisciplinary)</td>
<td>Dr. Julia Paulk</td>
<td>414/288-6300</td>
</tr>
<tr>
<td>Literature (English)</td>
<td>Dr. Amy Blair</td>
<td>414/288-7284</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Peace Studies (Interdisciplinary)</td>
<td>Dr. Louise Cainkar</td>
<td>414/288-5714</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Dr. Anthony Peressini</td>
<td>414/288-5683</td>
</tr>
<tr>
<td>Physics</td>
<td>Dr. Andrew Kunz</td>
<td>414/288-3031</td>
</tr>
<tr>
<td>Physiological Sciences</td>
<td>Dr. James Buchanan</td>
<td>414/288-1482</td>
</tr>
<tr>
<td>Political Science</td>
<td>Dr. Lowell Barrington</td>
<td>288-6842</td>
</tr>
<tr>
<td>Psychology</td>
<td>Dr. Ed de St. Aubin</td>
<td>414/288-2143</td>
</tr>
<tr>
<td>Sociology</td>
<td>Dr. Dawne Moon</td>
<td>414/288-7914</td>
</tr>
<tr>
<td>Social Welfare and Justice</td>
<td>Dr. Alexandra Crampton</td>
<td>414/288-7912</td>
</tr>
<tr>
<td>Theology and Religion</td>
<td>Dr. Deirdre Dempsey</td>
<td>414/288-3747</td>
</tr>
<tr>
<td>Women’s and Gender Studies (Interdisciplinary)</td>
<td>Dr. Angelique Harris</td>
<td>414/288-7438</td>
</tr>
<tr>
<td>Writing Intensive English</td>
<td>Dr. Amy Blair</td>
<td>414/288-7284</td>
</tr>
</tbody>
</table>

### RESERVE OFFICER’S TRAINING CORP PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>RESOURCE PERSON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force Aerospace Studies (Minor)</td>
<td>LTC Christopher Van Hoof</td>
<td>414/288-5383</td>
</tr>
<tr>
<td>Military Science and Leadership (Minor)</td>
<td>LTC Aaron Culp</td>
<td>414/288-2047</td>
</tr>
<tr>
<td>Naval Science (Minor)</td>
<td>CPT Daniel F. Olson</td>
<td>414/288-7076</td>
</tr>
</tbody>
</table>

### Arts and Sciences Interdisciplinary Programs, with Resource Persons

<table>
<thead>
<tr>
<th>Interdisciplinary Minor</th>
<th>RESOURCE PERSON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies Minor</td>
<td>Dr. Heather Hathaway</td>
<td>414/288-3478</td>
</tr>
<tr>
<td>Arabic Language Studies and Culture Minor</td>
<td>Dr. Enaya Othman</td>
<td>414/288-5761</td>
</tr>
<tr>
<td>Asian Studies Minor</td>
<td>Dr. Michael Wert (Fall)</td>
<td>414/288-3552</td>
</tr>
<tr>
<td>Culture Health and Illness Minor</td>
<td>Dr. Jane Peterson</td>
<td>414/288-7917</td>
</tr>
<tr>
<td>Environmental Ethics Minor</td>
<td>Dr. Jame Schaefer</td>
<td>414/288-3742</td>
</tr>
<tr>
<td>Environmental Studies Minor</td>
<td>Dr. Stefan Schnitzer</td>
<td>414/288-1485</td>
</tr>
<tr>
<td>Ethics Minor</td>
<td>Dr. Susanne Foster</td>
<td>414/288-6270</td>
</tr>
<tr>
<td>Family Studies Minor</td>
<td>Dr. Lynn Turner</td>
<td>414/288-7120</td>
</tr>
<tr>
<td>International Affairs Minor</td>
<td>Dr. Barrett McCormick</td>
<td>414/288-3421</td>
</tr>
<tr>
<td>Interdisciplinary Minors</td>
<td>RESOURCE PERSON</td>
<td>PHONE</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Latin American Studies Minor</td>
<td>Dr. Julia Paulk</td>
<td>414/288-6300</td>
</tr>
<tr>
<td>Law and Society Minor</td>
<td>Dr. Jane Peterson</td>
<td>414/288-7917</td>
</tr>
<tr>
<td>Medieval Studies Minor</td>
<td>Dr. Lezlie Knox</td>
<td>414/288-7863</td>
</tr>
<tr>
<td>Peace Studies Minor</td>
<td>Dr. Louise Cainkar</td>
<td>414/288-5714</td>
</tr>
<tr>
<td>7217 Public History Minor</td>
<td>Dr. James Marten (Fall)</td>
<td>414/288-7217</td>
</tr>
<tr>
<td>Urban Affairs Minor</td>
<td>Dr. Amber Wichowsky</td>
<td>414/288-3422</td>
</tr>
<tr>
<td>Women’s and Gender Studies Minor</td>
<td>Dr. Angelique Harris</td>
<td>414/288-7438</td>
</tr>
</tbody>
</table>

### 3.3 Individually Defined Interdisciplinary Majors and Minors

The College affords qualified students the opportunity to propose an individually tailored interdisciplinary program leading to a minor or major in an appropriate area. This proposal is subject to academic review by the College office, and is evaluated using the same general criteria used in other forms of academic review. The criteria for approval include:

- appropriateness of the objectives,
- academic coherence of the proposal (a principle or principles of organization; learning objectives; an identified, rational sequence of courses explicitly linked to the organizing principles),
- appropriate balance of credits between lower-division and upper-division,
- assurance of appropriate faculty supervision,
- significant difference between established majors and minors and the proposed major or minor
- student's likelihood of success in completing the program.

### 4 Pre-Professional Programs

#### 4.1 College of Education/Teacher Education Program

Students who complete the teacher education program at Marquette University graduate with a double major: a major in education and a major in an academic content area. All education students will be assigned to an adviser in the College of Education, as well as to an adviser in their academic content area.

All students interested in completing teacher education will choose to pursue either the Middle Childhood/Early Adolescence program leading to licensure for grades 1-8; or, the Early Adolescence/Adolescence program leading to licensure for grades 6-12. In addition to taking courses and doing student teaching, students will have to demonstrate knowledge, dispositions, and skills evaluated according to ten licensure standards and pass state approved tests in content knowledge.

For more information about Marquette’s teacher education programs and the College of Education curriculum, contact Ms. Tina McNamara, Assistant Dean for Undergraduate Advising and Student Services in the College of Education, 414/288-6981, or tina.mcnamara@marquette.edu
Pre-major advisors should contact the College of Education for information, and should direct potential Education majors to Tina McNamara for advising.

4.2 Pre-Law Studies

The designation "pre-law" simply means that a student has law school as a professional goal. It is important for students to understand that if they become "pre-law," they will not be required to take any particular courses or to have any particular major. The only academic requirement for entering law school is that the students have a bachelor's degree.

Since they have no specific course requirements, pre-law students should choose courses and a major based on their talents and interests, making sure that they develop abilities to read, write, and use critical thinking.

Students need to know that law school admission is a highly competitive process and that, in general, the two most important factors to the admission committee are:

- Academic performance, as measured by undergraduate grade point average as well as the difficulty and breadth of coursework, and
- Score on the Law School Admission Test (LSAT).

Most students accepted to law school have an undergraduate GPA of at least 3.0. Admission criteria for many law schools include factors beyond GPA and LSAT scores (e.g., exposure to the legal profession, leadership, community/volunteer service, work experience, etc.); therefore applicants whose credentials fall short of published thresholds should still consider applying.

The LSAT is a test of verbal and reasoning skills rather than a test of specific knowledge. Nonetheless, students need to prepare for the exam in order to score well. In preparing for the LSAT, students should become familiar with the design and content of this qualifying exam.

Please inform pre-law students that Marquette has a pre-law advisor available for individual appointments. Students looking for an introduction to the law school application process should acquaint themselves with this website www.lsac.org (Law School Admission Council). Students who need pre-law advice should be directed to the Pre-law Advisor, Sensenbrenner Hall, 005. Should you, as an advisor, need an immediate answer to some pre-law question, please call (or e-mail) the pre-law advisor at 414/288-5989.

Note: Pre-law students should also be aware that Marquette has an active Pre-Law Society which arranges meetings and events about pre-law preparation, the law school admission process, and the legal profession.

Prospective pre-law students should follow the suggested outline below, until they have decided on a major.

Freshman Course Outline

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1001</td>
<td>3</td>
<td>ENGL 1002</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3-4</td>
<td>Foreign Language</td>
<td>3-4</td>
</tr>
<tr>
<td>HIST 1001</td>
<td>3</td>
<td>HIST 1002 *</td>
<td>3</td>
</tr>
<tr>
<td>Math/Logic/Comp.</td>
<td>3</td>
<td>Math/Logic/Comp.</td>
<td>3-4</td>
</tr>
<tr>
<td>Individual and Social Behavior</td>
<td>3</td>
<td>Individual and Social Behavior *</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15-16</td>
<td></td>
<td>15-17</td>
</tr>
</tbody>
</table>
For students pursuing the Bachelor of Science, consult B.S. degree requirements.

**Sophomore Course Outline**

<table>
<thead>
<tr>
<th></th>
<th>First Semester Credits</th>
<th>Second Semester Credits</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language *</td>
<td>3-4</td>
<td>Foreign Language *</td>
<td>3</td>
</tr>
<tr>
<td>Literature</td>
<td>3</td>
<td>Literature</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3-4</td>
<td>Natural Science</td>
<td>3-4</td>
</tr>
<tr>
<td>PHIL 1000 **</td>
<td>3</td>
<td>PHIL 1001</td>
<td>3</td>
</tr>
<tr>
<td>THEO 1001</td>
<td>3</td>
<td>Major or elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>15-17</strong></td>
<td></td>
<td><strong>15-16</strong></td>
</tr>
</tbody>
</table>

* For students pursuing the Bachelor of Science, consult B.S degree requirements.

** Logic should be taken to fulfill part of the math-logic-computer science curriculum requirements.

** Resource Person: Kimberly Martin, Pre-Law Advisor
Office of Pre-Professional Studies
Sensenbrenner Hall, Room 005
414/288-5989
kimberly.martin@marquette.edu

4.3 Pre-Medical and Pre-Dental Studies

Students aspiring to medical or dental school need special advice on the scheduling of pre-med/pre-dent requirements in their early semesters. These courses must be completed within a rather strict time frame if the student is to take the MCAT (Medical College Admission Test) or DAT (Dental Admission Test) on schedule.

In the following section, information is provided on medical and dental school requirements, the entrance examinations (MCAT and DAT), and recommended curricula for students majoring in biology, chemistry, or a non-science major.

Advising becomes difficult when a student's academic background suggests that he or she may not be able to perform competitively by taking the recommended schedule of courses. In that case, the advisor and student will need to consider carefully what adjustments are to be made. They may have to consider summer courses. However, they should confirm beforehand that delayed courses would be offered in the summer. Remember that the material covered in the pre-med/pre-dent science requirements forms a significant portion of the entrance exams. These courses must be completed before those exams are taken.

Finally, urge students to:

- Register as a pre-medical or pre-dental student in the Office of Pre-Professional Studies in Sensenbrenner Hall, Room 005.

- Meet early with the Pre-Health Professions Advisor to discuss their plans, concerns, and admissions test preparation (freshman year is ideal). Students can call 414/288-5989 to schedule an appointment.

- Familiarize themselves with relevant reference materials. Specific requirements for particular medical and dental schools are contained in the Medical School Admissions Requirements.
(MSAR) and ADEA Official Guide to Dental Schools. These resources are available to students for purchase online.

Resource Person: Julia Farley, Pre-Health Professions Advisor
Office of Pre-Professional Studies
Sensenbrenner Hall, Room 005
414/288-5989
julia.farley@marquette.edu

For additional information please go to: http://www.marquette.edu/pre-health-advising/

4.4 Majors for Pre-Medical and Pre-Dental Students

Biological Sciences (BSCI)
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/biologicalsciences_bsci/

MATH 1410 or MATH 1450 is required for a Biological Sciences major and is generally taken in the freshman or sophomore year. This requirement also applies to the prospective Biological Sciences major with a weak math background. Prospective majors must be encouraged to take BIOL 1001 and CHEM 1001 in their first semester; if they do not, they will have to attend summer school to avoid later difficulties.

Resource Person: Dr. Edward Blumenthal, Chair and Associate Professor
Department of Biological Sciences
Wehr Life Sciences, Room 504
414-288-6270

Biochemistry and Molecular Biology
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/biologicalsciences_bsci/

MATH 1450 and MATH 1451 are required for this major and are usually taken in the freshman year. Prospective majors should be advised to declare their major as soon as possible. Prospective majors must be encouraged to take BIOL 1001 and CHEM 1001 in their first semester; if they do not, they will have to attend summer school to avoid later difficulties.

Resource Person: Dr. Edward Blumenthal, Chair and Associate Professor
Department of Biological Sciences
Wehr Life Sciences, Room 504
414-288-6270

For Chemistry: Contact the Department of Chemistry 414-288-7065

Physiological Sciences
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/biologicalsciences_bsci/

Prospective majors should be advised to follow the Biology curriculum for the first semester with BIOL 1001 and CHEM 1001. They should further be advised to take PSYC 1001 as the preferred social behavioral course in the first semester.

Resource Person: Dr. James Buchanan, Professor
Department of Biological Sciences
Wehr Life Sciences, Room B02
414/288-1482
Chemistry
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/chemistry_chem/
Prospective majors should be advised to declare their majors as soon as possible.

Resource Person: Dr. Scott Reid, Professor and Chairperson
Department of Chemistry
Todd Wehr Chemistry, Room 101
414/288-7565

Physics
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/physics_phys/
Prospective majors should be advised to declare their majors as soon as possible.

Resource person: Dr. Brian Bennett, Professor and Chairperson
Department of Physics
William Wehr Physics, Room 376
414/288-6705

Non-Science Majors
A student interested in medical school can choose to major in any area. Though most pre-dental and pre-medical students at Marquette major in the sciences, non-science majors are viable applicants for dental or medical school if they have taken the required undergraduate science courses and have performed well academically.

Students should be careful to complete the relevant requirements before taking the MCAT or DAT.

Resource Person: Julia Farley, Pre-Health Professions Advisor
Office of Pre-Professional Studies, Sensenbrenner Hall, Room 005, 414/288-5989

4.5 Medical School Course Requirements
Course prerequisites vary by program, but typically include the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>MU/ARSC courses which satisfy requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology with laboratory</td>
<td>BIOL 1001,1002, 2001, or a lab-only BIOL course</td>
</tr>
<tr>
<td>General Chemistry with laboratory</td>
<td>CHEM 1001/1013 and 1002/1014 ☘◘</td>
</tr>
<tr>
<td>Organic Chemistry with laboratory</td>
<td>CHEM 2111 and 2112; or 2113 and 2114 ☘◘</td>
</tr>
<tr>
<td>General Physics with laboratory</td>
<td>PHYS 1001 and 1002; or PHYS 1003 and 1004; or PHYS 1013 and 1014 ☘◘◘</td>
</tr>
<tr>
<td>Math (algebra, trigonometry, geometry, calculus) ☘◘◘ (Statistics is strongly recommended; Calculus is required by many schools.)</td>
<td>If calculus is required, MATH 1410 or MATH 1450 is acceptable. If statistics is required, MATH 1700, PSYC 2001, or MATH 4740 is acceptable.</td>
</tr>
<tr>
<td>English composition</td>
<td>ENGL 1001 and ENGL 1002, or [ENGL 1301 and ENGL 1302 Honors English]</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>PSYC 1001 and SOCI 1001</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>BIOL 4101</td>
</tr>
</tbody>
</table>

◘◘◘ CHEM 1013, 1014, 2113, and 2114 are courses for Chemistry majors.
PHYS 1013 and 1014 are designed for Physics majors.

Calculus is recommended by some medical schools, and required by others. If required, either MATH 1410 or 1450 is acceptable.

**AP credits in any of the above science courses should be treated with caution.** Some medical schools do not accept AP coursework. It is strongly recommended that any science courses be taken at MU, even if the student has AP credit. Refer any questions to the Pre-Health Professions Advisor.

For specific requirements of a particular medical school refer to the current edition of Medical School Admission Requirements, which is available online at [www.aamc.org](http://www.aamc.org).

**NOTE:** To meet the University of Wisconsin Medical School requirements, non-biology majors must take BIOL 1001, BIOL 1002, BIOL 2001 (or other BIOL lab course) and Biochemistry. BIOL Required courses also include General Chemistry, Organic Chemistry, Physics, and Statistics, and one upper-level course with an intensive writing requirement in the humanities or social sciences.

To meet the Medical College of Wisconsin requirements, students must complete BIOL 1001, BIOL 1002, BIOL 2001 (or other BIOL lab course), Biochemistry, and one additional advanced biology course. Required courses also include General Chemistry, Organic Chemistry, Physics, Math, English, and one course in sociology or psychology.

Current statistics indicate that nationally, the average grade point average of applicants accepted to medical school is 3.7 overall and 3.64 in the sciences.

### 4.6 The Medical College Admission Test (MCAT)

The Medical College Admission Exam (MCAT) is a national standardized test used by admissions committees, along with other evidence (grades, letters of recommendation), to assess the student's intellectual capability, academic achievement, and likely success in medical school. The MCAT is now available only as an online test source.

A student who is considering taking the MCAT exam should be referred to the Office of Pre-Professional Studies for advising.

The MCAT covers four areas: biological and biochemical foundations of living systems; chemical and physical foundations of biological systems; psychological, social, and biological foundations of behavior; and critical analysis and reasoning skills. Students planning to take the MCAT should complete the following courses prior to taking the MCAT: general biology, general chemistry, organic chemistry, physics, biochemistry, PSYC 1001, and SOCI 1001.

The MCAT should ideally be taken 15+ months before an applicant wishes to enter medical school.

Online registration for each testing date will open six months prior to the exam date. [https://www.aamc.org/students/applying/mcat/](https://www.aamc.org/students/applying/mcat/)

### 4.7 Dental School Course Requirements

Course prerequisites vary by program, but typically include the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>MU/ARSC courses which satisfy requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology or Zoology with laboratory</td>
<td>BIOL 1001, BIOL 1002, BIOL 2001, or lab only BIOL course</td>
</tr>
<tr>
<td>General Chemistry with laboratory</td>
<td>CHEM 1001/1013 and CHEM 1002/1014</td>
</tr>
<tr>
<td>Organic Chemistry with laboratory</td>
<td>CHEM 2111 and 2112; or 2113 and 2114</td>
</tr>
</tbody>
</table>
General Physics with laboratory | PHYS 1001 and PHYS 1002; or PHYS 1003 and PHYS 1004; or PHYS 1013 and PHYS 1014
Math (algebra, trigonometry, analytic geometry, calculus) | MATH 1410 or MATH 1450 is acceptable.
English composition | ENGL 1001 and ENGL 1002; or [ENGL 1301 and ENGL 1302 Honors English]
Biochemistry | BIOL 4101

- Biochemistry is required by some schools, including Marquette’s Dental School.
- CHEM 1013, 1014, 2113 and CHEM 2114 are courses for Chemistry majors.
- PHYS 1013 and PHYS 1014 are designed for Physics majors.
- Although calculus is recommended by some dental schools, few require it. If required, either MATH 1410 or MATH 1450 is acceptable.

**AP credit in any of the above science courses should be treated with caution.** Not all dental schools accept AP credit in these courses. It is strongly recommended that any science courses be taken at MU, even if the student has AP credit. Refer any questions to the Health Professions Advisor.

Some dental schools admit students after three years of college work (usually 90 credits), allowing them to complete their bachelor’s degree at the end of their first year of professional school.

Students planning a three-year admission should be aware that all basic science requirements must be completed by the end of the sophomore year in order to allow them to take their entrance examination during the second semester of the sophomore year.

For the specific requirements of a particular dental school refer to the current edition of ADEA Official Guide to Dental Schools, which is available for purchase at the University Bookstore or for reference in the Raynor Libraries.

**NOTE:** To meet the Marquette School of Dentistry requirements, students must complete BIOL 1001, BIOL 1002, BIOL 2001 (or other BIOL lab course), and Biochemistry. Required courses also include General Chemistry, Organic Chemistry, Physics, and English.

Current statistics indicate that nationally, the average grade point average of applicants accepted to dental school is 3.55 overall and 3.47 in the sciences.

### 4.8 Dental Admission Test (DAT)

The Dental Admission Test (DAT) is a national standardized test used by admissions committees, along with other evidence (grades, letters of recommendation), to assess the student’s intellectual capability, academic achievement, and likely success in dental school.

The test covers four areas: Natural Sciences (biology, chemistry and organic chemistry), Reading Comprehension (dental and basic sciences), Verbal and Quantitative Math Ability, and Perceptual Ability (two and three dimensional problem-solving).

The DAT is now available only as an online test source. It should be taken 12 to 18 months before applicants wish to enter dental school. Results are now available immediately after the test is completed. Students may retake the DAT after a 90-day wait if they are not satisfied with their scores. The day, time and place of the test may be arranged by following instructions given online at [www.ada.org](http://www.ada.org).
Although a student must complete physics in order to enroll in dental school, it is not covered in the DAT. The test can, therefore, be taken upon completion of general biology, general chemistry, and organic chemistry.

4.9 Important Points for Pre-Medical and Pre-Dental Advising

- Most students should complete BIOL 1001 and BIOL 1002 and CHEM 1001 and CHEM 1002 in their freshman year. BIOL 1001 is not offered during the spring semester.
- Science majors should declare their major as soon as they have decided.
- Students should learn the admission requirements for medical or dental school as soon as possible (freshman year is preferred).
- Students interested in pre-medical or pre-dental studies should meet with the Pre-Health Professions Advisor as soon as possible and register with the Office of Pre-Professional Studies.
- After consulting with the Pre-Health Professions Advisor, students should establish a timetable for completing all pre-professional requirements, taking the MCAT/DAT, and applying to medical or dental school.
- Pre-medical students should plan to take the MCAT in May/June of their junior year. Since physics is not included in the DAT, pre-dental students can take this test either in the fall or spring of their junior year, or as early as the spring semester of the sophomore year if they plan on applying after three years of undergraduate studies.
- Students with weaknesses that necessitate a reduced schedule should be referred immediately to the Office of Pre-Professional Studies.
- In pre-medical advising, it is becoming increasingly important to encourage students to establish a solid record of community service with direct patient contact. Students should be made aware of courses designated as "Service Learning Courses" through which they can earn course credit for volunteer work. They could also consider taking humanities courses that cover health issues (such as Medical Ethics, Sociology of Medicine, Sociology of Gerontology, etc.). Students should also contact the Pre-Health Professions Advisor to discuss volunteering, shadowing, getting patient contact, and more.
- Students admitted to the Pre-Dental Scholars program who are interested in pursuing a Biological Sciences or a Physiological Sciences major should contact Dr. James Maki, Department of Biological Sciences, as early as possible.
- Timing is very important in the application process for medical and dental schools. Students need to apply 15 months before they plan to enroll in professional school (e.g., a student who plans to enter medical or dental school the August after senior year/graduation should apply in June of their junior year).

4.10 Pre-Physical Therapy

As stated on the university’s Physical Therapy website, The Doctor of Physical Therapy (DPT) curriculum is designed to develop the student completely as a person and as a professional. A foundation of courses in the humanities and sciences challenges the students personally by focusing not only on the intellect, but also upon the character of the student. During this six-year program, the students spend the first three years satisfying the majority of the University Core of Common Studies (UCCS) and College requirements, completing most or all of their major, and fulfilling DPT prerequisites. In the fourth year, the students begin the professional phase of the program and fulfill the 120-credit requirement for a Klingler College of Arts and Sciences bachelor’s degree. The students who are accepted into the program as freshmen are referred to as Direct-Admission Physical Therapy (DIRP) students. These students have guaranteed
admission into the professional phase, assuming they maintain at least a 2.4 in the DPT prerequisite courses and fulfill the expectations listed in their student handbook.

Students who were not given direct admission as freshmen can choose to parallel the DPT curriculum during the pre-professional phase and then reapply. Historically, there have been approximately 10 spots for internal transfers; however, the number of actual spaces can vary greatly from year to year. Transfer admission is not guaranteed and is highly competitive. Having met DPT prerequisites by the start of the professional phase, these students apply by February 1 of the desired year of entrance. Like the DPTs, the PPTs must have a viable plan for completing their bachelor’s degree within the first year of the professional phase.

Students who already have a degree can apply for admission to the DPT professional phase; however, some preference will be given to students who have completed 11 credits of DPT prerequisites at Marquette University. Furthermore, they will need to complete a minimum of 12 credits of humanities courses at Marquette University or elsewhere. Students who have a degree and want to fulfill DPT prerequisites at Marquette University should apply as non-degree seeking students. A set number PT-related observation hours are not officially required. However, observing in a variety of physical therapy settings and with different patient populations is the best means to demonstrate your understanding of and commitment to the profession during the application process.

If students wish to take summer school outside of Marquette University, any DPT prerequisite course must be completed at a four-year institution and cannot be taken online. Furthermore, at least half of the DPT prerequisite credits must be completed at Marquette University. Approval for non-Marquette University courses must be obtained prior to taking courses from the Director of Student Records in the Klingler College of Arts and Sciences, the student’s major/minor department (if the class is a part of the major/minor), and the College of Health Sciences.

Initially, all DPTs and PPTs will be advised in the Klingler College of Arts and Sciences office. When these students declare their majors and are assigned to faculty advisors they are expected to continue contact with the College office as well as their major advisor until the time their bachelor's degree is received. If there are any questions regarding this program or a need for additional information, please contact Ms. Mónica Lloyd, Pre-Physical Therapy Advisor in the Klingler College of Arts and Sciences at 414/288-5989; or the Chairperson of Physical Therapy, Dr. Larry Pan, at 414/288-7161.

Most majors within the Klingler College of Arts and Sciences are available to students. Please refer students to the Pre-Physical Therapy Advisor for majors in Arts and Sciences that coordinate well with the DPT program.

**DPT Prerequisites**

* General Chemistry 1001 and 1002 8 credits
* Biology 1001 (offered in Fall semester only) 3 credits
* Physics 8 credits
* Statistics 3-4 credits
* Introduction to Physical Therapy: PHTH 1001 1 credit (offered in spring semester only)

While not formal pre-requisite requirements of the DPT program, we highly recommend undergraduate anatomy and physiology courses and two psychology courses, including either abnormal or developmental psychology.

☐ course number depends on the student’s undergraduate major.

* AP or IB credits for CHEM 1002 and/or PHYS 1002 will not be accepted.
5 Study Abroad

Complete information about study abroad programs, policies and procedures, and the application process, can be found on the Office of International Education (OIE) website: http://www.marquette.edu/abroad.

Getting Started and Study Abroad 101
Marquette offers many study abroad programs. Study abroad programs vary greatly regarding duration, academic offerlings, student support services, housing options, location, and so on. It can be challenging to begin researching study abroad programs when there are so many choices! To assist in this process, OIE asks students to first attend a Study Abroad 101 session. These are pre-advising sessions, about one hour in duration, where OIE staff explain the basics of study abroad (e.g. the application process, course/credit transfer, financial aid) followed by an exercise for students to begin identifying academic, personal, and professional goals for their study abroad experience.

During the regular semester, Study Abroad 101 sessions are held every Friday at 3:00 p.m. Call our OIE front desk at 414-288-7289, or stop by our office located on the fourth floor of Holthusen Hall to confirm the Study Abroad 101 session location for a specific Friday.

A complete list of study abroad programs can be found here: marquette.edu/abroad/where.shtml

Types of Programs and Applicable Financial Aid

- Marquette Programs
  - Tuition and program fees are paid to Marquette
  - Institutional (MU) and federal financial aid are applicable

- Externally-approved Programs
  - Tuition and program fees are paid to the host institution
  - Only federal financial aid is applicable

- Non-Marquette Programs
  - Must submit a petition, and be officially approved to participate, before the appropriate deadline of either October 1 or March 1.
  - Tuition and program fees are collected by host institution
  - Only federal financial aid is applicable (with a completed consortium agreement)

Deadlines and Eligibility

- October 1 for spring semester programs
- March 1 for fall semester, academic-year, or summer programs

Students can participate in semester programs as soon as their sophomore year and can participate in summer programs immediately following their freshman year.

The required minimum GPA to study abroad is 2.5, however, many programs require 3.0. Students should refer to program webpages for the specific eligibility requirements including any required language skills and minimum GPA.

5.1 Academic and Registration Procedures for Study Abroad
Course approvals and academic scheduling is very important for a successful study abroad experience. The purpose of this information is to guide Marquette University students regarding the academic procedures for participating in a study abroad program.
Advising
Students should discuss plans to study abroad with an academic advisor, or department/college representative, as soon as arriving at Marquette. Specifically, OIE encourages students to work with their college office to outline a complete 4-year academic plan that includes participating in a study abroad term.

In addition to working with OIE study abroad staff, students should continue to meet with their academic advisors. If possible, students should declare their major(s) and meet with their major advisors to discuss course selection for the semester they will be returning from their study abroad program.

Students preparing to study abroad in the following semester should turn in a signed advising card as usual. This requirement is waived for the semester the student is abroad, but students are still encouraged to be in touch with their advisor by e-mail.

Course Approval Process
When seeking transfer credit for any course to be taken abroad, students must provide the course name, a basic course description (or syllabus), and completed course approval form to the College Records Office in Sensenbrenner Hall, Suite 103.

Credits from study abroad programs will transfer, but grades will not be incorporated into a student’s Marquette GPA for most programs. Completed courses will appear in the transfer credit section of the student transcript. Courses not approved through the appropriate channels will NOT transfer.

Transfer credit is guaranteed based on the following conditions:

- A complete online study abroad account application has been approved by the Office of International Education.
- All post-acceptance materials, questionnaires and assessments in the online study abroad account are complete.
- A student attends the mandatory pre-departure orientation.
- A student enrolls in the appropriate study abroad placeholder or Marquette University course.
- The course has been approved by the appropriate faculty or staff.
- A student earns an equivalent grade of “C” or better. Pass/fail courses will NOT transfer. Students are responsible for confirming that the study abroad program awards letter grades.
- An official program transcript is sent to the MU Office of the Registrar. Certificates of attendance or completion do NOT meet the requirements for credit transfer.
- Students are NOT permitted to audit courses abroad.

The course approval process is outlined here: http://www.marquette.edu/abroad/course-approval-process.shtml

NOTE: Faculty-led programs and South Africa Service Learning programs do not require a course approval form as students in these programs will directly enroll in specific Marquette courses.

The course approval form must be submitted by the student to OIE prior to departure. Students should keep a copy for their own records and reference!
**Credit Hours**
Grading systems at institutions abroad will vary greatly. Not all credit hours are a one-to-one match with Marquette credits. For example, ECTS credits (European Credit Transfer System) are a two-to-one match. This means eight ECTS credit hours are equivalent to four Marquette credit hours. Likewise, the equivalent grade of “C” (or better) varies by country. Program specifics will be discussed during pre-departure orientation.

**In-Country Course Changes**
Due to the nature of education systems abroad, it is possible students might be required to change course enrollment after arriving abroad. Students sometimes find not every course they had pre-approved is being offered that semester, or that two pre-approved courses are being offered at the same time. With these considerations in mind, we strongly encourage students to pre-approve **more courses than they plan on taking abroad**. This will give students “back-up” course options and minimize the need to be in contact with Marquette about course changes while abroad.

If a student enrolls in a new class while abroad, that was not pre-approved prior to departure, they will still need to request approval. To request approval, the student should contact Ms. Megan Blanchette, Assistant Director of Records, in the Arts and Sciences Records office at megan.blanchette@marquette.edu with these items:
- The subject line should read “Course Approvals,” along with first and last name, as well as the MU ID number.
- The course name and numbers, and complete description of the courses abroad.
- The course names and numbers of the requested MU course equivalent and which academic requirement they would like it to fulfill.
- Any related readings, textbooks, or completed coursework, if applicable.

Once a student has received approval by e-mail for the new course(s), they should forward that approval e-mail message to OIE at studyabroad@marquette.edu.

**CheckMarq “Placeholder Course” Registration for Study Abroad**
*(registration for the term students will be abroad)*
Students will be instructed to register for a placeholder course in CheckMarq for their study abroad term. The course name and number (specific to each student) will be sent to all students by e-mail shortly before departure. Enrolling in this placeholder course is very important as it will ensure the student’s Marquette record remains active, prevent the student from having to apply for readmission to Marquette, and prevent them from being required to re-declare his/her major.

**Students who are abroad during the summer must also register for the appropriate study abroad course(s). Students who are abroad during the academic year and do NOT register for a study abroad course will NOT receive a CheckMarq appointment time until they have been accepted for readmission to the University.**

**CheckMarq Registration for Return to Marquette**
While abroad, students will be responsible for registering for the next semester’s classes at Marquette. The registration process will remain similar to when students are physically on campus and all students should be able to self-register via CheckMarq.

Students should keep in mind the time difference between Milwaukee and the host country when they are noting course registration time. Also, students with insufficient internet access while abroad should make arrangements for a trusted family member or friend to complete their registration. CheckMarq registration is “continuous”, which allows students to drop and add
courses anytime, including during the first week of class. Students can make alterations in their schedules until the close of “Late Registration”. Remember, OIE staff cannot register students for Marquette courses!

5.2 Other Policies and Procedures Pertaining to Study Abroad

All Arts and Sciences students seeking academic credit from a study abroad program toward their degree at Marquette University are required to follow these study-abroad policies and procedures. Policies apply to all students regardless of the length of the program abroad (one semester, one year, or summer) and regardless of the sponsoring institution.

- Students who are currently on disciplinary probation may not apply to study abroad the following term. Students may only begin the application process for study abroad after their disciplinary probation period has been completed.
- Students who have been approved by Marquette to study abroad must remain in good standing for the remainder of the term prior to studying abroad.
- Students must adhere to Marquette program-application deadlines and requirements:
  - All students must submit the OIE online application and supporting documents by October 1 for the spring semester and March 1 for the summer, fall semester, or following academic year;
  - Upon being accepted to study abroad by Marquette, students will be required to complete program-specific requirements for the selected study abroad program;
  - There is no general Marquette application fee to study abroad, though some specific programs may require an application fee or deposit.

- All students planning to study abroad are required to attend a Study Abroad 101 session, offered Fridays at 3:00 pm.
- All students planning to study abroad must complete the general pre-departure orientation materials, within their online study abroad account, prior to studying abroad. In addition, attendance at the in-person program-specific orientation is required.
- Students are responsible for obtaining: all necessary travel documents including, but not limited to passports, visas and airline tickets.
- All students’ Bursar accounts will be billed for the mandatory overseas insurance plan for the duration of their program abroad.
- Students are personally responsible for coordinating any and all housing arrangements at Marquette for the semester/year they are away and for the semester they return to campus.
- Students are responsible for informing OIE in writing (e-mail) of any changes or cancellations to their study abroad plans that may occur after their acceptance.

6 University Resources

6.1 Campus Ministry

Inspired by our Catholic, Jesuit mission, and in collaboration with our interfaith partners both on campus and in our community, Campus Ministry offers spiritual programing for the entire student population. Prayer and worship services at the Church of Gesu or the Joan of Arc Chapel; service opportunities in the Milwaukee community through Midnight Run; domestic student-led immersion experiences focusing on education, rural ministry, human dignity, eco-justice, urban ministry, through M.A.P.; international immersion experience through IMAP; retreats; spiritual direction and pastoral counseling; preparation for Confirmation, Eucharist, or marriage; ministry in the residence halls through Hall Ministry; prayer groups called Campus Renew; grief support, pregnancy resources or post-abortion counseling, pastoral care and support for LGBTQ issues, and many other programs of community and spiritual involvement. Learn more about programs offered from Campus Ministry through our website at www.mu.edu/cm/ or stop and see us in the Alumni Memorial Union, Room 236 or call 414/288-6873 with any specific questions.
6.2 Career Services Center

The Career Services Center, located on the first floor of Holthusen Hall, offers a wide variety of services for all students in all majors. CSC staff members assist students with clarifying career goals, pursuing internships, choosing and applying to graduate/professional school, evaluating post graduate service opportunities, and searching for a full-time position; alumni also have free access to our services.

SERVICES AND RESOURCES:

Career Counseling, Job Search, and Finding Internships: Individual counseling is available by appointment to students and alumni concerning all areas of job search including, but not limited to: career direction, resumes and professional correspondence, job search strategies, salary negotiation, interviewing preparation, and graduate school decisions.

Kimberly-Clark Career Library: The CSC provides a wide variety of employment, career and graduate school information. Information and handout topics include occupation information, such as "What Can I Do With a Major in..."; job search resources including sample resumes, sample letters, and information about search strategies; and several computers and a printer for job search use.

CSC Website: [www.marquette.edu/csc/](http://www.marquette.edu/csc/) Start here to gain access to information for your career planning and job search needs. Highlights include:

- **Handshake**: NEW THIS YEAR! Handshake is a modern college recruiting platform that will replace MU Career Manager. Handshake has new features that allow you to personalize your profile, making it even easier to stay connected with the Career Services Center. With Handshake you can:
  - Schedule career counseling appointments
  - View job and internship opportunities relevant to your career goals
  - Receive updates from the Career Services Center
  - Sign up for on-campus interviews
  - Register for Marquette career fairs and other career events on campus
  - Follow and connect with your favorite employers
  - Find resources specifically matching your career interests

- **College and Major Specific Resources**: A listing of all Marquette majors with information about the major, website links to career information related to the major, and other suggestions for professional development related to the major.

- **Reference USA**: A database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.

- **NACE Salary Calculator**: Compensation data for students and alumni.

Career Workshops and Seminars: Check our website for the dates of our career events or book a specific presentation for a group by requesting a presentation on our homepage.

Career Fairs:

- **Fall Career Fair**: Two-day job fair conducted by CSC for Marquette students and alumni. Held in early fall. Employers: 100+

- **WorkForce Career & Internship Fair**: Wisconsin Private Colleges Fair held at the Wisconsin State Fair Grounds for all students and alumni of private colleges in Wisconsin. Held in early spring. Employers: 100+
- **Big East Career Consortium Virtual Career Fairs and Networking Events**: Virtual career fairs (Held in fall) and onsite networking event for students and alumni of schools in the Big East Conference (Held in early spring).

**Drop-In Hours**: Brief drop-in assistance for students and alumni offered daily during the academic year. Check our website for update hours each semester.

### 6.3 Center for Psychological Services
The Center for Psychological Services is a training center for doctoral students in clinical psychology that offers some services not available in the Student Counseling Center. These services include psychological and disability assessment and long-term psychotherapy for selected conditions. The Center is located in Cramer Hall, Room 307. Questions about the clinical services offered may be directed by phone to the Center at 414/288-3487.

### 6.4 Community Information Line (Also Known as 2-1-1 Impact)
Crisis line offering free, 24-hour, seven days a week, confidential, and anonymous help for a wide variety of problems; IMPACT, P.O. 14083, West Allis, WI, 53214 (414/773-0211). This organization also deals with family, health and social services issues.

### 6.5 Commuter Student Programs
Programs designed specifically with and for commuter students are provided by the Office of Student Development and the Commuter Student Association. Among the programs are special events during New Student Orientation, first-year commuter mentoring program and an e-mail distribution list designed to be an additional method of communication with commuter students. The Alumni Memorial Union also provides some services specifically for commuter students that include lockers, which are available for a nominal rental fee, and a lounge for commuters on the first level of the Union. [http://www.marquette.edu/amu/commuter/](http://www.marquette.edu/amu/commuter/) For further information call the Office of Student Development, Alumni Memorial Union, Room 121, 414/288-7205.

### 6.6 Computers
Marquette students living in University residence halls are provided with high speed internet connection to the campus network. For recommended personal computer specifications, consult the ITS web page on the Marquette home page for more information [http://www.marquette.edu/its/help/getting/studentpc.shtml](http://www.marquette.edu/its/help/getting/studentpc.shtml)

### 6.7 Counseling Center
(See University Counseling Center)

### 6.8 Dental Clinic
Dental services for students through the School of Dentistry, 414/288-6790.

### 6.9 Disability Services
Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of campus life through the services provided by the Office of Disability Services (which has been designated to coordinate this process in accordance with the University's compliance responsibilities under the law). The assistance, called accommodations, provided to students with identified and documented disabilities is determined on a case-by-case basis. Examples of possible accommodations include providing classroom interpreters, note takers, textbooks in audio formats, special testing arrangements, and advocacy. It is important for students to identify their accommodation needs as early as possible and advisors are encouraged to refer any student suspected or known to have a disability to the Office of Disability Services for assistance.
Faculty may find other resources and information for working with students with disabilities at [http://www.marquette.edu/disability-services/](http://www.marquette.edu/disability-services/). Additionally, you may contact the Director of Disability Services, 707 Building – 11th Street & Wisconsin Ave., 5th Floor, 414-288-1645.

6.10 **Educational Opportunity Program (EOP)**

EOP provides an opportunity for students from low-income or first-generation families to attend Marquette. The program provides a network of services designed to increase each student’s probability of success including financial assistance, a required pre-freshmen summer program, academic counseling, specialized courses, developmental seminars and tutoring, as well as personal and career counseling. For more information call 414/288-7584, or come to Coughlin Hall, 3rd Floor.

6.11 **Freshman Frontier Program (FFP)**

The Freshman Frontier Program (FFP) is an academic support program especially designed for incoming freshmen who want a jump-start on the Marquette University experience in a close-knit community. Students self-selecting to participate in this unique program not only work ahead by earning three credits during the summer, but they also benefit from academic support and personalized advising throughout their freshman year and beyond. Supportive services are provided during the summer session and during the entire freshman year. The FFP Office is located in Coughlin Hall, Room 125. Mrs. Cristina “Tina” Rodriguez, the Administrative Assistant, is available to answer any questions about the FFP program. Please, phone Tina at 414/288-4251.

**Summer:**

During the summer, FFP students build their college learning skill set by enrolling in one three-credit course and two college-prep courses.

College-prep courses offered in the past have included topics in mathematics/calculus, biology, chemistry, logic, college reading and study strategies, and writing.

Throughout the summer, students will have the opportunity to strengthen academic areas and learn how to study more effectively. Students will also establish close working relationships with their FFP academic advisors and other Marquette faculty and staff. At the same time, students will become familiar with the campus and the Milwaukee area and through various service projects and social events, students will develop close friendships with other FFP students. The FFP hall liaison and resident peer counselors will assist students living in the residence hall. Students have the opportunity to live on their own, adjust to a roommate and learn how to manage their time. Commuters participate in all academic and social events, and work closely with staff, faculty and peer counselors as well.

**Freshman Year:**

FFP students begin the fall semester having already earned three college credits in the summer and receive intensive academic support throughout the academic year. Students continue to work closely with the FFP academic advisors with whom they have established a strong bond during the summer. During the academic year, students receive additional assistance with course selection, major/career exploration and study skills. FFP students have access to tutors, participate in academic development services designed to meet their specific needs, and build community through FFP-sponsored social and service activities. During the freshman year, FFP students will transition into meeting with and getting to know their college and/or major advisor who will continue to work with the student through graduation.
6.12 Health Services (see: Marquette University Medical Clinic/ Section 6:15)

6.13 Honor Societies

Honor societies in a number of academic fields are active in the College. The two largest are described below.

**Alpha Sigma Nu:** Alpha Sigma Nu honors students of Jesuit colleges and universities who distinguish themselves in scholarship, loyalty, and service. Student membership is conferred on not more than four percent of the junior and senior class. Candidates must rank in the top fifteen percent of their class. Graduate students shall have completed one-half of the requirements for their degree at the time of nomination. All must meet qualifications of service and loyalty to the Jesuit ideals of higher education. [http://www.marquette.edu/alpha-sigma-nu/](http://www.marquette.edu/alpha-sigma-nu/)

**Phi Beta Kappa:** The oldest and most prestigious of American honor societies, Phi Beta Kappa's Marquette chapter elects approximately fifty students each year, of which a small number may be juniors. Election is carried out by members of the Chapter, based on academic achievement, rigorous pursuit of the liberal arts and sciences, and good character. Unsolicited applications or nominations for membership are not considered. [http://www.marquette.edu/phi-beta-kappa/](http://www.marquette.edu/phi-beta-kappa/)

6.14 Information Center at MU

General University Information: 414/288-7250. The information desk is located in the Alumni Memorial Union, 2nd floor.

6.15 McNair Scholars Program

The McNair Program provides preparatory services to students who wish to go to graduate school. Services include graduate school admissions counseling, GRE preparation, campus visits, application fee waivers, mentoring, conference travel grants and paid summer research internships. For more information, call 414/288-7584, or visit Coughlin Hall, 3rd Floor.

6.16 Marquette University Medical Clinic

The Marquette University Medical Clinic provides quality primary care and preventive health and wellness services to the student community. The Marquette University (MU) Medical Clinic is located in the southeast wing, lower level of the Walter Schroeder Health Science and Education Complex. Students may call 414/288-7184 to schedule an appointment or to speak with a member of the staff.

A satellite medical clinic and wellness center, located on the 1st floor of the 707 building, is also available to students for urgent care and wellness services, including free yoga, meditation and fitness classes. Please check the website for hours, services and class times: [http://www.mu.edu/medical-clinic](http://www.mu.edu/medical-clinic)

The clinic hours for the (academic year) are: Monday through Wednesday: 8:30 am – 4:30 pm; Thursday: 9:30 am – 4:30 pm; and Friday: 8:30 am - 4:30 pm. An after-hours nurse hotline is available free of charge to all enrolled students when the medical clinic is closed. Students may call 855/839-5121 to speak directly with a registered nurse.

Summer hours: Monday-Friday, 8:30 am -12:00 pm and 12:30 pm - 4:30 pm.

Hours during semester break times are reduced. Please check the website for the most up-to-date information [http://www.mu.edu/medical-clinic/index.shtml](http://www.mu.edu/medical-clinic/index.shtml).

For medical emergencies during or after hours call MU Police Department at 414/288-1911.

**Eligibility:** The MU Medical Clinic services are available to all students enrolled for course credit.

**Cost of Service:** Full-time undergraduate students (i.e., those carrying at least 12 semester hours of classes) are assessed a per semester health fee as part of their tuition and fees. The 2016-
2017 semester health fee is $160. This entitles you to unlimited physician, physician assistant, nurse, and dietician visits as well as core laboratory studies and services. There are no co-pays for visits. Additional fees apply for medications, non-core lab tests, injections, x-rays, intravenous fluids, vaccines or orthopedic supplies. The health fee does not cover charges incurred for referrals or care delivered elsewhere. Additional charges can be paid at the time of service by cash, check, Marquette Cash, Visa Card, Master Card or bank credit/debit card. The MU Medical Clinic is unable to do third party billing.

Graduate or part-time undergraduate students may choose to pay the per semester health fee and access services as described above. The health fee can be paid at the MU Medical Clinic. Students choosing not to pay the semester health fee may still access services at a fee-for-service rate.

**Clinical Services include:**

- Primary/acute care
- Urgent care
- Women’s care services
- Suturing and minor surgical procedures
- Allergy injections
- Immunizations and TB testing
- Limited pharmacy

**Clinical Services include:**

- Physicals
- STD screening
- Confidential HIV testing
- Eating disorder evaluation
- Laboratory services
- Sports medicine, including x-rays services

**The Marquette University Medical Clinic does not provide medical excuses for short-term absences that result in missed classes, exams, or assignments due to illness or injury.** In certain circumstances where the illness or injury is prolonged (an absence of more than five days) and requires medical attention or hospitalization the Medical Clinic will work with students in providing appropriate documentation. Please visit our web site at [http://www.mu.edu/medical-clinic/index.shtml](http://www.mu.edu/medical-clinic/index.shtml) for additional information pertaining to our medical excuse policy.

**6.17 Office of the Bursar**

The Office of the Bursar produces semester bills, processes student payments and credits student accounts with financial aid. It also offers check cashing service for students. Located in Zilber Hall, 1st floor; 414/288-4000.

**6.18 Office of Financial Aid**

The Office of Student Financial Aid provides undergraduate and graduate students with resources about types of financial aid and student employment. Visit [http://www.marquette.edu/mucentral/financialaid/](http://www.marquette.edu/mucentral/financialaid/). Located in Zilber Hall, 1st Floor; 414/288-4000.

**6.19 Office of International Education (OIE)**

The Office of International Education, located in Holthusen Hall (4th floor) facilitates greater engagement of Marquette’s faculty, students and staff in international education initiatives and programming. In this role, OIE serves as the primary university resource for the following areas:

**International Students and Scholar Support**

OIE is responsible for the recruitment, admission, and advising of approximately 600 international students from about 70 countries who bring their own vibrant national and cultural heritages to Marquette to share with the rest of the Marquette community. OIE also advises students and scholars on visa processes and provides English language placement testing and instruction.
Study Abroad
Marquette students have access to programs around the world and resources that make studying and living abroad as easy as it will ever get. OIE is the central coordination for students who would like to study overseas, no matter where they want to go. OIE provides advising and pre-departure services.

International Partnerships
OIE collaborates with deans, faculty, and staff in creating, developing and implementing international programs and initiatives. Successful collaboration requires developing strategic international partnerships and OIE facilitates these international linkages between the Marquette community and the world.

OIE also administers the OIE Program Center located in Holthusen Hall (4th floor) which promotes international interaction among students, faculty, and staff via a variety of program options. The center is open six days a week throughout each semester and may be reserved by Marquette groups for their functions. For more information about OIE and its programs and services, you can subscribe to the Marquette Global, a bi-monthly electronic newsletter, by emailing at studyabroad@mu.edu.

6.20 Office of the Registrar
The Office of the Registrar is the official keeper of academic records including course registrations, grade, transcripts and diplomas. Students can find assistance with transcripts, CheckMarq Registration Helpline (414/288-5808), change of address, change of name, readmissions/transfer/change of status, diplomas, certificates of graduation, veterans’ counseling, and classroom reservations for special events found at Marquette Central http://www.marquette.edu/mucentral/registrar/. Zilber Hall, Room 221, 414/288-4000.

6.21 Office of Residence Life
Living in a residence hall has many educational and developmental advantages that can influence a student's academic success and satisfaction with the collegiate experience. Residence Life provides staff and programs to assist residents in becoming a part of an individual hall community as well as a part of the greater Marquette community. Professional residence hall directors and student resident assistants live in the halls and serve as role models, enforce student conduct policies, and provide personal counseling and advising for residents. Each hall also has a hall minister who lives in the building. These staff members are an important resource in assisting students as they adjust to campus life, resolve roommate conflicts, and manage other personal and interpersonal matters. Marquette University owns and operates nine residence halls and four undergraduate apartment buildings.

Residency Requirement: All single first-year and second-year students, regardless of their academic classification, are required to live in University residence halls. Exceptions are made for students residing with their parent/s or legal guardian within a 30-mile radius of campus, students who are at least 21 years of age, or those who have been out of high school for at least two years.

Apartment Eligibility: Students who have reached the age of 21, or have been out of high school for at least two years are eligible to live in University owned apartments located on campus. These facilities are open year round.

Meal Plans: Again this year, the university is offering the Anytime Dining Plan. Students are able to eat when they want, as much as they want, as many times as they want in the three traditional dining halls – Cobeen, McCormick and Straz Tower. They are also able to eat meals at any of the 14 destination dining locations on campus—Schroeder Hall’s Café Italiano; the 1950s-style diner in Mashuda Hall; six food vendors within Marquette Place in the Alumni Memorial Union; the
Erberts & Gerberts in the union; the Natural Market in the union; and five Brew Cafés on campus. At the destination dining locations, students can swipe their meal card once during each meal period: breakfast (7:15 – 11:00 a.m.), lunch (11:00 a.m. – 4:30 p.m. or dinner (4:30 p.m. – 6:30 p.m.). McCormick’s dining hall remains open for late-night eating until midnight. The Anytime Meal Plan also includes 10 guest passes and $50 in Dining Dollars per term for use in on-campus dining locations. Students living in university-owned apartments off campus may also purchase a meal plan. Any student can purchase Marquette CASH to use the MarquetteCard to dine on campus or at a number of off-campus retail locations.

Off-Campus Housing: Information on off-campus housing is available in the Office for University Apartments and Off Campus Student Services, 1500 W. Wells Street or on-line at http://www.marquette.edu/offcampus/. This includes a periodically updated Tenant Guide of available apartments in the general Marquette vicinity. These listings are provided by local landlords, and properties are not reviewed by the University.

For more information contact The Office of Residence Life, located in Carpenter Tower-Room 203, 414/288-7208, or visit http://www.marquette.edu/orl/.

6.22 Office of Student Development

The Office of Student Development focuses its resources, programs and initiatives on the development of students and a campus community that promotes self-understanding, social responsibility, and cultural and global awareness. We recognize the importance of developing the whole person and give particular significance to the intellectual, ethical and personal development and transition of students throughout their Marquette experience. Our work is based on the knowledge that meaningful engagement in the campus community facilitates academic success, the development of knowledge, skills and abilities, and commitment to the University’s mission.

These beliefs impel us to:

- collaborate with others to intentionally create a vibrant, engaged, healthy, diverse, inclusive and welcoming campus community;
- support students in the development of leadership skills and values that reflect a dedication to the service of others and a commitment to a more just society;
- celebrate the diverse nature of our campus community, highlight the gifts arising from this diversity, prepare students for life and work in a multicultural society, foster greater inclusivity, and empower those less represented in the community to identify and use their voices;
- challenge students to act with integrity and compassion and to reflect on the implications of their actions on individuals and their communities;
- encourage students to consider the perspective of others and incorporate an ethic of service into their lives;
- advocate for the needs and development of students through systematic assessment, which includes collection and dissemination of data and taking action for improvement.

Specific functional responsibilities of the Office of Student Development include:

- CARE Team/Student Affairs Case Manager
- Campus Programs
- Community Service
- Greek Life
- Late Night Programming
- Leadership Programs
- New Student and Family Programs (including Preview and Orientation)
Sexual Violence Advocacy and Prevention Programs  
Student Conduct  
Student Government Advising  
Student Organizations  
Vocation Programs

The Office of Student Development is located in the Alumni Memorial Union, Room 121, 414/288-7205; and, Room 329, 414/288-1412.

6.23 Recreational Sports
Marquette provides students with two state-of-the-art recreational sports facilities: the Helfaer Recreation and Tennis Stadium, and the Rec Plex. The Helfaer Recreation and Tennis Stadium is Marquette’s main recreation facility, free to Marquette students. It was designed primarily for recreational and intramural use. The intramural sports program offers over 35 different activities for both teams and individuals. The club sports program is housed in this facility and offers competition in 17 different sports. For more information on hours or activities, please call 414/288-6976.

The Rec Plex, located in Straz Tower provides another recreation/fitness choice for students and the Marquette community. For more information on the Rec Plex call 414/288-7778.

6.24 Speech and Hearing Clinic
Speech and hearing problems are addressed through the Speech and Hearing Clinic, College of Health Sciences, located in Cramer Hall, Room 104A. 414/288-7426.

6.25 Student Health Service (see Marquette University Medical Clinic/ Section 6:16).

6.26 Student Educational Services
The Office of Student Educational Services (OSES), located in Coughlin Hall-Room 125, offers a wide range of academic support offerings at no charge (http://www.marquette.edu/oses/ and http://www.marquette.edu/tutoring). During the fall and spring semesters when classes are in session, the office is open: Monday - Thursday, 8:00 am to 9:00 pm // Friday – 8:00 am to 4:30 pm.

Services offered by OSES to Marquette University students include:

**Tutoring Assistance:** Tutoring services, provided free of charge by the OSES Tutoring Program, Coughlin Hall, Room 145, are designed to help students develop the skills necessary to meet the demands of the Marquette University curriculum. All tutoring is done in a group setting of up to six students in each group. Tutors are available for a wide variety of courses including sciences, mathematics, and foreign languages. Tutoring is provided at no charge, on a first come, first served basis so encourage students to plan ahead!

**College Success Offerings:** The Office of Student Educational Services provides free individual and group study skills sessions that include time management, test taking strategies, and other study strategies. These sessions are conducted by professional staff members. Call 414/288-4252 or go to Coughlin Hall, Room 125 for more information.

**Individual Study Skills Assistance:** For students who feel they need a personal and detailed assessment of their individual study skills strengths and weaknesses and recommendations for improving grades, one-on-one study skills assistance is available. To schedule an appointment with one of the study skills specialists, call 414/288-4252 or stop by Coughlin Hall, Room 125.

**Group Workshops (scheduled by request):** These interactive group workshops can be scheduled for any location on campus and are available throughout the week including evening
and weekend hours. Campus groups may request specialized programs tailored to address their specific study needs or interests. If a residence hall floor, sorority or fraternity, or study group is interested in learning more about a particular study skills topic in a personalized workshop, call 414/288-4252.

**Student Retention Services:** Where should students go when they don’t know where to go next? Try Coughlin Hall, Room 125. Our goal is to assist students in obtaining whatever University services they may need to successfully navigate their Marquette University experience. We offer students help in figuring out the next step for resolving their concerns, and interacting successfully with the different offices on campus. No concern is too small to bring to this office.

### 6.27 Tutoring (Departmental)
Many academic departments have arrangements for tutoring through TA’s, graduate students, Honor Societies, etc. Contact the specific department in the desired area of tutoring to learn about departmental assistance. Most importantly, encourage the student to speak to the instructor of the course in which he or she is having difficulty.

### 6.28 University Counseling Center
The Marquette University Counseling Center is a comprehensive source of assistance for students. The services are available to help students reduce the effects of personal/emotional problems on learning and assist students with career exploration through career counseling and the use of interest inventories. The Counseling Center is staffed by professional psychologists/counselors who provide these services on a free and strictly confidential basis. It is important to recognize that help and assistance are not narrowly limited to those with severe psychological concerns. While the Marquette University Counseling Center is able to assist those with serious problems, its broader purpose is to provide help for the average student with typical needs relating to academic and personal development. The ultimate mission is to assist students in achieving the educational goals and objectives that brought them to the University.

Marquette University Counseling Center professional staff members are available to students to discuss personal or career concerns. Students can make an appointment by calling 414/288-7172. Additionally, a professional counselor is available to take consultation phone calls from faculty or staff about a concern for a student or to see students for crisis situations or safety concerns simply by walking into our office Monday-Friday, 8:00 AM to 4:00 PM. The Counseling Center is located in Holthusen Hall, Room 204.

**Faculty – The First Line of Assistance to Students**
Because of the frequency and special nature of their contacts with students, faculty members are in the most direct position to observe students and be aware of their needs. Moreover, faculty members are often perceived by students as the first point of contact in obtaining advice and support. The Counseling Center provides assistance to faculty members in matters pertaining to the academic and personal adjustment of students. Faculty are invited to call the Counseling Center at 414/288-7172 if they would like to consult about any concerning mental health situations. A brief referral guide, designed to answer questions and offer suggestions relating to those issues, is also available from the Counseling Center.

**Indicators of Possible Need for Counseling**
Knowing the more apparent indicators of maladjustment can be helpful to the faculty advisor in making a judgment about referring a student for counseling. To prevent possible over-interpretation of single, isolated behaviors, it is more useful to look for clusters of signs appearing at the same time. The following signs may indicate that a student could benefit from a referral to the University Counseling Center.
Stated Need for Help: The need may be stated directly or indirectly. It is important not only to hear the student, but also to understand the intentions and feelings underlying their message to you.

Signs of Student Distress: Common signs of student distress that warrant a consultation with and/or referral to the Counseling Center include:

- Reference to suicide
- Depression
- Sudden changes in behavior patterns or unusual behavior
- Emotional blocks to learning
- Significant life changes and crises
- Eating problems
- Substance abuse

References to Suicide: All references to suicide must be taken seriously rather than discounted or ignored. While an attentive listener is usually able to distinguish between a theoretical discussion of suicide and an expression of hopelessness and despair, it is important to check out any concerns directly with the student. It is OK to ask, "Are you having thoughts about suicide?"

If the student answers in the affirmative, or when you are in doubt about the student's feelings or intentions, a consultation call to the Counseling Center is a good way to help you reach an appropriate judgment about what action to take.

NOTE: If a student identifies the specific how, when and where of a suicide plan, immediate consultation and referral is critical.

Depression: Most of us have experienced brief episodes of depression in our lives. Depression that lingers and interferes with normal patterns of functioning, however, is likely to require professional intervention. Such depression may be precipitated by a significant loss: loss of a loved one, loss of a special role in life, loss of self-esteem after failing to reach an important goal. Perfectionism, setting unrealistically high goals, or expecting to be in control of everything in our lives, can set us up for depression. Some common signs of depression include:

- Persistent feelings of sadness
- Crying at unexpected times
- Social withdrawal
- Feelings of helplessness, despair, worthlessness
- Feelings of hopelessness about the future
- Chronic feelings of fatigue, difficulty concentrating and remembering
- Obsessive worry or fear
- Outbursts of anger, irritability
- Problems with eating or sleeping

Sudden Changes in Behavior Patterns or Unusual Behavior: Acute stress is likely to precipitate a breakdown in a person's predictable, familiar pattern of functioning. Behavior that may be cause for concern includes:

- Withdrawal from social interaction
- Mood shifts, as when someone who is usually friendly becomes sullen or cynical
- Agitation, such as restlessness, pacing, incessant talking
- Unexplained absences from class or work
- Marked drop in academic commitment or performance
- Recurrent physical ailments (e.g., stomach pains, headaches)
- Obsessive thoughts or ritualistic behavior
- Abuse of alcohol or drugs

**Emotional Blocks to Learning:** Psychological conflicts can interfere with our ability to concentrate, to reason, to solve problems, to remember, to simply get things done. Familiar examples of such blocks include:
- Excessive fears of criticism and/or rejection
- Perfectionism
- Chronic procrastination on certain tasks
- Incapacitating test anxiety
- Distractibility, inability to focus
- Loss of motivation
- Crippling feelings of inadequacy and expectation of failure
- Persistent flashbacks of traumatic events of the past
- Sexual harassment

**Significant Life Changes and Crises:** Life presents all of us with sudden, unexpected and often unavoidable changes and crises that can interfere with our ability to work, study and participate fully with others. These crises usually interfere only temporarily, but discussing them with a professional is often helpful; and if they interfere longer than just "temporarily," consulting a professional is definitely indicated. Examples of such life crises that many students encounter include:
- Death or illness of a family member or close friend
- Divorce of parents
- Traumatic injury to self or someone close
- Breakup of significant relationship
- Inability to accomplish an important professional and academic goal

**Eating Problems:** Anorexia (self-imposed starvation) and bulimia (binging and purging food) are increasingly common on campus. Most often women are afflicted, but men can also have eating problems. Signs to watch for are:
- Preoccupation with thinness
- Progressive weight loss, weight fluctuations or maintaining a low body weight
- Preoccupation with food, calories, fat intake and dieting
- Purging by vomiting, laxative/diuretic use or excessive exercise
- Excessively restricting food intake
- A brochure, useful for faculty and staff, is available.
**When to Refer:** Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines that may help the faculty member define the limits of his or her involvement with a particular student's problem. A referral is usually indicated:

- When a student presents a problem or requests information that is outside your range of knowledge.
- When you feel that personality differences that cannot be resolved between you and the student will interfere with your helping the student.
- If the problem is personal, and you know the student on other than a professional basis (friend, neighbor, relative, etc.).
- If a student is reluctant to discuss a problem with you for some reason.
- When you do not believe your support for the student has been effective.

**How to Refer:** When you have decided that a student might benefit from professional counseling, speak directly to the student in a straightforward, matter-of-fact fashion, showing simple and concrete concern. Never trick or deceive. Make it clear that this recommendation represents your best judgment based on your observations of the student's behavior. Be specific regarding the behaviors that have raised your concerns and avoid making generalizations or attributing anything negative to the individual's personality or character. This will be the most persuasive and effective approach you can take in having students accept referral. Except in emergencies, where there is concern regarding safety to self and/or others, the option must be left open for the student to accept or refuse counseling. If the student is skeptical or reluctant for whatever reason, simply express your acceptance of their feelings so that they feel free to reject the referral without rejecting you.

Give the student room to consider the alternatives by suggesting that perhaps you can talk about it later after they have had some time to think it over. If the student emphatically says "No," then respect their decision and again leave the situation open should they decide to reconsider. If you push the issue by insisting, prodding, or appearing as an authoritarian parent you may close the door to future communication. Above all, do not rush. Unless it is a matter of clear urgency, go slowly.

If the student agrees to the referral, move directly and decisively toward arranging an appointment with a counselor; this helps the student feel confident in your ability to help. With the student present, call the Counseling Center to make an appointment. The student is encouraged to make their own appointments. If appropriate, suggest to the student that with their permission you will give information to the counselor about the nature of the problem. Finally, follow up with the student at a later date to show your continued interest even if they did not accept a referral.

**Other Sources of Assistance:** Referral is not limited to professional counseling, but may also include referral to a physician, the housing office, the admissions office, parents, a resident advisor, a priest/minister, etc. For this reason, knowledge of persons, offices, and agencies that can be of service to the student is of primary importance. Students become discouraged and frustrated when they feel passed along from office to office without receiving the assistance needed. If you are unsure of the appropriate place to send a student for specific information or help, call the University Counseling Center. They can provide information and consultation as to the various sources of help on and off campus.

Special note: For more information about crisis intervention for faculty and staff, go to the Counseling Center web page at www.marquette.edu/counseling/ or call 414/288-7172.

**6.29 Veterans**

Contact the office of Marquette Central, Office of the Registrar, Zilber Hall, Room 221.
414/288-4000.
6.30 Writing Center

The Norman H. Ott Writing Center, located in Raynor Library, Room 207, offers one-to-one tutoring to all Marquette students on all kinds of writing projects, from first year English papers to graduate theses, from history papers to personal statements for law school. Students meet with a trained staff of English graduate students and undergraduate writing intensive majors who respond to student writing from the earliest to the final stages. The writing center keeps its computer equipment and furnishings up to date so that students can come in and print or conference at the computers. Writers also use the computers to find research sources at the library or on the internet. Students are encouraged to call ahead, 414/288-5542.

7 Scholarships and Fellowships

Prestigious Scholarships and Fellowships

The College has established a program to assist all Marquette students in applying for prestigious scholarships and fellowships. Faculty members have been designated to advise specific fellowships. Please refer your students to the faculty representatives listed below. Students should also consult the Prestigious Fellowships Program website at: http://www.marquette.edu/as/fellowships_index.shtml

Fellowship/Scholarship Reference Guide for Undergraduate Studies:

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<tr>
<th>Scholarship</th>
<th>Advisor</th>
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<tbody>
<tr>
<td>Boren Scholarship</td>
<td>Mr. Brock Price</td>
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<tr>
<td>Critical Language Scholarship</td>
<td>Mr. Brock Price</td>
</tr>
<tr>
<td>DAAD Scholarship</td>
<td>Dr. Sebastian Luft</td>
</tr>
<tr>
<td>Goldwater (Barry M.) Scholarship</td>
<td>Dr. William Donaldson</td>
</tr>
<tr>
<td>Udall (Morris K.) Scholarship</td>
<td>Dr. Jame Schaefer</td>
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</tbody>
</table>

Fellowship/Scholarship Reference Guide for Graduate Studies:

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<tr>
<th>Scholarship</th>
<th>Advisor</th>
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<tbody>
<tr>
<td>Boren Fellowship</td>
<td>Mr. Brock Price</td>
</tr>
<tr>
<td>Carnegie Junior Fellow Program</td>
<td>Dr. Risa Brooks</td>
</tr>
<tr>
<td>Critical Language Scholarship</td>
<td>Mr. Brock Price</td>
</tr>
<tr>
<td>DAAD</td>
<td>Dr. Sebastian Luft</td>
</tr>
<tr>
<td>Davies-Jackson</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>Ford Foundation</td>
<td>Dr. Heather Hathaway</td>
</tr>
<tr>
<td>Fulbright U.S. Student Program</td>
<td>Dr. John Pustejovsky</td>
</tr>
<tr>
<td>Gates/Cambridge</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>James Madison</td>
<td>Dr. Ellen Eckman</td>
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<tr>
<td>Marshall Scholarships</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>George Mitchell</td>
<td>Dr. Timothy McMahon</td>
</tr>
<tr>
<td>National Science Foundation (NSF)</td>
<td>Dr. Rosemary Stuart</td>
</tr>
<tr>
<td>Rhodes Scholarship</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>Rotary Scholarship</td>
<td>Mr. Brock Price</td>
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<tr>
<td>Schwarzman Scholarship</td>
<td>Dr. Barrett McCormick</td>
</tr>
<tr>
<td>Paul &amp; Daisy Soros Fellowships for New Americans</td>
<td>Dr. Heather Hathaway</td>
</tr>
<tr>
<td>Harry S. Truman Scholarship</td>
<td>Dr. Paul Nolette</td>
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<td></td>
<td>Dr. Amber Wichowsky</td>
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</tbody>
</table>
Additional fellowships that are not assigned a specific faculty advisor are listed below:

**Primarily for Undergraduate Education**

**Hispanic Scholarship Fund:** The scholarship will assist students of Hispanic heritage (U.S. Citizen, Permanent Legal Resident, DACA or Eligible Non-Citizen (as defined by FAFSA) in completing higher education. Awards range from $500 to $5,000. Deadlines for these scholarship applications will vary. See [www.hsf.net](http://www.hsf.net).

**Primarily for Graduate Education**

**Beinecke Scholarship Program:** The Beinecke Scholarship Program was established to provide substantial support for graduate education. Scholars are selected in the junior year, and each scholar receives $4,000 immediately prior to entering graduate school and an additional $30,000 while attending graduate school. See [www.beineckescholarship.org](http://www.beineckescholarship.org).

**Hertz Fellowships:** Hertz Fellowships are offered to graduate school candidates who are likely to become leaders in scientific and technological advances or teachers of applied physical sciences. Renewals are normally made for a total tenure of three academic years. The foundation continually evaluates the quality of applied science education at leading educational institutions, approves a list of schools and permits the recipient to hold tenure only at these selected schools. There are two scholarship types. The Five-Year-Hertz consists of a stipend of approximately $32,000 and full tuition coverage; renewable for up to five years. A second Five-Year Coordinated scholarship is also offered and consists of a stipend of approximately $38,000 and full tuition coverage. See [http://hertzfoundation.org/default.aspx](http://hertzfoundation.org/default.aspx).

**Howard Hughes Medical Institute Fellows Program:** Medical, dental, and veterinary students are in a unique position to advance biomedical research and translate findings from the lab into the treatment of disease. The HHMI Medical Fellows Program gives these students a chance to focus on a research project full-time and determine how they can incorporate research into their professional careers. See [www.hhmi.org/programs/medical-research-fellows-program](http://www.hhmi.org/programs/medical-research-fellows-program).

**National Security Graduate International Fellowships:** The NSEP enables outstanding graduate students to pursue specialization in area and language study or to add an important international dimension to their education. NSEP supports students pursuing studies of those languages, cultures, and world regions outside of Western Europe, Canada, Australia and New Zealand. All fellowship recipients are subject to a service agreement and must agree to work for the federal government or in the field of education, subsequent to the fellowship experience. Application preference will be given to 1.) important global economic, political, and social issues affecting U.S. national security; 2.) languages that are less frequently studied in the U.S.; and, 3.) fields of study other than those that are most commonly the focus of international education. The maximum scholarship award for any one academic term in a study abroad program will be $10,000 or $20,000 for an academic year. The minimum award will be $2,500 for summer, $4,000 for one semester or $6,000 for an academic year. See [http://www.nsep.gov/](http://www.nsep.gov/).

**American-Scandinavian Foundation:** The American-Scandinavian Foundation promotes international understanding through educational and cultural exchange to the Scandinavian countries. (Denmark, Finland, Iceland, Norway and Sweden). Applicants must be U.S. citizens or permanent residents. ASFS Training Program enables Americans between the ages of 21-30 to live and work in Scandinavia on a temporary basis. The Awards for Study Grant is offered to graduates with well-defined research or study projects that makes a stay in Scandinavia essential and should be planned to fall within the summer time period. Awards range from grants (up to $5,000) to fellowships (up to $23,000). Some language ability is desirable. See [http://www.amscan.org/](http://www.amscan.org/).
8 College Administration – Klingler College of Arts and Sciences

1103 W. Wisconsin Avenue
Milwaukee, WI 53201-1881

Office Hours: 8:00 a.m. - 4:30 p.m. Monday-Friday

College Office for Academic Deans – Sensenbrenner Hall, Suite 103
• 414-288-7059; FAX: 414-288-5521

College Student Records Office – Sensenbrenner Hall, Suite 103
• 414-288-5316

College Academic Advising Center – Sensenbrenner Hall, Suite 005
• 414-288-5989

Professional Studies Program – Sensenbrenner Hall, Suite 004
• 414-288-3155

Dr. Richard Holz, Dean – Ext. 8-7230
Advancement
Alumni Relations
Curriculum
Faculty
• Recruitment and Appointment
• Development and Mentoring
• Promotion and Tenure
• Salary
University Committees
• Academic Senate
• Deans Council (DC)
• University Leadership Council (ULC)

Ms. Kim Patterson, Assistant to the Dean - Ext. 8-7230
Arts and Sciences Web Page Maintenance & Updates
Dean’s Schedule
May Commencement
New Faculty Orientation
Faculty
• General Questions
• Promotion and Tenure
• Receipt of Degree
• Sabbaticals
• Way Klingler Fellowships
• Way Klingler Young Scholar Awards

College Office Support Staff – Sensenbrenner Hall
Anne Bartelt, Administrative Assistant – Ext. 8-5989
Linda Flaskrud, Administrative Assistant – Ext. 8-6993
Peggy Jones, Office Assistant – Ext. 8-3224
Susan Steinhart, Office Associate – Ext. 8-5310
Dr. Rosemary Stuart, Associate Dean for Research and Experiential Learning – Ext. 8-1472
Administrative Oversight of the College-wide Strategic Plan, including implementation of the University Strategic Plan within the College (as it relates to research and research infrastructure).
College liaison to the Graduate School, Departments, and Directors of Graduate Studies for oversight/promotion of graduate education and support.
College liaison for Pre-Dental Scholars and promotion of pre-health initiatives.
College liaison to the Office of Research and Sponsored Programs, the VP for Research and Innovation and the Office of Marketing and Communication (as it relates to research infrastructure, funding and promoting the College’s faculty and student research accomplishments).
Liaison to the university's Strategic Innovation Council, the College’s academic research centers and the Kohler Center for Entrepreneurship.
Liaison to departments, facilities, and the Provost’s office (as it relates to allocating/reallocating office and laboratory space, research compliance, safety, instructional technology and renovations).
Mellon Grants and Interdisciplinary Symposia Grants (applications and award process).
Oversight of College-centered and departmental undergraduate internship opportunities and community/campus outreach to promote internship program and experiential learning opportunities for students.
Prestigious Fellowships and Scholarships for students.
Promotion of research and experiential learning activities to enhance undergraduate education including the administrative oversight of College undergraduate and research initiatives and symposia.

Dr. Kristy Nielson, Associate Dean for Recruitment and Continuing Education – Ext. 8-1796
Assistant Dean: Sandra Cleveland – Ext. 8-3155
Non-traditional undergraduate, professional graduate, and graduate certificate programs.
Summer Session budget, offerings and enrollment.
January Session (J-Session) coordination.
Development, implementation and policies regarding online adult education.
Admissions and College Recruitment Events: Discovery Days, Scholarship Competition, Admitted Students Days, Blue and Gold Day, and Class Visitations.
Future Milwaukee community leadership program.
College and interdisciplinary program publicity (print and electronic materials, e-newsletters, and websites).
Undergraduate recruitment, retention, student diversity and inclusion activities.
College liaison to the greater Milwaukee community for continuing education and programming initiatives.

Dr. James South, Associate Dean for Faculty – Ext. 8-6729
College Liaison for Mission and Ministry, Faber Center, and Center for Teaching & Learning
College Liaison for Mitchem Fellows.
Dean’s Liaison to Department Chairpersons.
Dean’s Liaison to Lawrence G. Haggerty Faculty Award for Excellence in Research.
Faculty Activities Database.
Faculty Advisor to the Arts and Sciences Student Council and the Arts and Sciences MU Student Government Senators.
Faculty Development and Mentoring.
For faculty concerns, liaison to the Office of the General Counsel.
MU Online Course Evaluation System (MOCES).
Prestigious Fellowships and Grant Funding for Faculty, including oversight of College and University awards (e.g., Way Klingler Fellowships, Way Klingler Young Scholar Awards, University Sabbatical Fellowships, Raynor and Haggerty Teaching Excellence Awards, Haggerty Research Awards, College Faculty Development Awards).

Dr. Susanne Foster, Associate Dean for Academic Affairs – Ext. 8-7120
Academic Integrity and Academic Misconduct
College Curriculum Committee
College Policies and Procedures
CourseLeaf
Grade Appeals
Independent Study approvals (undergraduate 4995 course form)
Individualized Interdisciplinary Majors and Minors
Internship for Bioethics (ARSC 3986)
Marquette Credit by Examination
New Student & Family Program Events (Preview and New Student Orientation)
Outstanding Senior Nomination
Schedule of Classes/ARSC Courses & Interdisciplinary Major-Minor Course Offerings
Schedule of Classes/LEOR and PRST Course Offerings
Student Absences
Temporary Grade (i-incomplete); and, NG Grade (Registrar Assigned Grade)
Undergraduate Bulletin
Class Rosters and Current Term Registrations
College Forms
College Graduation Awards
College List Serves
Dean’s List
Due Dates and Deadlines
Grade Rosters/Grade Submission Process
Website Updating
Withdrawals (single course)

Ms. Mary Dunnwald, Associate Dean for Academic Business Affairs - Ext. 8-7472
Administrative Timekeeping
Computer Replacement Program
Faculty Contracts and Salary Authorizations
General Operating Budget
Grant Budgets and Returns on Indirect Costs
Grant Proposal Registrations
Marquette Budget System (MBS); Marquette Financial System (MFS)
Mellon Grant Disbursements
Payroll
Student Employees

Ms. Patricia Colloton, Business Operations Specialist – Ext. 8-5187
Computer Replacement Program
Faculty Contracts and Salary Authorizations
Grant Budgets and Returns on Indirect Costs
Grant Proposal Registrations
Grant Support
Mellon Grant Disbursements
ORSP Liaison
University Policies and Procedures

Mrs. Mary Minson, Senior Assistant Dean for Academic Advising – Ext. 8-5989
Administrative Assistant: Anne Bartelt – Ext. 8-5989
Academic Advising Center and Academic Support
Alumni in the Classroom
Career Development
Complete Withdrawals from the University
Faculty Advising Committee
Learning Disabled Students
Majors Fair
Pre-Major Advising
Pre-Professional Advising
Reinstatement of Students
Scholastic Actions (Academic censure and dismissal)
Special Student Referrals
Students on Academic Probation
Students with Psychological and Medical Issues
Study Skills Assistance
Transfer Students
Undecided Majors
Ms. Pauline Thomas, Director of Student Records – Ext. 8-3234
Ms. Megan Blanchette, Assistant Director of Student Records – Ext. 8-5316

Advanced Placement Credit Program (AP)
Advanced Standing Admissions
Approval of Non-Marquette University Courses
CheckMarq Academic Advisement Module
College Level Examination Program (CLEP)
Grade Changes
Graduation Certification
International Baccalaureate Credit (IB)
Readmission, Internal Transfer, and Change of Status Applications
Satisfactory Academic Progress Appeals
Student Records
Transfer of Credit
Waivers (Departmental and College)

College Academic Advising Center – Sensenbrenner Hall, Suite 005

Administrative Assistant: Anne Bartelt – Ext. 8-5989

Academic Advisors:
Mary Minson
Rebecca D’Amore
Julia Farley
John Fenelon
Megan Frohmader
Cara Hoppe
Megan B. Johnson
Krystin Kantenwein
Mónica Lloyd

Pre-Professional Advisors – Sensenbrenner Hall, Suite 005 - Ext. 8-3256

Pre-Health Professions Advisors: Julia Farley
Pre-Physical Therapy Advisor: Mónica Lloyd
Pre-Law Advisor: Kim Martin

University Honors Program – Sensenbrenner Hall, Suite 002

Dr. Amelia Zurcher, Director, University Honors Program
Mrs. Maria Cooper, Assistant Director - Ext. 8-7516
9 Academic Calendar for Fall Semester
First Semester / TERM 1520 - August 29 through December 17, 2016 (16 weeks)

August 29 Monday Classes Begin/Your Preliminary Class Roster(s) is available in CheckMarq

Sept. 1 Thursday Last Day to Submit Independent Study Forms (4995 forms) to College Office

Sept. 5 Monday Labor Day Holiday / Classes Excused

Sept. 6 Tuesday 12 Midnight – Late Registration Ends

ALSO:
- Last Day to Add/Swap a Class
- Last Day to Drop a Class without Grade of “W”
- Last Day for CR/NC Grading Option (credit/no credit)
- Last Day to Change to Audit Status “AU”

Sept. 7 Wednesday Print and Review your FINAL Class Roster(s) via CheckMarq.

Oct. 7 Friday University Deadline for Students to Clear Temporary Grades. I-grade (incomplete) from the Spring 2016/Summer 2016 Terms.

- Deadline to Appeal a Final Grade Assigned from the Spring 2016/Summer 2016 Terms.


Oct. 20-23 Thurs-Sun Mid-Semester Break / Classes Excused

Oct. 21 Friday Deadline for College Office to submit all Temporary Grade Changes (I grade) to the Office of the Registrar (from Spring 2016 and Summer 2016 terms).

Oct. 24 Monday Classes Resume

Oct. 25 Tuesday 12 Noon Mid-Semester Grades (Enter in CheckMarq and Save in “Approved Status”).

Oct. 31-Nov. 4 Mon-Fri Advising for Spring 2017 Term

Nov. 18 Friday Last Day for Students to Withdraw – “W”

Nov. 18 Friday Last Day for Instructors to Assign “WA” (withdrawal for absences)

Nov. 23 - Nov. 27 Wed-Sun Students Excused from Classes for the Thanksgiving Holiday

Nov. 28 Monday Classes Resume

Dec. 10 Saturday Last Day of Regular Classes for Session 1

Dec. 12-17 Mon-Sat Final Examinations http://www.marquette.edu/mucentral/registrar/cal_fall16exams.shtml

Dec. 20 Tuesday 12:00 Noon All Final Grades (Enter in CheckMarq and Save in “Approved Status”)

Dec. 18 – Jan. 15, 2017 No Classes for Students / Winter Break
10 Academic Calendar for Spring Semester
Second Semester / TERM 1530 - JANUARY 17 through MAY 13, 2017 (16 weeks)

Jan. 16 Monday Dr. Martin Luther King, Jr. Holiday / No Classes
Jan. 17 Tuesday Classes Begin for Spring Term Preliminary Class Rosters are available in CheckMarq
Jan. 19 Thursday Last Day to Submit Independent Study Forms (4995 forms) to College Office
Jan. 25 Wednesday 12 Midnight - Late Registration Ends
   ALSO:
   • Last Day to Add/Swap a Class
   • Last Day to Drop a Class without Grade of “W”
   • Last Day for CR/NC Grading Option (credit/no credit)
   • Last Day to Change to Audit Status “AU”
Jan. 26 Thursday Print and Review your FINAL Class Roster(s) via CheckMarq.
Feb. 17 Friday University Deadline for Students to Clear Temporary Grades (I-incomplete) from the Fall 2016 Term
   • Deadline to Appeal a Final Grade Assigned from the Fall 2016 Term
Mar. 3 Friday Deadline for College office to submit all temporary grade changes (I grade) to the Office of the Registrar (from Fall 2016 term)
Mar. 6-10 Mon.-Fri. Mid-Semester Examinations (View exam schedule, online, at Marquette Central)
Mar. 14 Tuesday 12 Noon Mid-Semester Grades (Enter in CheckMarq and Save in “Approved Status”)
Mar. 12-19 Sun.-Sun Spring Break / Classes Excused
Mar. 20 Monday Classes Resume
Mar. 20-24 Mon.-Fri. Advising for the Fall 2017 Term
Apr. 3 Monday Arts and Sciences “Majors Fair” held at the Alumni Memorial Union
Apr. 13-17 Thur.-Mon. Easter Break
Apr. 18 Tuesday Last Day for Students to Withdraw – “W”
Apr. 18 Tuesday Last Day for Instructors to Assign “WA” (withdrawal for absences)
May 6 Saturday Last Day of Regular Classes for Session 1
May 8-13 Mon.-Sat. Final Examinations (View exam schedule, online, at Marquette Central)
May 16 Tuesday 12 Noon All Final Grades (Enter in CheckMarq and Save in “Approved Status”)
May 15-19 Mon.-Fri. Senior Week
May 20-21 Sat.-Sun. Baccalaureate Mass and Commencement
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