



College of Professional Studies

***Graduate Faculty Handbook for MAPS, MLS
and all specializations and/or certificates***

February, 2011

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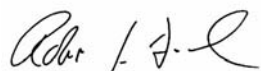
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Dear Fellow Faculty,

At Marquette University, through our College of Professional Studies, you represent to our students the excellence, faith, leadership and service that is at the core of our university mission. It is through your commitment to lifelong learning and great teaching that our students have the opportunity to transform their personal and professional lives.

Thank you for the excellent work that you do day in and day out! Blessings for a wonderful year.



Bob Deahl, Dean

Dear Graduate Faculty,

Congratulations on your appointment to the College of Professional Studies (CPS) faculty! We sincerely hope that you will enjoy teaching and learning in our college. It is faculty like you that make it possible for us to offer graduate programs to a myriad of professionals enrolled in our classes. Your work experience in your profession is truly valued by our graduate students who, for the most part, are fulltime working professionals just as most of you are.

Please consider this faculty handbook as a dynamic tool that benefits all of us by seeking clarity in performing the work that we do as teachers and scholars. Because of the complexities of our environment and the rapidity of change, this handbook should be viewed as a working document that is open for revisions based on recommendations from you and based on changes occurring within the university and within the college. Submit any recommended additions or revisions to the handbook to the Associate Dean of Graduate Programs, not inclusive of the MDR program.

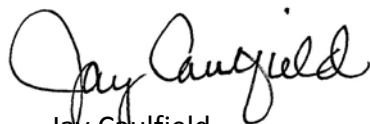
This handbook is available to you in electronic format. The link to the handbook is located on the graduate CPS website. As changes are made to the handbook, you will receive an email informing you of those changes.

Any university policy or graduate school policy that comes into being and is in conflict with information in this handbook supersedes the handbook. As we become aware of any university or graduate school policy that differs from what is stated in the handbook, we will modify the handbook to align with the university or graduate school policy. We welcome your assistance in making us aware of any conflicts between what is stated in the handbook and what is stated in university or graduate school policy.

We also encourage you to refer to the Graduate Bulletin, which is updated yearly by the graduate school and is available to you at the Graduate School's website (www.grad.mu.edu). Please know that the CPS graduate staff is committed to serving our students and you. Please feel free to call upon us at any time to answer your questions or to help you with your teaching needs.

Again, congratulations on your appointment.

Sincerely,

A handwritten signature in black ink that reads "Jay Caulfield". The signature is written in a cursive, flowing style.

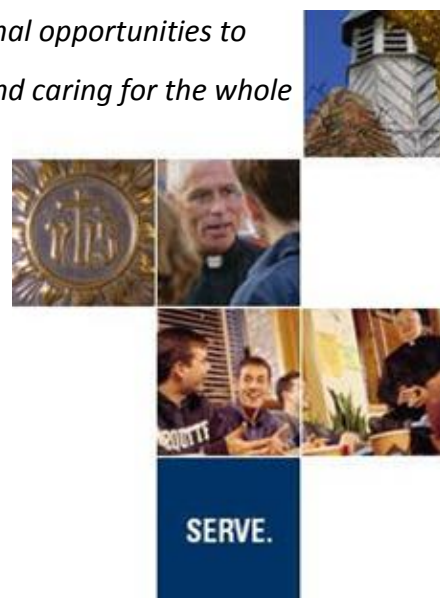
Jay Caulfield
Associate Dean

MISSION OF JESUIT HIGHER EDUCATION

Since its founding in 1540, the Jesuit order has placed a great emphasis on education, establishing hundreds of colleges worldwide. Historically, Jesuit colleges and universities in the United States first served the immigrants of the late 1800s, providing access to education for groups on the margins of American society. Currently, there are 28 Jesuit Colleges and Universities in the United States. These Jesuit institutions usually mirror the multicultural environment of the community in which they are situated. And at many of the colleges and universities women are in the majority.

The mission of Jesuit universities and colleges is to educate men and women who will be of service for others. Jesuit education is a value oriented education: teaching that imparts meaning. The goal is to challenge students to reflect upon the value implications of what is studied and the consequences for their fellow human beings. Jesuit institutions strive to educate people who, when in positions of leadership and power, will use those positions to advocate for change beneficial to society.

Jesuit education seeks to sensitize adult students, making them aware of the need to create a more equitable distribution of the world's resources. With an emphasis on liberation from the constraints of ignorance and prejudice, Jesuit colleges and universities focus on the promotion of justice, most importantly by making special efforts to bring educational opportunities to disadvantaged peoples. Jesuit education is committed to teaching and caring for the whole person.



MARQUETTE UNIVERSITY MISSION STATEMENT

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

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

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

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

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

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

COLLEGE OF PROFESSIONAL STUDIES

OUR VISION

To transform the lives of working adults

OUR MISSION

The College exists to provide a supportive educational environment guided by Jesuit principles for students to become ethical leaders actively engaged in transforming themselves, their organizations and the communities in which they live.

OUR VALUES

- Ethical leadership
- Civic Engagement
- Social Responsibility

Distinctive Features

The College engages the community in ways that create new opportunities and new points of access for adult professionals seeking a transformative Marquette education by:

- supporting and educating diverse adult students
- working with practitioner faculty
- offering a variety of discipline-specific and interdisciplinary undergraduate, graduate and community-based programs
- delivering programs beyond campus borders
- creating innovative opportunities through online and hybrid learning programs

GRADUATE PROGRAM PERSONNEL



Dr. Robert Deahl, Dean

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Office Hours: By Appointment Only



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Emily Hernandez, Graduate Admin. Assistant

Telephone: (414) 288-7346

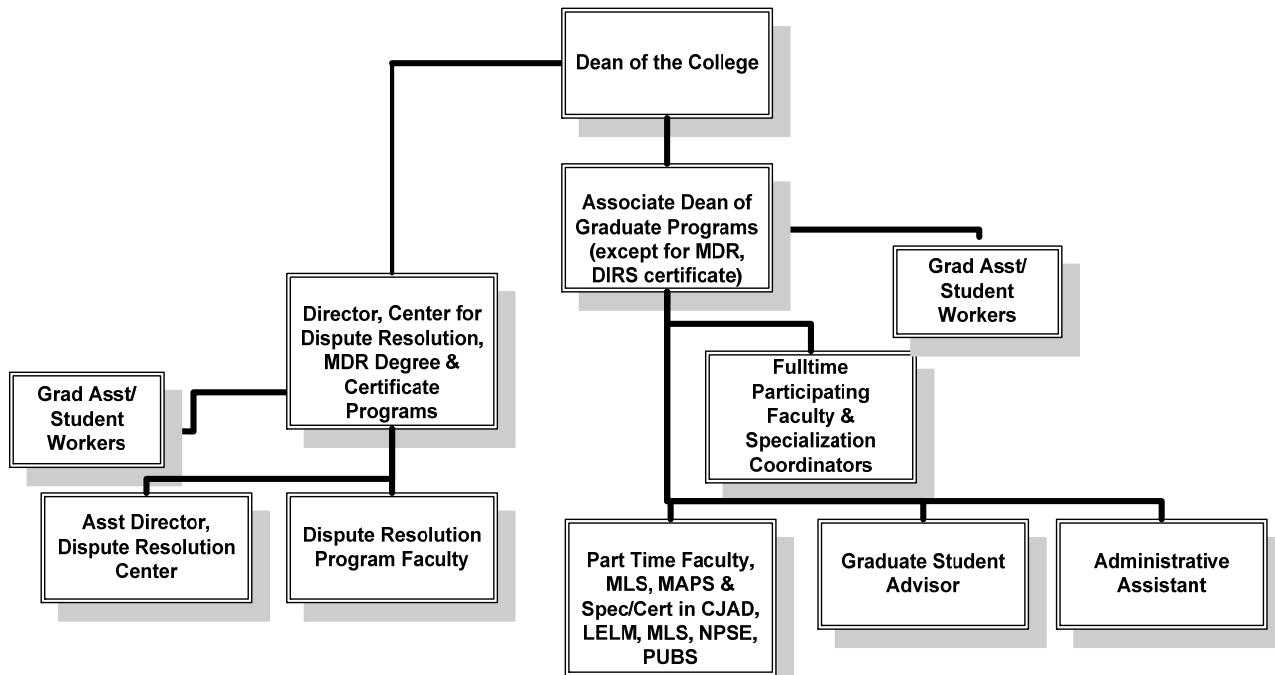
Email: emily.hernandez@marquette.edu

Office: 707 Building, 4th Floor

Office Hours: By Appointment

College of Professional Studies

Graduate Programs Organizational Chart



GRADUATE PROGRAM FACULTY

Faculty Member	Area of Specialization
Ronald Benner, M.B.H.A.	Healthcare Administration, Leadership Studies, Public Service - Non-Profit Sector
Eugene Braaksma, Ph.D.	Criminal Justice Administration
Jay Caulfield, Ph.D.	Leadership Studies, Public Service
Michael Class, S.J., Ph.D.	Leadership Studies, Public Service
Cheryl Coan, M.A.	Leadership Studies, Public Service
Janis Doleschal, M.A., M.Div., LLM	Sports Leadership
Joe Essuman, Ph.D.	Public Service
Paul France, M.A.	Public Service
Joseph G. Hylton, Ph.D.	Sports Leadership
Craig Kammholz, M.P.A.	Public Service, Law Enforcement Leadership & Management
Peggy Kendrigan, Ph.D.	Criminal Justice Administration
Paula Lucey, M.S.N.	Public Service, Healthcare Administration
Raymond J. McGury, M.P.A	Public Service, Law Enforcement Leadership & Management
Paul McInerney, Ph.D.	Sports Leadership
Robert Pavlik, Ph.D.	Leadership Studies, Public Service
David Perlman, J.D.	Law Enforcement Leadership & Management
Richard Reider, M.A.	Sports Leadership
Diane Rondini-Harness, J.D.	Criminal Justice Administration
Leslee Ruscitti, J.D.	Criminal Justice Administration, Leadership Studies, Non-Profit Sector, Public Service
Eileen Sherman, Ph.D.	Leadership Studies
Jeff Snell, Ph.D.	Public Service, Non-Profit Sector
Brian Truka, M.A.	Leadership Studies
Mark Waters, M.A.	Criminal Justice Administration, Law Enforcement Leadership & Management

ASSESSMENT

University Assessment

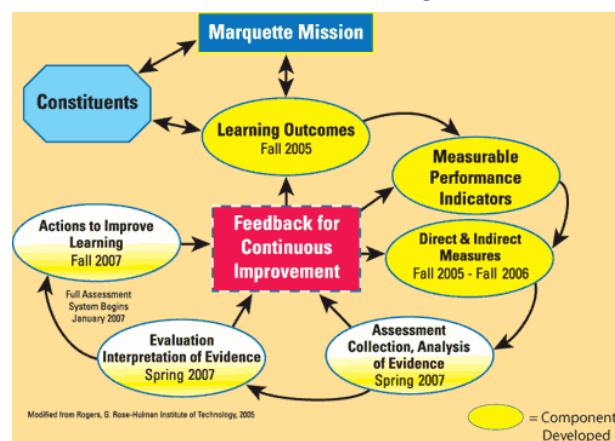
As a Catholic, Jesuit institution, Marquette University is dedicated to serving God by educating students to become leaders in the service of others and by contributing to the advancement of knowledge. Our vision is to provide a Catholic, Jesuit education that is genuinely transformational.

To fulfill this vision, Marquette faculty and staff are committed to an ongoing process of assessment, reflection and improvement of student learning. We view assessment of learning as a natural component of the teacher-scholar, a component rooted in Jesuit pedagogy.

At Marquette assessment of student learning is defined as “the systematic collection of information about student learning in order to inform decisions about how to improve learning.” (Barbara E. Walvoord, *Assessment Clear and Simple*, San Francisco: John Wiley and Sons, 2004, p. 2.)

Student Learning Consists of Multiple Steps:

- ◇ Articulating goals and performance indicators for student learning;
- ◇ Gathering direct and indirect evidence about how well students are meeting the goals;
- ◇ Reflection on the implications of the evidence for course, program and institutional improvement in student learning; and
- ◇ Taking actions in courses, programs and in the institution to enhance learning.



Goals of Assessment

A comprehensive set of assessment systems will help MU faculty, administrators and support staff to:

- ◇ Ensure that every academic program, including undergraduate majors, the Core of Common Studies and graduate programs, and co-curricular unit has specified learning outcomes and a system of assessment to regularly measure these outcomes;
- ◇ Support and implement continuous curricular and extra-curricular improvements, which will assist Marquette in achieving the university’s vision of student transformation and excellence;
- ◇ Establish a reporting process at the institutional level for assessment data to support periodic program review and strategic planning;
- ◇ Develop a shared culture of student-centered learning and learning assessment throughout the university.

Assessment Planning

In fall of 2007, CPS Graduate Programs, with the exception of MDR, established an assessment committee whose membership consists of faculty members from the MAPS and MLS degree and certificate programs. The primary goals of the assessment committee are to develop an annual assessment plan for each of the degree programs, with the exception of MDR. The assessment plan involves assessing one or more program outcomes from each program annually. The members of the committee will assess student work as direct indicators of the degree to which the programs are achieving identified program outcomes. Based on findings and faculty feedback, an assessment report is generated each year and sent to the curriculum committee for approval and then forwarded to the provost's office. The assessment committee will use the findings from the previous year's assessment work and the feedback from the University's assessment committee to establish the plan for the following year.

Assessment Committee Members (2010 – 2011)

- ◇ Ron Benner
- ◇ Jay Caulfield
- ◇ Michael Class
- ◇ Diane Rondini-Harness
- ◇ Craig Kammholz
- ◇ Paula Lucey
- ◇ Leslee Ruscitti, Chair

MAPS Program Outcomes & Assessment Plan

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>OUTCOME 1</u> Apply public service concepts to a current issue in the community.			X		X	
<u>OUTCOME 2</u> Identify an ethical issue and apply ethical principles, values, theories or frameworks to public service policy or practice.		X		X		X
<u>OUTCOME 3</u> Demonstrate the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.	X		X		X	
<u>OUTCOME 4</u> Apply theory and principles of group dynamics in assuming multiple group roles and responsibilities that assist in solving complex urban problems.		X		X		X
<u>OUTCOME 5</u> Apply quantitative and qualitative urban research methods to aide in solving complex urban problems.	X	X	X	X	X	X

Beginning 2010-11 --- Even Fall Academic Year assess outcomes 2, 4 & 5;
 Odd Fall Academic Year assess outcomes 1, 3 & 5

MLS Program Outcomes & Assessment Plan

Academic Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
<u>OUTCOME 1</u> Apply leadership principles and theory, cognitive theory, and critical thinking skills in order to creatively solve leadership challenges.			X		X	
<u>OUTCOME 2</u> Identify ethical issues and apply ethical principles, values, theories or frameworks to leadership practice.		X		X		X
<u>OUTCOME 3</u> Possess the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.	X		X		X	
<u>OUTCOME 4</u> Apply theory and principles of group dynamics in assuming multiple group roles and responsibilities.		X		X		X
<u>OUTCOME 5</u> Apply quantitative and qualitative research methods encompassing scholarly writing as related to leadership practice and the selected specialization, if applicable.	X	X	X	X	X	X

Beginning 2010-11 --- Even Fall Academic Year assess outcomes 2, 4 & 5;
 Odd Fall Academic Year assess outcomes 1, 3 & 5


MAPS & MLS Program Outcome Assessment for Outcome 5 (assessed annually)

Program Learning Outcome #5 Students are able to:	Performance Indicators (What would you see if the student has learned?)	Measures to be Used* (What is measure and where, how, when is data collected?)	Program Analysis of Data (Who collects and compiles, who reviews)
5. Apply quantitative and qualitative research methods relating to leadership practice and the selected specialization, if applicable.	1. Interprets research findings. 2. Evaluates the quality of research conducted. 3. Formulates a research question. 4. Writes a research proposal. 5. Demonstrates ability to apply appropriate research methods. 6. Follow ethical principles of the discipline for citing sources, engaging human subjects for research purposes and working with colleagues.	1. Research proposal 2. Successful completion of IRB tutorial. 3. Interprets research findings (professional project). 4. Professional project demonstrates ability to conduct basic research.	1. Assessment committee generates a programmatic rubric used to assess the program outcome. 2. Instructor generates an assignment that assesses outcome. 3. Programmatic rubric is used to assess students' work. 4. Assignments (anonymous) are submitted to the assessment committee for evaluation, applying the same rubric. 5. Assessment committee generates annual assessment report to be distributed to the curriculum committee for final approval prior to submitting to the associate provost and faculty.

Trosset, C. & Weisler, S. (2006). Assessment of critical thinking in Hampshire College's capstone projects. Rubric based on the work and research of the Consortium for Innovative Environments in Learning (CIEL), which was presented by New Hampshire College, a CIEL member, at the 2006 Assessment Conference held in Indianapolis and hosted by Purdue University.

MLS & MAPS Rubric for Assessing Outcome 5

Outcome #5: Apply quantitative and qualitative research methods relating to leadership or public service practice and the selected specialization, if applicable.

Criteria	Unacceptable	Acceptable	Superior
Rationale for professional project	No clear rationale or a weak rationale for proposed project	Identifies and discusses a reasonable rationale for the intended project	Provides compelling reason/convincing argument why project is valuable to field
Scholarly review of the literature (core and specialization)	Review of the literature is inadequate	Review of the literature is adequate, including literature from core and specialization when applicable	Review of the literature demonstrates a broad review of the field(s) being studied and identifies new direction for investigation
Stating the research question or project problem	Research question or project problem is unclear or missing	Research question or project problem is clearly stated	Research question or project problem is well stated, and is well framed within the field(s) of study
Research methods	Unclear or inappropriate research methods	Research methods clearly described with correct application	Research methods well chosen, well justified and well executed
Process of inquiry	Process of inquiry is not evident or missing one or more relevant steps.	Process of inquiry stated and generally acceptable	Process of inquiry demonstrates originality and creativity
Use of qualitative and/or quantitative data	Some appropriate use of evidence, but lacks comprehensiveness	Feasible evidence appropriately selected and correctly interpreted	Data builds on and adds to the richness of existing evidence
Insight, identifying patterns and connections, especially when core and specialization exist	Fails to establish connections and to perceive implications of the material	Brings together related data or ideas, between the core and specialization, when applicable	Develops insightful connections and patterns that require intellectual rigor, as related to the core and specialization, if applicable
Findings	Does not clearly state findings	Effectively supports a position stated in the literature	Findings make an original contribution to the field
Grammar & Spelling	Frequent or serious errors	Less than seven (7) errors	No errors
APA formatting	APA formatting not adhered to	Less than ten (10) errors	No errors
Clarity, organization and style	Inconsistent for clarity, organization and style	Clear and organized paper	Consistent clarity of thought, good vocabulary and well organized
Mark your estimate of where this project falls.			
	0		2

Peer Review Feedback Form

During university assessment day, faculty peers across the university evaluate each annual assessment report submitted by the various undergraduate and graduate programs. Below is the rubric that is used for this peer assessment process.

PEER REVIEW FEEDBACK FORM PROGRAM AND UNIT ANNUAL ASSESSMENT REPORTS AY 20XX-20XX

Program _____ Reviewing Team _____

Level 1 represents a beginning student learning assessment system.

Level 2 represents a student learning assessment system that meets university expectations.

Level 3 represents a student learning assessment system that reflects best practices.

Check all specific indicators identified in the annual program assessment report.

Learning Outcomes

Level 1

- Learning outcomes have been identified.

Level 2

- Learning outcomes are posted on the program web site.

Level 3

- Learning outcomes are routinely communicated to students.

Assessment Measures

Level 1

- At least one learning outcome was assessed.
- Measures used are generally identified (e.g. students completed written assignments).

Level 2

- Specific measures are **clearly** identified.
- Measures relate to the learning outcome.
- Measures provide useful information about learning.

Level 3

- Emphasis is on direct measures of learning.
- Rubrics or other guides established within the measure.
- Rotation schedule established for assessment of all program outcomes. (not on 06-07 report form)

Results

Level 1

- Data collected and aggregated for at least one outcome.

Level 2

- Data linked to a specific learning outcome.
- Data aggregated in a meaningful way (i.e., average reader can understand).

Level 3

- Data aggregated/analyzed in a routine and systematic manner.
- Changes made based on previous results are assessed and analyzed.

Faculty Feedback and Conclusions

Level 1

- All program or department faculty received assessment data.
- Faculty input about the data was sought.
- Faculty formed general conclusions about student learning based on the data.

Level 2

- Designated program and/or department faculty met to discuss the assessment data in depth.
- Conclusions about student learning are based on the assessment data available.

Level 3

- Faculty synthesized the data from various measures to form specific conclusions about each component of a learning outcome.

Actions to Improve Learning and Assessment

Level 1

- At least one action to improve learning or improve learning assessment identified.
- The proposed action(s) relates directly to faculty conclusions about areas that need improvement.

Level 2

- Descriptions of the actions to improve learning and/or assessment include a timetable for implementation and who is to take the action.
- Actions are realistic and have a good probability of improving learning or learning assessment.

Level 3

- Methods and a timetable for assessing and evaluating the effectiveness of the action are included in the planned action.

Overall Assessment and Recommendations

General Comments on Program Learning Outcome Assessment in AY XX-XX, Strengths and Areas for Improvement

On-Line Course Evaluation



Spring 2008 Course Evaluation (TEST3) (2008SP 2008)

Course Information

Course Name: TEST 201 1001 - Test Class 2

Department: Institutional Research

Course Director: Gary Levy; Alexandra Riley

Note: Questions marked with * must be answered.

Please take a few minutes to complete this evaluation. Your evaluation of this class and its instructor(s) is extremely important and appreciated. Respond to each question below. When you have finished, click on the Submit Survey button at the bottom of the evaluation. Your responses are private and confidential, and no identifying information about you will ever appear with your responses. Course evaluation results will not be available to instructors until AFTER final grades have been submitted to the Registrar. If you have any questions or concerns, please email courseval@marquette.edu. Thank you!

1) How was this class as a whole? *

Excellent Very Good Good Fair Poor Very Poor

2) How was the content of this class? *

Excellent Very Good Good Fair Poor Very Poor

3) This class positively impacted my comprehension of written material in this subject. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

4) This class positively impacted my problem solving abilities in this subject. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

5) This class positively impacted my ability to communicate orally and/or in writing. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

6) This class was intellectually challenging. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

7) Evaluations of course work (e.g. exams, papers) were consistent with class learning objectives. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

8) Assistance and/or extra help were available outside of class time. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

9) Expectations of students were presented clearly. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

 Save Progress

Instructor Evaluation

Riley, Alexandra E

10) How was the instructor's contribution to this class? *

Excellent Very Good Good Fair Poor Very Poor

11) How effective was the instructor in this class? *

Excellent Very Good Good Fair Poor Very Poor

12) This instructor provided explanations that reduced confusion. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

13) This instructor was well organized. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

14) This instructor was interesting. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

15) This instructor encouraged student participation. *

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

 Save Progress

16) Please provide additional feedback about the class and/or instructor(s). *

 Save Progress

17) How did evaluating your courses on-line compare to evaluating courses using paper-and-pencil measures? *

Significantly Better Better Somewhat Better Somewhat Worse Worse Significantly Worse

Thank you for your participation.

Save Progress and Return to Survey List

Submit Survey

CURRICULAR

Program Curricula

In 2007, a graduate curriculum committee was formed for the primary purposes of maintaining an engaging, current and relevant curriculum for degree programs (except MDR) and specializations/certificates; and to review and evaluate new program proposals. Program curricula are reviewed no less than every three years.

In 2007-08, following an extensive review of the MAPS curriculum inclusive of evaluation by external reviewers, the MAPS core curriculum was revised and approved by the college as well as the University Board of Graduate Studies. A major change in the curriculum included the addition of an integrative learning experience and an identification of required courses.

In 2008, the curriculum committee began its review of the MLS program. The review and recommendations as a result of the review will continue in 2009. Following that, the committee will begin to review the specialization curricula.

Faculty Curriculum Committee Members (2010 – 2011)

- ◇ Sheila Bernhardt
- ◇ Jay Caulfield, Chair
- ◇ Michael Class
- ◇ Paula Lucey
- ◇ Jim Milner
- ◇ Felisa Parris
- ◇ Leslee Ruscitti
- ◇ Mark Waters

MAPS Core Curricular Requirements

<p>MAPS students must complete a total of 36 credits of course work in Plan B. The degree must be completed within six (6) years.</p>	
<p>Students will complete 21 credits in MAPS course work and 15 credits in one of five existing specializations, specifically CJAD, DIRS, HEAL, LEDR or NPSE.</p>	<p>Required Courses (12 credits): PUBS 205/6200 Leadership in Public Service PUBS 210/6205 Urban Policy & Public Service Administration PUBS 230/6210 Ethics in Public Service PUBS 290/6225 Research Methods</p> <p>Nine (9) credits of a constrained elective: PUBS 200/6215 Nature of Cities PUBS 235/6220 Organizational Behavior in Public Sector Env. PUBS 240/6230 Legal Issues in Public Service PUBS 260/6235 Comm & Mgt Process in Urban Service PUBS 270/6240 Urban Public Sector Economics PUBS 295/6995 Independent Study in Public Service (ranging from 1 to 3 credits) PUBS 296/6998 Capstone I PUBS 297/6998 Capstone 2 PUBS 298/6931 Special Topics in Public Service (ranging from 1 to 3 credits)</p> <p>Required Specialization Courses (15 credits)</p>
<p>All students enrolled in the MAPS degree program will complete an integrative learning experience by choosing Option 1 or Option 2 below.</p>	
<p>Option 1: Thirty-six (36) credits of course work & comprehensive exams</p> <p>Written and oral comprehensive exams will be developed by MAPS faculty and approved by the curriculum committee. MAPS faculty will administer the exams, which will focus primarily on the content of the MAPS courses versus specialization courses.</p>	<p>Comprehensive exams will be administered during the final semester of course work or in the semester that follows completion of the course work, per student choice.</p>
<p>Option 2: Thirty (30) credits of course work & six (6) credits of professional project work</p> <p>Please refer to description of the professional project to follow.</p>	<p>Students will complete curriculum as described above, competing 36 credits of course work, including six (6) credits of professional project work (PUBS 296 & PUBS 297).</p>

MLS Core Curricular Requirements (as of Fall, 2008)

For both tracts listed, students must complete a total of 36 credits of course work in Plan B. The degree must be completed within six (6) years.

<p>Tract 1: General Tract Students will complete 36 credits of course work in leadership studies, general tract.</p>	<p>Required Courses (36 credits): LEDR 200/6040 Introduction to Business Processes LEDR 210/6000 History & Theory of Leadership & Ethics LEDR 220/6005 Self Leadership LEDR 230/6010 Conflict Resolution, Negotiation & Team Leadership LEDR 240/6030 Qualitative Research & the Social Impact of Leaders' Decisions LEDR 250/6015 Influence of Leadership on Behavior in Organizations LEDR 260/6020 Leaders as Worldly Citizens LEDR 270/6025 Research Methods LEDR 280/6035 Applied Quantitative Methods in Leadership Studies LEDR 296/6998 Capstone Integrative Project 1 LEDR 297/6998 Capstone Integrative Project 2 Unconstrained electives (3 or 9 credits): With consent of program coordinator, graduate level courses from another department within CPS, another college within MU or from another accredited university, or another MLS offering.</p>
<p>Tract 2: Specialization Students will complete 24 credits in MLS course work and 12 or 15 credits in one of six existing specializations, specifically CJAD, DIRS, ENGINEERING, HEAL, NPSE or PUBS. Students choosing the engineering or DIRS specialization will complete 15 credits in the specialization; all remaining specializations will complete 12 credits.</p>	<p>Required MLS Courses (21 or 24 credits): LEDR 210/6000 History & Theory of Leadership & Ethics LEDR 220/6005 Self Leadership LEDR 230/6010 Conflict Resolution, Negotiation & Team Leadership LEDR 250/6015 Influence of Leadership on Behavior in Organizations OR LEDR 260/6020 Leaders as Worldly Citizens LEDR 270/6025 Research Methods LEDR 240/6030 Qualitative Research & the Social Impact of Leaders' Decisions OR LEDR 280/6035 LEDR 280/6035 Applied Quantitative Methods in Leadership Studies OR LEDR 240/6030 LEDR 296/6998 Capstone Integrative Project 1 LEDR 297/6998 Capstone Integrative Project 2 Required Specialization Courses (12 or 15 credits)</p>
<p>All students enrolled in the MLS degree program will complete an integrative learning experience.</p>	
<p>Option 1: Comprehensive exams Written and comprehensive exams will be developed and administered by MLS faculty and approved by the MLS Faculty & Associate Dean.</p>	<p>Students will complete Tract 1 or Tract 2 as described above; competing 36 credits of course work. Comprehensive exams will be administered during final semester of course work or in the semester that follows completion of the course work, per student choice.</p>
<p>Option 2: Professional Project Please refer to description of the professional project to follow.</p>	<p>Students will complete Tract 1 or Tract 2 as described above; completing 36 credits of course work, including six (6) credits of professional project work (LEDR 296 & LEDR 297/6998).</p>

Professional Project Work

The six credit professional project is designed for students to synthesize and integrate knowledge acquired throughout the degree program. Students must be in their final year of course work to enroll in the first semester of project work. It is an opportunity for the student to apply discipline specific theory and principle to a project that is usually conducted within a work setting. It is also a major way to demonstrate that the student has achieved the program's learning outcomes. The capstone project will culminate with a scholarly paper that describes the project and its outcomes in terms of theory and concepts from the discipline. If a specialization has been chosen by the student, it is expected that the student *integrate* the specialization and core discipline into the project work. Generally, students who are completing project work will enroll in three credits of project work for two consecutive semesters, specifically Professional Project 1 and Professional Project 2.

As one of the project choices, a student may wish to apply to Future Milwaukee and use that experience to complete the professional project work. For a more thorough description of this option, please refer to the following page in this handbook or visit the Future Milwaukee website at http://www.marquette.edu/cps/future_milwaukee/

As another option, a student may choose to submit an article for publication to a scholarly journal in place of writing a scholarly paper. As deemed by the student's faculty advisor, the article must meet the journal guidelines prior to submission. The article does not need to be accepted for publication, though that would be the goal. Co-authorship with the faculty facilitator may be acceptable when the facilitator has actually participated in the research. However, the student should be the principal author.

The student's project advisor and the associate dean for graduate programs must approve the capstone project outline as does the graduate school. There are guidelines for this process on the provost website. Information regarding the capstone project will be given to the students when they enroll in the program and when they enroll in the required Capstone Professional Project I & II courses. In most cases students are expected to finish the capstone within one year of completing their coursework.

If the student is doing human subjects research, the IRB Protocol Summary Form must be completed and submitted to the Office of Research Compliance (ORC) for approval before the research may begin. The student must also complete the IRB tutorial located on the ORC website. To help students prepare for this work, PUBS 290/6225 or LEDR 270/6025 requires all students to complete the ORC tutorial and to complete an IRB Protocol Summary Form in preparation for project work or future research.

Future Milwaukee / Professional Project

Beginning in the fall of 2008, we will be offering students the opportunity to participate in the Future Milwaukee program as their professional project. Future Milwaukee is a nine month long community leadership development program. Each year, Future Milwaukee accepts a limited number of participants into the program and helps them to develop individual leadership competencies through both curriculum and real world application. Future Milwaukee participants will work in small groups on two projects with two community agencies during the course of the program.

Students who wish to select the Future Milwaukee option for their professional project must apply and be accepted into the program, and must also complete all Future Milwaukee requirements as well as all required capstone meetings and deadlines. Students are expected to attend all Future Milwaukee meetings and events and must attend all capstone class meetings, unless excused by the facilitator. The regular tuition for the Future Milwaukee program is \$1800. As graduate students have to pay full tuition for six credits of professional project they will not have to pay the Future Milwaukee fee in addition.

The capstone instructor, in most cases, will serve as the project facilitator, working closely with the director of the Future Milwaukee program. Students will be responsible for working with their Future Milwaukee groups to submit the project agreed upon by the Future Milwaukee program, the partnering agency, and the project facilitator. Students will include this information with their professional project, but will be responsible for creating a scholarly paper which includes a discussion of relevant theory and a literature review.

Comprehensive Exams

Overview of Integrative Learning Experience

Beginning Fall 2008 MAPS and MLS students were given the option to take comprehensive exams as part of their integrative learning experience. Currently students may choose 1 of 2 integrative learning options:

Professional Project

1. Six (6) credits of a professional project. This course is taken three credits at a time, preferably in two consecutive semesters. The capstone courses are not offered during summer. There are basically three (3) options for a professional project.
 - Work independently with a faculty advisor and possibly an organization to produce a research based service or product.
 - Enroll in Future Milwaukee as a capstone option, using the assigned agency work as the basis of the professional project, which must be begin in fall, concurrent with Future Milwaukee membership.
 - Submit for publication to a peer reviewed journal the findings from a research study, which has been supervised by a faculty member.

Comprehensive Exam

2. Thirty-six (36) credits of course work followed by a comprehensive examination.

COMP Exam Guidelines – Updated Spring 2011

- Students will receive a copy of these guidelines at the same time as they receive the problem statements and the comprehensive exam rubric.
- Faculty will prepare a set of problem statements that are aligned with the program outcomes. The problem statements will be distributed to students in mid-January.
- Students may request copies of any course syllabi that they believe would benefit them in preparing for the comprehensive exam.
- A list of faculty members who may serve as exam evaluators accompanies these guidelines.
 - For those students who have chosen a specialization, one faculty evaluator must be teaching in the chosen specialization or have significant experience in that specialization;
 - One faculty evaluator must teach in the core degree curriculum; for straight track students, both faculty evaluators must be teaching core curriculum courses;
 - All faculty evaluators must have minimally taught five courses for the graduate programs and have minimally two years tenure with the graduate programs;
 - One of the faculty evaluators must have a terminal degree (JD degrees are considered terminal degrees at Marquette).

- By the designated date, the student informs the graduate advisor of the problem statement or topic selected. (***Please know that some problem statements permit the student to choose from a number of topics; in those cases, only one problem statement has been distributed. In other cases where at least one problem statement is topic specific, two problem statements have been distributed; in those cases, students are asked to select one of the two problem statements.***)
- By the designated date, students inform the graduate advisor of the selected faculty evaluator.
- ***It is mandatory*** that students integrate theories/concepts from the literature, class discussions and life experiences into responses to the problem statement; ***students must reference work following APA 6th edition guidelines and the University's academic honesty statement.***
- ***It is imperative*** that students respond to the specific problem statement in the context of the program learning outcomes and the comprehensive exam rubric.
- APA format, 6th edition, is required for all written responses.
- Students with a specialization are expected to integrate degree and specialization concepts.
- Response to the problem statement will not exceed 30 pages or be less than 25 pages, inclusive of title page, reference list and appendices.
- ***For grammatical evaluation only***, students may seek the assistance of an editor. This does ***not*** include APA formatting assistance. Please refer to the APA manual, 6th edition for help with APA formatting.
- Following submission, two faculty members, one selected by the student and one selected by the College, will have one week to read the student's written response to the problem statement. During that time the student will prepare for oral presentation of the problem statement, which will occur approximately one week following submission of the written response.
- Students may audiotape their oral presentation if they so desire. ***Please know that in a case where two faculty evaluators cannot come to consensus regarding a pass/fail decision, a third faculty evaluator will be consulted. If the presentation has not been audio recorded, the student may be asked to repeat the presentation.***
- Excluding faculty questions, there is a ***20 minute time limit*** for presentations.
- Immediately following oral presentation, faculty evaluators may ask questions regarding the written response, oral presentation and points from the problem statement that have not been comprehensively or clearly addressed.
- Using the comprehensive exam rubric, the two faculty evaluators will independently score the student's work; if there arises a situation where faculty evaluators have not reached consensus regarding a pass/fail decision, a third faculty member selected by the College will be asked to review the oral and written work and provide a score.
- A student who does not pass the exam may repeat the process the following semester.
- If an emergency arises and the student is unable to complete the exam as scheduled, the exam will be rescheduled for the following semester.

To assist students in achieving excellence when selecting the comprehensive exam option:

- The process needs to be included in the Student and Faculty Handbooks.
- The two integrative learning options should be explained to students from the beginning, ideally at New Student Orientation, so that they can begin thinking about which path they want to choose (this would also help with guiding the students in curriculum planning).
- Offer workshops throughout the year on writing, plagiarism, time management, work/life balance, and integrative learning options/logistics.
- Students should be provided with a packet of information which includes sample questions, reading lists, etc... a semester prior to the exam.
- Students will have the option of choosing one of the two faculty evaluators, but know that it depends on whether that faculty member is available.
- A rubric for both the oral and written part of the comprehensive exams will be distributed to students a semester in advance of the exam.

Certificate Curricula

Currently the graduate programs offer the following graduate certificates.

Certificate in Dispute Resolution Certificate

Please refer to the curriculum for the DIRS specialization to follow. The curricula for both the DIRS certificate and the specialization are identical. ***However, students interested in earning the certificate must apply for it in addition to applying to either the MAPS or MLS programs.***

Certificate in Law Enforcement Leadership & Management (LELM)

This is a twelve (12) credit certificate in which all credits may be applied toward a MAPS degree and nine (9) of the twelve (12) credits may be applied to the MLS degree. The four classes are required without substitutions and no transfer credits permissible. This certificate program is only eligible to practicing law enforcement officers and must be completed within three (3) years.

- ◇ PUBS 271/6571 Economics & Budgeting of Policing
- ◇ PUBS 281/6581 Police Leadership & Ethics
- ◇ CJAD 210/6510 Policies in Policing
- ◇ CJAD 211/6511 Legal Issues in Law Enforcement

Certificate in Leadership Studies

This is a fifteen (15) credit certificate in which all fifteen (15) credits may be applied to the MLS program or minimally twelve (12) credits to a specialization in leadership studies. The certificate must be completed within three (3) years. No transfer credits are permissible.

- ◇ LEDR 210/6000 History & Theory of Leadership & Ethics
- ◇ LEDR 220/6005 Self Leadership
- ◇ LEDR 230/6010 Conflict Resolution, Negotiation & Team Leadership
- ◇ LEDR 250/6015 Influence of Leadership on Behavior in Organizations
- ◇ LEDR elective

Certificate in Sports Leadership (effective Fall 2010)

This is a fifteen (15) credit certificate in which all fifteen (15) credits may be applied to the MLS program with a specialization in sports leadership. The certificate must be completed within three (3) years. No transfer credits are permissible.

- ◇ SPLE 6001 Introduction to Sports Leadership
- ◇ SPLE elective
- ◇ SPLE elective
- ◇ SPLE elective
- ◇ SPLe elective

Specialization Curricula

Currently the graduate programs offer the following program specializations.

Specialization in Criminal Justice Administration (CJAD)

This is a fifteen (15) credit specialization for MAPS and a twelve (12) credit specialization for MLS. The following three courses are required.

- ◇ CJAD 200/6400 Criminological Theory in Public Service & Social Policy
- ◇ CJAD 220/6405 Courts and the Legal System
- ◇ The remaining six (6) or nine (9) credits consist of CJAD electives.

Specialization in Dispute Resolution (DIRS)

This is a fifteen (12) credit specialization for either the MAPS or MLS programs. The curriculum is identical to the certificate in dispute resolution. ***Students must apply for the certificate and take the Practicum course to receive the certificate.***

- ◇ DIRS 203 Mediation (prereq course)
- ◇ DIRS 200 Theory of Conflict
- ◇ DIRS 201 Advanced Issues in Dispute Resolution
- ◇ DIRS 207 Advanced Mediation
- ◇ DIRS 210 Practicum

Specialization in Engineering (MLS degree only)

This is a fifteen (15) credit specialization. Students selecting this specialization must have an earned undergraduate degree in engineering from an accredited school. The engineering specializations consist of three tracts.

Additionally, students might choose one of three tracks to select the majority of their technical courses, but may select one or two from another track to increase understanding of other disciplines. Students are encouraged to speak with their advisor for specifics.

Specialization in health care administration (HEAL)

This is a fifteen (15) credit specialization for MAPS and a twelve (12) credit specialization for MLS. Required courses include the following.

- ◇ HEAL 220/6820 Health Care Program Development
- ◇ HEAL 241/6841 Health Care Finance
- ◇ HEAL 248/6848 Health Care Policy
- ◇ NURS 209/6009 Creating Nursing Care Systems
- ◇ For MAPS students, three constrained elective credits.

Specialization in leadership studies (LEDR)

This is a fifteen (15) credit specialization for MAPS consisting of four required courses and one LEDR elective. Required courses are listed below.

- ◇ LEDR 210/6000 History & Theory of Leadership & Ethics
- ◇ LEDR 220/6005 Self Leadership
- ◇ LEDR 230/6010 Conflict Resolution, Negotiation & Team Leadership
- ◇ LEDR 240/6030 Qualitative Research & the Social Impact of Leaders' Decisions
OR LEDR 280/6035 Applied Quantitative Methods in Leadership Studies
- ◇ LEDR elective

Specialization in non-profit sector (NPSE)

This is a fifteen (15) credit specialization for MAPS and a twelve (12) credit specialization for MLS. Required courses include the following.

- ◇ NPSE 220/6520 Non-Profit Organizations
- ◇ NPSE 222/6525 Financial Matters in the Non-Profit Sector
- ◇ NPSE 226/6530 Social Justice & Social Activism
- ◇ NPSE 228/6535 Legal Aspects of the Non-Profit Sector
- ◇ For MAPS students, three constrained elective credits.

Specialization in public service (PUBS)

This is a twelve (12) credit specialization for MLS consisting of four PUBS courses, three of which are constrained electives. Courses are listed below.

- ◇ PUBS 210/6205 Urban Policy & Public Service Administration (required)
- ◇ PUBS 230/6210 Ethics in Public Service (required)
- ◇ PUBS 240/6230 Legal Issues in Public Service
- ◇ PUBS 260/6235 Communication and Management Process in Urban Service
- ◇ PUBS 270/6240 Urban Public Sector Economics
- ◇ PUBS 298/6931 Special Topics in Public Service

Specialization in sports leadership (SPLE)

This is a twelve (12) credit specialization for MLS consisting of five SPLE courses, three of which are required. Courses are listed below.

- ◇ SPLE 6001 Introduction to Sports Leadership (required)
- ◇ Four 3-credit SPLE electives

TEACHING & LEARNING

Hybrid Teaching Model

The MLS program and a portion of the MAPS program are taught in a hybrid format, which means that students spend a considerable amount of time learning outside of the classroom, resulting in reduced time spent in the classroom. Sometimes hybrid teaching is referred to as blended learning. "Hybrid is a way of teaching and learning that places the primary responsibility of learning with the learner, and in doing so, makes the primary responsibility of the teacher one of creating opportunities and fostering environments that encourages student learning rather than simply telling students what they need to know." (Caulfield, 2008; p. 5)

The course management system, in this case Desire2Learn (D2L), is used as a primary tool to encourage online interaction and easy access to assignments, course materials and grades. To teach a hybrid class, it is expected that faculty are familiar with and use D2L routinely. More importantly, however, it is important that faculty teaching a hybrid course have had some type of orientation to the pedagogy of hybrid teaching and learning. Marquette's Center for Teaching and Learning (<http://www.marquette.edu/ctl>) is just beginning to offer workshops on hybrid teaching and learning. CPS has sponsored workshops in the past and will do hybrid faculty development as needed. There are a number of good faculty resources available by visiting the Center for Teaching & Learning website.

A particularly good text on the pedagogy of teaching hybrid is the work of Garrison and Vaughn (2008). The complete reference has been included on the following page along with references to other resources that you may find helpful. Faculty is encouraged to share any multimedia resources that they have found helpful as related to teaching and learning. Please forward any resource information to any member of the CPS graduate program staff and we will make certain that it is added to the resource list. We will also request that these resources become available to you through the Raynor Library.

Caulfield, J. (2008) *Hybrid for Teachers: A Practical Guide for Planning, Designing, Teaching and Assessing a Hybrid Course*. Unpublished book chapter.

Teaching Resources

- Angelo, T. & Cross, K.P. (1993) *Classroom assessment techniques: A handbook for college teachers*, 2nd ed. Jossey-Bass: San Francisco.
- Bain, K. (2004). *What the best college teachers do*. Cambridge: Harvard University Press.
- Bender, T. (2003). *Discussion-based online teaching to enhance student learning: Theory, practice and assessment*. Sterling: Stylus.
- Bonk, C., & Graham, C. (2006). *The handbook of blended learning: Global perspectives, local designs*. San Francisco: Pfeiffer.
- Brookfield, S. P., S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). San Francisco: Jossey-Bass.
- Brown, D., McCray, G., Runde, C. & Schweizer, H. (2001). *Using technology in learner-centered education: Proven strategies fro teaching and learning*. Boston: Allyn and Bacon.
- Fink, D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass.
- Garrison, R. Vaughan, N. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco: Jossey-Bass.
- Hoare, C. (ed.) (2006). *Handbook of adult development and learning*. Oxford: Oxford University Press, Inc.
- Lea, S., Stephenson, D. & Troy, J. (2003). Higher education students' attitudes to student-centered learning: Beyond 'educational bulimia'? *Studies in Higher Education*, 28(3), 321-334.
- Lockard, J. & Pegrum, M. (eds.). (2007). *Brave new classrooms: Democratic education & the internet*. New York: Peter Lang.
- McTighe, J. W., G. (2004). *Understanding by design*. Alexandria: Association for Supervision and Curricular Development.
- Michaelsen, L., Knight, A. & Fink, L.D. (2002). *Team-based learning: A transformative use of small groups in college teaching*. Sterling: Stylus.
- Oches, N. & Nkomo, S. (2000). *The teaching bridge: A resource manual for part-time teachers in today's colleges and universities*. Davidson: Arizona Mission Press.
- Shank, P. (ed.). (2007). *The online learning idea book: 95 proven ways to enhance technology-*

based and blended learning. San Francisco: Pfeiffer.

Stevens, D. & Levi, A. (2005). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Sterling: Stylus.

Walvoord, B. (2004). *Assessment clear and simple*. San Francisco: Jossey-Bass.

Walvoord, B. & Anderson, V. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

College Access to Library Funds

Each year the library grants CPS the opportunity to request a substantial number of multimedia resources to be purchased and placed in the Raynor library. To give you an idea of the types of requests that have been acquired by the library on CPS' behalf, below is a partial listing. We highly encourage you to submit requests for multimedia as the need arises. Please submit your requests to the graduate program support staff for processing.

Title	Author/Edit	Media Type
It's About Time	Wheatley, Margaret	Video
60-Minute Active Training Leader's Library Set		
Juvenile Justice		Video
Endgame: Ethics and Values in America		Video
The Plea		DVD
Race on Trial		DVD
Cultural Diversity: Ethics and Prejudice		DVD
Building Communities from Inside Out	John P. Kretzmann and John L. McKnight	Book
Mobilizing Community Assets	John P. Kretzmann and John L. McKnight	Video
A Guide to Capacity Inventories: Mobilizing the Economic Community Skills of Local Residents	John P. Kretzmann and John L. McKnight	Workbook
A Guide to Creating a Neighborhood Information Exchange: Building Communities by Connecting Local Skills and Knowledge	John P. Kretzmann and John L. McKnight	Workbook
A Guide to Mapping and Mobilizing the Associations in Local Neighborhoods	John P. Kretzmann and John L. McKnight	Workbook
A Guide to Building Sustainable Organizations from the Inside Out	Chicago Foundation for Women & Asset- Based Community Development Series	Workbook
Community Transformation: Turning Threats into Opportunities	John P. Kretzmann and John L. McKnight	Workbook
The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood	Mihailo Temali	Book
The Best that Money Can't Buy: Beyond Politics, Poverty & War	Jacque Fresco	Book
Social Inequality	Kathryn Neckerman (editor)	Book

Title	Author/Edit	Media Type
Unequal Chances: Family Background and Economic Success	Samuel Bowles, Herbert Gintis, Melissa Osbourne Groves (editors)	Book
The Cybercities Reader	Stephen Graham	Book
Mind Walk		Video
The Fifth Discipline	Peter Senge	Audio CD
The 8th Habit DVD	Stephen Covey	DVD
Transformational Leadership	Bernard Bass	Book
Cases in Business Ethics	David Sharp	Book
Cases in Gender & Diversity in Organizations	Alison Konrad	Book
Cases in Organizational Behavior	Gerald Seijts	Book
Leadership Theory & Practice	Peter Northouse	Book
Leading in a Diverse and Multicultural Environment	Mary L. Connerly & Paul B. Pedersen	Book
Rational Choice in an Uncertain World	Reid Hastle & Robyn Dawes	Book
Teamwork in Crisis: Miracle of Flight 232		DVD
The Velvet Hammer	Elaine Allison	Book
Abilene Paradox		Video

Leadership Journals

Below is a listing of leadership related journals. If a journal has not been acquired by Raynor, you may request a copy of an article from that journal through interlibrary loan. Usually you will have your request sent to you electronically within a few days.

Journal Name	MU Library Access
AAOHN Journal	Yes
Academy of Management Executive	Yes
Academy of Management Journal	Yes
Academy of Management Learning and Education	Yes
Academy of Management Review	Yes
Administrative Science Quarterly	Yes
American Bar Association Journal	Yes
American Journal of Public Health	Yes
British Journal of Management	Yes
Career Development International	Yes
Consulting Psychology Journal	Yes
Cross Cultural Management	Yes
Education & Training	Yes
Employee Responsibilities and Rights Journal	Yes
European Journal on Criminal Policy and Research	Yes
Human Relations	Yes
Human Resource Development Quarterly	Yes
Human Resource Development Review	Yes
Human Resource Management	Yes
International Journal of Cross Cultural Management	Yes
International Journal of Training and Development	Yes
International Marketing Review	Yes
Irish Journal of Management	Yes
Journal of American Academy of Business	Yes
Journal of Applied Behavioral Science	Yes
Journal of Applied Psychology	Yes
Journal of Brand Management	Yes
Journal of Business Ethics	Yes
Journal of European Industrial Training	Yes
Academic Leadership	No
Academy of Management Journal	Yes
Academy of Strategic and Organizational Leadership Journal	No
Educational Leadership and Administration	No
Harvard Business Journal	Yes
International Journal of Cross Cultural Management	No
International Journal of Leadership in Education	Yes
Journal of Interdisciplinary Studies	Yes
Journal of International Business Studies	Yes

Journal Name	MU Library Access
Journal of International Marketing	Yes
Journal of Leadership Studies	No
Journal of Leadership & Organizational Studies	Yes
Journal of Managerial Issues	Yes
Journal of Managerial Psychology	Yes
Journal of Nursing Education	Yes
Journal of Organizational Behavior	Yes
Journal of Organizational Behavior Management	Yes
Journal of Organizational Change Management	Yes
Knowledge and Process Management	Yes
Leadership in Action	Yes
Leadership Advance Online	No
Leadership Quarterly	Yes
Multinational Business Review	Yes
Nonprofit Management and Leadership	No
Organization and Environment	Yes
Personnel Psychology	Yes
Problems and Perspectives in Management	Yes
Public Administration Review	Yes
The Academy of Management Perspectives	Yes
The Business Review, Cambridge	Yes
The Family Journal	Yes
The International Journal of Leadership Studies	No
The Journal of Business & Industrial Marketing	Yes
The Journal of Business Communication	Yes
The Journal of Consumer Marketing	Yes
The Journal of Management Development	Yes
The Leadership and Organizational Development Journal	No

Syllabi

The course syllabus is an agreement between you and the students enrolled in the class. It should identify your expectations for the course. ***Per the provost office, all syllabi must be posted in the D2L course site by the first day of class.*** In spring of 2008, the faculty curriculum committee approved the following list of information to be included in all course syllabi. An example of a course syllabus follows. If you would like to receive an electronic copy, please contact the graduate office staff.

Information to be Included in Course Syllabi
MU Logo
CPS Identity
Title of Class
Acronym for Class
Location of Class
Time of Class
Session Identification
Day Class Meets
Identified as Hybrid
Schedule of Classes
Instructor Name
Instructor Phone #
Instructor Email Address
Instructor Appointment Availability
Course Description
Program Outcomes
Student Learning Objectives
Attendance Policy
Withdrawal Policy
Final Withdrawal Date
Academic Honesty Policy
Incomplete Policy
Late Work Policy
Code of Conduct Policy
Student with Special Needs Policy
Evaluation of Work (% Assigned)
Grading Scale
Explanation of Major Assignments
Due dates for Major Assignments
Schedule of Assignments

Information to be Included in Course Syllabi
Accessing D2L
Accessing the Help Desk
Course Materials
List Required Text(s) for Course
List Publication Date of Text(s)
List any required materials for course



College of Professional Studies

Name of Course
Acronym & Course Number
Term
Day of Week & Span of Term
Time of class
Location of Class

This class is being taught in a blended/hybrid format, which means that some in-class time is replaced by online learning activities.

Instructor:
Phone:
Home:
Cellular:
E-mail:
Office Hours:

Course Description

Exactly as stated in the graduate bulletin. If you are unsure please contact Emily Hernandez via email at emily.hernandez@mu.edu.

MLS Program Outcomes *(BOLD the one that are most relevant to the course.)*

The following are the five (5) MLS program outcomes. Those that are **bolded** especially pertain to this course.

Apply leadership principles and theory, cognitive theory, and critical thinking skills in order to creatively solve problems.

Identify ethical issues and apply ethical principles, values, theories or frameworks to leadership practice.

Possess the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.

Apply theory and principles of group dynamics in assuming multiple group roles and responsibilities.

Apply quantitative and qualitative research methods encompassing scholarly writings as related to leadership practice and the selected specialization, if applicable.

MAPS Program Outcomes *(BOLD the one that are most relevant to the course.)*

The following are the five (5) MAPS program outcomes. Those that are bolded especially pertain to this course.

Apply public service concepts to a community issue.

Identify ethical issues and apply ethical principles, values, theories or frameworks to public service policy or practice.

Demonstrate the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.

Apply theory and principles of group dynamics that assist in solving complex urban problems.

Apply quantitative and qualitative research methods to issues in public service.

Student Learning Objectives *(List FIVE)*

After successfully completing this course students will:

Educational Tools

Books, videos, articles, etc.

Academic Policies

1. Attendance Policy

Student attendance is critical to the successful completion of this course. Individual circumstances may prevent a student from attending a class period. It is the student's responsibility to contact the instructor if the student wants to receive credit for any missed class period. The instructor may require that an extra assignment be completed as a means to determine that the student has met the objectives of the class that was missed.

The absence policy is as follows:

Absence	Result
2	Acceptable for fall and spring term.
More than 2	Class participation grade will be affected. Would not recommend taking the course if unable to attend more than two classes.
1	Acceptable for six week summer term.
More than 1	Class participation grade will be affected. Would not recommend taking the course if unable to attend more than one class.

Tardiness and leaving early from class affect student performance. The student's grade and/or standing may be adjusted accordingly. The instructor reserves the right to lower the student's grade when tardiness or early exit is problematic and/or disruptive.

2. Withdrawal

Students who wish to withdraw from the course must contact the Graduate School. Students may obtain permission to withdraw from a course with a "W" grade during the period extending from the day following the close of registration until the designated university date indicated on the academic calendar. Before withdrawal, students should confer with their assigned advisor to learn what procedures are expected to be followed. **According to the graduate academic calendar, the last day to withdraw from this class with a grade of "W" is . (Date may be found on academic calendar.)**

3. Academic Honesty

It is not feasible to list all conceivable examples of academic dishonesty, but it may be helpful to list a few and note that all involve an attempt to deceive, to distort perceptions of reality and to gain a record of academic accomplishment greater than earned. Most acts of academic dishonesty involve cheating on examinations or reports in one way or another,

improperly obtaining examination questions, plagiarism, forgery, falsification of records, or impersonation of a candidate taking an examination. Please know that academic dishonesty may result in suspension and will result in receiving a “0” for the assignment in which it occurred.

If you do not know how to correctly site references, please seek help with the university writing center, turn-it-in.com and/or our CPS writing coach. Incorrect citing or failure to cite references is considered plagiarism. The graduate advisor will assist you in contacting the CPS writing coach.

4. Incompletes

A student who does not complete course assignments prior to the end of the course must arrange with the instructor, in advance, an incomplete grade. Course work needs to be completed and submitted by the graduate school’s posted dates in the graduate bulletin. If work is not completed by that date, the grade becomes a permanent incomplete and the course will need to be retaken in the future.

5. Code of Conduct

It is expected that all students, staff and instructors conduct themselves in a civil manner that depicts respect for each other, both inside and outside of the classroom setting. Being respectful includes, but is not limited to, arriving and leaving class at the appropriate times, refraining from private conversations that disrupt neighboring students and refraining from the use of profanity in the classroom. A respectful atmosphere allows for exchange of opinions, theory, scholarly information, and experiences in a manner that facilitates growth and learning.

Discussion between a student and an instructor regarding grades or assignments should not infringe on the rights of fellow students by being aired during instructional time; an individual appointment is in order.

6. Students with Special Needs

Marquette University is committed to assuring that students with special needs have access to educational opportunities equal to those of non-special needs students. To insure that reasonable accommodations can be made for students with special needs, each student must identify himself/herself in a timely manner, preferably prior to the beginning of the term. However, if students are unsure eligibility to receive accommodations and have not discussed this with a university representative, students should discuss these concerns with their instructor or advisor as soon as possible. Each will be able to direct the student appropriately and confidentially.

7. Final Examinations as related to University Closing Due to Severe Weather

Per the Office of the Provost, final exams will be administered in a mode (such as online) that does not require students to be on campus; or the final will be cancelled and grades calculated on the basis of the coursework the student has completed up to the cancellation.

8. Grade Appeals

Per the graduate bulletin, all grade appeals shall be heard for the Graduate School by the school or college that teaches the course, following the rules of that school or college. You may have a right to appeal your final grade for the course. Please refer to the grade appeal policy located in the MAPS & MLS graduate student handbook, which is accessible at the CPS graduate website.

Evaluation

Your performance for the class will be evaluated as follows:

The scale below approximates the grade you will earn. There may be slight variations *in either direction*, depending on class performance as a whole.

Percentage Achieved

Grade Achieved

The last day to withdraw from this class with a grade of "W" is .

Major Assignments with Accompanying Due Dates

List all your major assignments, readings, etc... here with specific due dates.

Assessing D2L

Open MU's home page, scroll to the bottom and click on the D2L link in the lower right corner of your screen.

1. This will bring up the Desire2Learn Login screen. You will see a location to enter your **Username** and **Password**.
2. Your **Username** is your CheckMarq username (the same username as your campus email), without the "@mu.edu" part. Do not hit Enter after you have typed in your username! Either hit the Tab key on your keyboard, or use the mouse to click in the box next to Password. Your **password** is CheckMarq password. Once you have typed in your password, please hit Enter.

3. You should then see a welcome screen. You will see on the screen a list of **My Marquette Courses**. You should then see the name of this course. The course title is a hot link, so if you click your mouse on the title it will take you directly to the D2L Web course site for this course.
 4. Note that D2L has navigation bars predominantly at the top of the page, although there is a side bar menu as well. Go to the "Content" page to locate assignments and links to other learning materials.
 5. When you are finished looking around the site, always "Logout" completely if you are in a computer lab, or at least shut down your Web browser (Internet Explorer or Netscape) completely, since otherwise the next person who uses the machine will be using *your* course account!
-

What to do if you have problems with Desire2Learn (D2L)

If you have problems with a student login (e.g., you forgot your password, or if you just can't get logged on) or if you run into any other typical Desire2Learn difficulties, help is available. You may do one of the following:

- send an email to helpdesk@mu.edu
- or call the Help Desk: (414) 288-7799



Be The Difference.

Quantitative Methods LEDR 280

Class Calendar & Tentative Schedule of Assignments **SAMPLE**


Class		Assignment
<p>Saturdays 8:00 pm – 10:00 pm CU 417</p>		<p>Assignments due @ 11:59 pm <u>on Friday following</u> the Saturday class unless otherwise stated. <u>For any discussion assignments requiring biweekly postings</u>, initial posting is due Tuesday & final posting is due Friday.</p>
8/30	<p>Labor Day Holiday. We do <u>NOT</u> meet!</p> <p>The assignments for this week are listed in the table cell directly across in the right hand column and will be discussed during our initial face-to-face (F2F) class on Saturday, September 6.</p>	<p>Read:</p> <ul style="list-style-type: none"> ➤ Gravetter & Wallnau (G & W), Appendix A Basic Mathematics Review, p. 677. Follow the instructions you find in the preview. <p>Submit to dropbox:</p> <ul style="list-style-type: none"> ➤ Based on the instructions stated in the <i>preview</i> on page 677, submit all work that you needed to do. In other words, if you got more than three questions incorrect in any section of the <i>Skills Assessment Preview Exam</i> (p. 678), complete the <i>Skills Assessment Final Exam</i> (p 696-697) for that section. If you need to complete sections of the <i>Skills Assessment Final Exam</i> and you answered questions incorrectly, explain why you got the question incorrect. <p>Along with the authors, I emphasize to you that mastering the above material PRIOR to beginning the remainder of this course will make everyone's life much easier this semester.</p> <p>After completing the above, read:</p> <ul style="list-style-type: none"> ➤ G & W, Chap 1 & 2; Norušis: Chapters 1 - 3. Be prepared to discuss exercises, p. 44 & 45. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings; these questions will form the basis of our in-class discussion.

Class		Assignment
9/6	<p>F2F</p> <ul style="list-style-type: none"> ➤ F2F Introductions ➤ Review of syllabus ➤ Review of major course assignments & calendar ➤ Introduction to SPSS ➤ Review of assignments for this week ➤ Review D2L course site ➤ Discussion on readings 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 3 & 4 ➤ Norušis: Chapter 4 <p>Problem Set (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: p 33 & 34, even numbered problems & p. 66 – 69, problems 2, 6, 8, 10, 14, 16, 18, 22 & 26. For any problems requiring calculations, always show your work. ➤ Norušis: Data Analysis, pages 71 – 76; problems 1 & 19 – 22. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.
9/13	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings ➤ Report out on problem set ➤ Submit hard copy of problem set. ➤ Review next week's assignment. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 5 ➤ Norušis: Chapter 5 & 6 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 3, p. 101-103, problems 4, 10, 14, 16, 18, 20, 22, 24 & 26 & Chap 4, p. 133-135, problems 2, 4, 6, 8, 10, 16, 22 & 28. For any problems requiring calculations, always show your work. ➤ Norušis: Data Analysis, pages 97 – 100; problems 4, 5, 13, 14 & 16. Data Analysis, pages 111-114; problems 16 – 18. <p>Dropbox Submission</p> <ul style="list-style-type: none"> ➤ Submit topic for concept paper to dropbox. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.
9/20	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings ➤ Report out on problem set ➤ Submit hard copy of problem set. ➤ Review next two weeks' assignment. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 6 & 7 ➤ Norušis, Chapter 7 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 5, p. 158 - 160, problems 2, 4, 6, 12, 14, 18, 24 & 28. For any problems requiring calculations, show work. ➤ Norušis: Data Analysis, pages 136 - 137; problems 1 & 2; 9 & 10. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.

Class		Assignment
9/27	<p>Virtual</p> <ul style="list-style-type: none"> ➤ Discuss readings and problem sets. ➤ Submit hard copy of problem set. ➤ Review next week's assignment. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 8 ➤ Norušis, Chapters 8 & 9. <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 6 p. 193 – 194, problems 2, 6, 14, 16, 20, 22 & 26; Chap 7 p. 221 – 223 problems 2, 6, 8, 12, 14, 16, 18 & 22. For any problems requiring calculations, always show your work. ➤ Norušis: Data Analysis: pages 164 -168, problems 4 & 11; Data Analysis: pages 197 – 200; problems 1 – 6. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings. <p>Dropbox submission</p> <ul style="list-style-type: none"> ➤ Topic for final paper.
10/4	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings and problem sets. ➤ Submit hard copy of problem set. ➤ Review next week's assignments. ➤ Report out on topics for final paper as time permits. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapters 9 ➤ Norušis: Chapter 12 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: chap 8; p. 270 – 273, problems 2, 4, 6, 8, 14, 22 & 26. Show your work. ➤ Norušis: Data Analysis, pages 251-253; problems 1, 7, 8 & 9. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.
10/13	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings and problem sets. ➤ Submit hard copy of problem set. ➤ Review next three weeks' assignments. ➤ Report out on topics for final paper as time permits. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 10 ➤ Norušis: Chapter 13 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: chap 9 p. 297 - 300, problems 2, 4, 10, 12, 16, 20, 22 & 24. For any problems requiring calculations, always show your work. ➤ Norušis: Data Analysis, page 269; problems 2 & 4 – 6. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.


Class		Assignment
10/18	Virtual	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapter 11 ➤ Norušis: Chapter 14 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 10; p. 328 - 332, problems 4, 10, 12, 16, 20, 22 & 24. Show your work. ➤ Norušis: Data Analysis, pages 300-301; problems 6, 7 & 8. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.
10/25	Virtual	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W: Chapters 12 & 13 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 11: p. 354 - 358, all even-numbered problems except for 18, 22 & 24. Show your work. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings.
11/1	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings and problem sets. ➤ Review next week's assignments. ➤ Submit problem set. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W, Chapter 14 ➤ Norušis: Chapter 15 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 12: 382 -386, problems 2, 4, 6, 8 10, 12 & 24 & Chap 13: p. 430 – 434, problems 2, 4, 6, 10, 14, 18 & 24. Show your work. ➤ Norušis: Data Analysis, pages 327-328; problems 1-3. <p>D2L Discussion</p> <ul style="list-style-type: none"> ➤ Post questions on readings. <p>Dropbox submission</p> <ul style="list-style-type: none"> ➤ Upload to dropbox critical literature review for concept paper.
11/8	<p>F2F</p> <ul style="list-style-type: none"> ➤ Discuss readings and problem sets. ➤ Review next two weeks' assignments. 	<p>Read:</p> <ul style="list-style-type: none"> ➤ G & W, Chapter 15 ➤ Norušis: Chapter 16 <p>Problem Sets (upload to D2L dropbox)</p> <ul style="list-style-type: none"> ➤ G & W: Chap 14: p. 460 - 464, problems 4, 6,

Class		Assignment
	➤ Submit problem set.	8, 10, 16, 20 & 22. Show your work. ➤ Norušis: Data Analysis, page 359, prob 1-3. D2L Discussion ➤ Post questions on readings.
11/15	Virtual	Read: ➤ G & W, Chapter 16 ➤ Norušis: Chapter 20 Problem Sets (upload to D2L dropbox) ➤ G & W: Chap 15: p. 499 - 503, problems 2, 6, 8, 10, 12, 14, 18 & 24. Show your work. ➤ Norušis: Data Analysis, pages 470 - 473; problems 1 – 3 & 13 – 16. Dropbox submission: ➤ For those presenting on Nov 22, upload visuals for presentation to dropbox. ➤ For those presenting on Dec 6, upload concept paper to dropbox. D2L Discussion ➤ Post questions on readings.
11/22	F2F ➤ Submit hard copy of problem set. ➤ For those presenting on 12/6, submit hard copy of concept. ➤ For those presenting on 11/22, submit hard copy of visuals for presentation. ➤ Begin presentations of concept papers.	Read: ➤ G & W, Chapter 17 & 18 ➤ Norušis: Chapter 17 Problem Sets (upload to D2L dropbox) ➤ G & W: Chap 16: p. 543 - 547, problems 4, 10, 12, 16, 20, 22 & 26. Show work. ➤ Norušis: Data Analysis, page 382; #16 & #17. D2L Discussion ➤ Post questions on readings. Dropbox submission: ➤ For those presenting on 12/6, upload visuals for presentation to dropbox. ➤ For those who have presented on 11/22, upload concept paper to dropbox.
11/29	THANKSGIVING HOLIDAY	
12/6	F2F Last class! ➤ For those who presented on 11/22, submit hard copy of concept paper. For those	

Class	Assignment
<p>presenting on 12/6, submit hard copy of visuals.</p> <ul style="list-style-type: none">➤ Conclude concept paper presentations.➤ Course evaluations.	 <p>CELEBRATE!!!</p>

Use of Rubrics

The university assessment committee highly recommends the routine use of rubrics to assist in objectively evaluating students' work. To effectively use rubrics, it is recommended that the student receive the rubric when you explain the assignment to which the rubric will be applied. Below is an example of a rubric used to assess asynchronous discussion assignments. Additional examples of rubrics are located at the Raynor Library website (<http://www.marquette.edu/library/training/rubriccollection.html>)

Criteria	Unacceptable	Acceptable	Superior
Insight, identifying patterns and connections when comparing relevant ideas, theories and information	Fails to establish connections and to perceive implications of the material	Brings together related data or ideas in productive ways	Develops insightful connections and patterns that require intellectual rigor
Position	Does not take a clear or defensible position or draw any clear conclusions	Discusses strengths and weaknesses of different positions stated in literature, drawing reasonable conclusions	Develops, supports, tests and critiques one's own position, drawing reasonable and defensible conclusions based on literature and personal experience
Comprehensiveness of work	Does not meet some or all of the criteria requested for assignment	Meets all criteria requested for the assignment	Exceeds criteria requested for assignment
Grammar & spelling	Frequent or serious errors	Less than five (5) errors	No errors
APA formatting, when required	APA formatting generally not adhered to	Less than three (3) errors	No errors
Clarity, organization and style	Inconsistent for clarity, organization and style	Clear and organized response to the assignment	Consistent clarity of thought, good vocabulary and well organized
On a scale of zero (unacceptable) to two (superior), "X" on line indicates where this work falls.			

Submitting Grades

Final grades at Marquette are submitted via the CheckMarq portal (<http://checkmarq.mu.edu>). **It is vital that all instructors enter final grades successfully into the CheckMarq system by the deadline** (usually by noon the Monday after finals; confirm each semester's deadline with the Registrar's Office or on CheckMarq). Failure to successfully submit grades via CheckMarq will result in each student receiving an incomplete in the class, which may adversely affect his or her scholarship, financial aid or program standing - this is particularly detrimental for graduating students. Faculty must clear the incompletes by submitting a "Grade Change Form" in person to the college office. Any faculty who have not submitted and "approved" a grade roster by the deadline will be contacted directly by his or her department chair.

Faculty may assign letter grades in accordance with the Graduate School Grading System.

Remember to:

- ◇ Select "Final Grade" for the grading period;
- ◇ Change or enter grades in the "Not Reviewed" status;
- ◇ Save frequently until all grades are successfully entered – the system times out after 20 minutes of inactivity – unsaved information will be lost);
- ◇ Review students' grades before changing the approval status from "Not Reviewed" to "Approved" – every student must have a grade or you will not be able to approve the grade roster; and
- ◇ Follow the "Save," "Approved," "Save" sequence when all grades are entered and when all grades are entered appropriately and you are ready to change the approval status from "Not Reviewed" to "Approved."

Important:

When grade rosters are available to instructors, the Registrar's Office finalizes "Approved" grades several times a day. Once your "Approved" roster is finalized by the Registrar's Office, faculty no longer have access to the roster. Grade changes need to be completed by submitting a paper "Grade Change Form" in person to the college office.

If you have problems with CheckMarq or submitting grades via the grade roster, contact the Help Desk at 288-7799 or helpdesk@marquette.edu.

If any student on your grade roster is not attending and you have not received a copy of a college processed "Withdrawal Form" or "Instructor's Absence Form," you may request that the college process a "UW" (unexcused withdrawal) by:

- ◇ printing a copy of the grade roster,
- ◇ noting the discrepancy, and
- ◇ bringing it to the college office for processing.

FACULTY/ADVISOR GUIDE TO CHECKMARQ AT MARQUETTE UNIVERSITY

<https://checkmarq.mu.edu>

CheckMarq is an integrated system designed for advisors, faculty and students. It is accessible 24 hours a day/7 days a week via the Internet. The username and password given to you by Information Technology Services (414/288-7799) provides you with the appropriate access to securely access advisee information, view your class schedule, view your class rosters and enter grades. After you log in to CheckMarq, click on **Faculty Center** or **Advisor Center**.



Faculty Center

Record grades, view class schedules, list advisees and more.



Advisor Center

List advisees, search schedule of classes and view catalog.

FacultyCenter

The Faculty Center provides you with a concise view of your options in three tabs: Faculty Center, Class Search and Browse Catalog.

Faculty Member

Faculty Center

[My Exam Schedule](#)

[View My Advisees](#)

2008 Spring Term | Marquette University

Select display option: Show All Classes Show Enrolled Classes Only

My Teaching Schedule > 2008 Spring Term > Marquette University						
Class	Class Title	Enrolled	Days & Times	Room	Class Dates	
ECON 43-1001 (1714)	Prin Microeconomics (Lecture)	47	MoWeFr 9:00AM - 9:50AM	David Straz Hall 106	Jan 14, 2008 - May 3, 2008	

Note: Meeting dates for Session 1 classes might not include final exam week. Consult the Snapshot of the Schedule of Classes for exam dates for these classes.

[View Weekly Teaching Schedule](#)

[Go to top](#)

My Exam Schedule > 2008 Spring Term > Marquette University					
Class	Class Title	Exam Date	Exam Time	Exam Room	Enrolled
ECON 43-1001 (1714)	Prin Microeconomics (Lecture)	5/9/2008, Friday	8:00AM - 10:00AM	David Straz Hall 106	47

Note: Exams are listed only for Undergraduate and Graduate classes in Session 1. If the exam date listed above is incorrect, please contact the Office of the Registrar.

Although they are not listed, final exams for all other classes may be given on the last class date.

[View Weekly Exam Schedule](#)

[Go to top](#)

Faculty Center [Class Search](#) [Browse Catalog](#) [Faculty Search](#) [Learning Management](#)

Class Rosters

To view your class roster, click the Faculty Center tab, followed by the class roster icon next to the class.

The names of enrolled students appear in alphabetical order, along with their MUID numbers, colleges, intended majors and levels *as of the start of the term*. You may click a student's name to directly e-mail that particular student.

Faculty Center

Class Roster

ECON 43 - 1001 Prin Microeconomics

Lecture (1714)

2008 Spring Term | Regular Academic Session | Marquette University | Undergraduate

Meeting Information

Days & Times	Room	Instructor	Meeting Dates
MoWeFr 9:00AM - 9:50AM	David Straz Hall 106	Faculty Member	01/14/2008 - 05/03/2008

*Enrollment Status:

Enrollment Capacity: 40 Enrolled: 47

[View FERPA Statement](#)

Enrolled Students						
Notify	ID	Name	Grade Basis	Units	Program and Plan	Level
<input type="checkbox"/>	008171220	A. Doe, John	Graded	3.00	Undergraduate Business Admin - International Business/Marketing/German	Sophomore

Grade Rosters

To enter mid-term or final grades, click the Faculty Center tab, followed by the grade roster icon next to the class. Mid-term and final grade rosters are created one to two weeks prior to the grading deadline for each session. To enter grades:

- Select the appropriate roster in the **Grade Roster Type** box.
- Select **Not Reviewed** in the **Approval Status** box.
- **Enter** a grade for each student using the drop down menu.
- Click the **Save** button at the bottom of the grade roster.
- Select **Approved** in the **Approval Status** box.
- Click the **Save** button again.

Faculty Center

Grade Roster [View FERPA Statement](#)

ECON 43 - 1001 Prin Microeconomics

Lecture (1714)

2008 Spring Term | Regular Academic Session | Marquette University | Undergraduate

Meeting Information

Days & Times	Room	Instructor	Meeting Dates
MoWeFr 9:00AM - 9:50AM	David Straz Hall 106	Faculty Member	01/14/2008 - 05/03/2008

*Grade Roster Type: Display Unassigned Roster Grade Only

Approval Status:

Student Grade	Transcript Note							
Notify	ID	Name	Roster Grade	Official Grade	Grade Basis	Program and Plan	Level	Last Date Attended
<input type="checkbox"/>	008171220	A. Doe, John	<input type="text" value="GRD"/>		GRD	Undergraduate Business Admin - International Business/Marketing/German	Sophomore	

After you enter grades and save the grade roster in Approved status, the Office of the Registrar will post the grades. After the final grades are posted, the Official Grade column will become populated, and students will be able to view their grades via CheckMarq's Student Center.

Note: Anytime you assign a grade of F, I, IX, U, UNC, or NC to a student, you will be required to enter the last date of attendance for the student. This is important for federal audit and financial aid purposes. Enter the last date the student attended your class; include the final exam if applicable.

Advising Center

The Advising Center provides you with a concise view of your options in five tabs: My Advisees, Student Center, General Info, Transfer Credit and Academics.

Faculty Member

my advisees student center general info transfer credit academics

View My Advisees

Advisee Roster [View SESPA Statement](#)

Notify	ID	Name	View Student Details
1	<input type="checkbox"/>	005110049	View Student Details

[notify selected advisees](#) [notify all advisees](#)

My Advisees Student Center General Info Transfer Credit Academics

[Return To Faculty Center](#)

To view your advisees, click the My Advisees tab in the Advising Center, or click the View My Advisees link in the Faculty Center. The advisees will appear in alphabetical order. You may click an advisee's name to directly e-mail that student.

To e-mail a group of advisees, check the "notify" box next to each student you wish to contact, followed by the Notify Selected Advisees button. Or, if you wish to contact all of your advisees, click the Notify All Advisees box. This will take you to the Send Notification page, which enables you to create and send an e-mail message to the selected students.

If you wish to view many of the same screens that your advisees see in CheckMarq, including their Class Schedules, click View Student Details next to an advisee's name on the My Advisees tab.

- The Shopping Cart is one step in the registration process. It displays classes a student has chosen from the current Schedule of Classes. The Shopping Cart does **not** guarantee enrollment and does not serve as a wait list. The advisee may need consent, may wish to discuss the classes with you, or may be waiting for his or her appointment time before registering for the classes in the Shopping Cart.
- The Planner enables a student to plan for courses in future terms using the Course Catalog. It does **not** guarantee class offerings or enrollment; rather, it serves simply as a general outline for discussion by you and your advisee. A student may add courses to his/her planner via CheckMarq any time.

The General Info tab includes contact information for your advisees, as well as any holds which may prevent registration or the release of transcripts for your advisees.

The Transfer Credit tab includes advisee course and test credit data.

The Academics tab includes cumulative and term by term credit hour, grade and grade point average data. Click on the term you wish to review under Term Summary.

New and Adjunct Faculty Guide

The Center for Teaching and Learning created a New and Adjunct Faculty Guide, which is available at www.marquette.edu/ctl/guide/Welcome.shtml. The dedicated involvement of Marquette faculty brings theory and practice together in a dynamic way to provide Marquette students the high-quality education they expect. New faculty infuses the Marquette community with new ideas and energy, and the wealth of knowledge and experiences enrich our instructional programs.

To support your work at Marquette and answer some of the questions you may have about the university and its policies and practices, the Center has prepared an online guide, which includes general information and resources. This online guide includes an abundance of information and resources to help make your teaching experience at Marquette memorable and enjoyable. The resources provided in this guide will nurture your continuing excellence in teaching, so that you can better give Marquette students the high caliber instruction typical of a Marquette education.

The online guide was created through the Center for Teaching and Learning in August 2006 and will be updated periodically based largely on the input of those who use it. The College has only included some information from the main pages of this site. The content of this online guide includes:

Marquette General Information

- ◇ About Marquette
- ◇ Getting Around and Getting in Touch
- ◇ Resources You Need to Know
- ◇ General Academic Resources
- ◇ Marquette Dining and Entertainment

Procedural Information

- ◇ Instructional Policies and Resources
- ◇ Grading Policies and Procedures
- ◇ Educational and Information Technology
- ◇ Student Support Resources

Teaching Tips and Resources

- ◇ General Resources
- ◇ Marquette Instructional Resources
- ◇ Educational Theories and Concepts
- ◇ Course Development and Preparation
- ◇ Assessing Student Learning
- ◇ Classroom Management
- ◇ Motivating Students
- ◇ Teaching Strategies
- ◇ Using Technology

Please send suggestions for improving this guide to:

David Buckholdt, Director
 Center for Teaching and Learning
 Raynor Library, 320D
 414-288-0268
david.buckholdt@mu.edu

UNIVERSITY POLICIES

Confidentiality: FERPA

<http://www.marquette.edu/registrar/policies/ferpa.shtml>

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. A copy can be obtained upon request. Please call the Associate Dean (414-288-556) on matters of confidentiality in reference to the Family Education Rights and Privacy Act.

Definitions

For this policy, Marquette University has used the following definitions of terms:

Students – any person who attends or has attended Marquette University.

Education Records – any record (in handwriting, print, tapes, film, electronic, or other medium) maintained by the university or an agent of the university that is directly related to a student, except:

- ◇ a personal record kept by a staff member if it is kept in the sole possession of the maker of the record and is not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- ◇ an employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment;
- ◇ records which are created and maintained by Public Safety for law enforcement purposes;
- ◇ records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity and which are used only in connection with the treatment of a student and which are disclosed only to individuals providing that treatment;
- ◇ alumni records that contain information about a student after he or she is no longer in attendance at the university and which do not relate to the person as a student.

Parent – includes a natural/adoptive parent of a student, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Qualified Parent – is either (1) a parent who has been given written consent by a student for the parent to review the student's education records or (2) a parent who has claimed the student as a dependent as defined in section 152 of the Internal Revenue Code of 1954 in the most recently ended tax year.

Record Custodian – university employee, or designee, who maintains education records.

School Official is:

- ◇ a person employed by the university in an administrative, supervisory, academic, research, or support staff position;
- ◇ a person elected to the Marquette University Board of Trustees;

- ◇ a person hired or utilized by the university on a temporary basis to perform a special task (e.g., attorneys and auditors);
- ◇ a person utilized by the university for the purposes of verifying scholarship eligibility information and/or selecting scholarship recipients.

A school official has a legitimate educational interest if the official is:

- ◇ performing a task specified in his/her position description or pursuant to written/oral direction from appropriate supervisory personnel;
- ◇ performing a task related to a student's education;
- ◇ performing a task related to the discipline of a student;
- ◇ providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid.

Annual Notification

Students will be notified of their FERPA rights annually by publication of this policy in the Marquette Student Handbook & Planner. Additionally, this policy will be posted on the Marquette web site, <http://www.marquette.edu>. Copies of this policy may be obtained at the Office of Student Development.

Procedure to Inspect Education Records

Students may inspect and review their education records upon request to the office of the appropriate record custodian. An official "Request to Inspect Education Records" form must be submitted to the appropriate record custodian(s). Forms may be obtained from any record custodian identified in the Marquette Student Handbook & Planner. Inspection and review shall be permitted within 45 calendar days from the receipt of the student's request. The designated staff person(s) must supervise the review of the content of the record of the student. Students will not be allowed to remove any materials from the records at the time of inspection.

Disclosure of Education Records:

Personally identifiable information from the education records of a student will be disclosed by the university with the prior written consent of the student. However, the university may disclose information without the prior written consent of the student in certain circumstances:

- ◇ to school officials with a legitimate educational interest in the records;
- ◇ to officials of another school, at the request of those officials, in which a student seeks or intends to enroll;

Disclosure of Education Records (continued):

- ◇ to certain officials of the U.S. Department of Education, the U.S. Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs;
- ◇ in connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility amount or conditions of the financial aid, or to enforce the terms and conditions of the aid;
- ◇ if disclosure is required by certain state laws relating to the juvenile justice system;

- ◇ to organizations conducting certain studies for or on behalf of the university;
- ◇ to accrediting organizations to carry out their functions;
- ◇ to either of two parents when at least one parent has claimed the student as a dependent for income tax purposes (a certified copy of the parents' most recent Federal Income Tax Form may be required to verify dependency);
- ◇ to comply with a judicial order or a lawfully issued subpoena or to comply with federal law (e.g., the USA Patriot Act, the Solomon Agreement);
- ◇ to appropriate parties in a health or safety emergency;
- ◇ to a victim of an alleged perpetrator of a crime of violence or a nonforcible sex offense, the final results of a disciplinary proceeding conducted by the university with respect to that alleged crime or offense. The university may disclose the final results of the disciplinary proceeding, regardless of whether it concluded a violation was committed;
- ◇ directory information so designated by the university;
- ◇ to parents of underage students under the age of 21 when laws or university policies regarding alcohol or drug policies are violated (see *Marquette Student Handbook & Planner*, "Parent Notification Policy");
- ◇ to a court or administrative agency in the event of legal action between the university and student.

Directory Information

Personally identifiable "directory information" from the education records of the student in attendance at the university may be disclosed without the necessity of prior consent of the student concerned as provided by FERPA, subject to the right of the student to inform the university in writing that all "directory information" with respect to him or her shall not be so disclosed. Such notice must be delivered to the Office of the Registrar and will be effective as to such disclosures for the balance of that semester only, except that such a restriction will not apply to material already printed or in the process of being printed. In addition to the above, students have the option to declare whether or not their address(es) and telephone number(s) are to be made public.

The university has designated as "directory information" each of the following items of information: the student's name(s), address(es), telephone number(s), E-mail address(es), photographs, electronic images, date and place of birth, major field(s) of study and current enrollment status, participation in officially recognized activities, dates of attendance, degrees and awards received, previous educational institution(s) attended, and program and promotion materials on participants in various sports and similar public activities, dates of attendance, degrees and awards received, previous educational institution(s) attended, and program and promotion materials on participants in various sports and similar public activities, including weights and heights of members of athletic teams.

Correction of Education Records

Students have the right to request correction of records they believe are inaccurate, misleading, or in violation of their privacy rights. Contact your academic advisor for information.

Complaint Procedure

A student or parent, if applicable, may file a written complaint regarding alleged violations under FERPA to the following office: Family Policy Compliance Office, U.S. - Department of Education, 400 Maryland Avenue SW - Washington, D.C., 20202-5920.

Academic Honest Policy & Procedures

<http://www.marquette.edu/registrar/policies/honesty.shtml>

PREAMBLE

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

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

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

RESPONSIBILITY FOR ACADEMIC HONESTY

*This policy applies to students and faculty in all programs under the auspices of the Graduate School and undergraduate programs.

ACADEMIC HONESTY consists of truth telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained. In what follows the wording "Chair" refers to either a department chair or an equivalent official, "Associate Dean" refers to either an Associate Dean or an equivalent official, or in the case of the Graduate School it will refer to the Assistant Vice Provost for Graduate Programs, the word "College" refers to a college, school, or other academic unit, and the words "assigned college" refers to the degree granting college or school (i.e. for graduate students the assigned college is the Graduate School).

Faculty have primary responsibility for:

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

Students have responsibility for:

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

Academic Dishonesty

<http://www.marquette.edu/registrar/policies/honesty-definitions.shtml>

ACADEMIC DISHONESTY applies equally to electronic media and print, and involves text, images, and ideas. It includes but is not limited to the following examples:

Cheating

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

Dishonest Conduct

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course

without consulting all instructors involved.

4. Intentionally disrupting the educational process in any manner.
5. Allowing another student to copy off of one's own work during a test.

Plagiarism

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another and
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

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

Plagiarism is the **unacknowledged borrowing of information, wording, organization or ideas**. Whether the **original source is public** (e.g., a newspaper or critical article) **or private** (e.g., a classmate's paper), **indebtedness in any of the above areas needs to be indicated**. Where the exact language of the source is repeated, the borrowed material must be treated as a quotation and be placed within quotation marks. However, by merely changing a few words or the word order or by paraphrasing, plagiarism is not avoided. There is nothing wrong in acknowledging an intellectual debt to someone.

The reader is only concerned that something new has been said about the material which was used, that it contributed in some way to the development of the ideas written. To assemble material without developing it in any way is a waste of the writer's and the reader's time. **The danger of plagiarism is not the pain of discovery, for which the penalty is sure, but the delusion of accomplishment where there has been none.**

--From handout by Department of English, Trenton State College

Collusion

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

CONSEQUENCES OF ACADEMIC DISHONESTY

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

Plagiarism

<http://www.marquette.edu/wac/plagiarism/AvoidingPlagiarism2.shtml>

In college courses, we are continually engaged with other people's ideas: we read them in texts, hear them in lecture, discuss them in class, and incorporate them into our own writing. As a result, it is important that we give credit where it is due. **Plagiarism can be defined as the reproduction and presentation of the work of others without acknowledging the source of that information.**

AND HOW CAN I AVOID IT?

To avoid plagiarism, you must identify the author or source whenever you use:

- ◇ Another person's idea, opinion, or theory;
- ◇ Any facts, statistics, graphs, drawings, diagrams, illustrations, charts, pictures, or other; pieces of information that are not "common knowledge";
- ◇ Quotations of another person's actual spoken or written words; or
- ◇ Paraphrase of another person's spoken or written words.

Make sure you cite your source(s) and acknowledge what somebody said, wrote, e-mailed, drew, or implied. Plagiarism is taking the words or the ideas of others and passing them off as your own. Actions that might be seen as plagiarism include:

- ◇ Buying, stealing, borrowing, or submitting someone else's paper;
- ◇ Hiring someone to write your paper;
- ◇ Using the source too closely when paraphrasing;
- ◇ Utilizing someone's ideas without citation;
- ◇ Copying from another source without citing—on purpose or by accident.

STRATEGIES FOR AVOIDING PLAGIARISM

- ◇ Put in quotations around everything that comes directly from the text—magazine, book, newspaper, song, television program, newspaper, movie, Web page, computer program, letter, advertisement, or any other medium—especially when taking notes.
- ◇ Accurately document when you use information gained through interviewing another person.
- ◇ Accurately document when you use ideas that others have given you in conversations or through electronic mail.
- ◇ Develop personal notes full of your own ideas on a topic. Discover how you feel about the subject matter. Try to synthesize the ideas of the experts with your own thoughts. Rethink and reconsider ideas gathered by your reading, make meaningful connections, and when you refer to a specific source, give it credit.
- ◇ Paraphrase, but be sure you are not just rearranging or replacing a few words. Read over what you want to paraphrase carefully. Cover up the text with your hand so you aren't tempted to use the text as a "guide". Write out the idea in your own words and then check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that information is accurate.
- ◇ Be sure to reference your APA handbook for the appropriate ways to cite sources throughout your paper or essay, as well as at the end of your paper in your references

or works cited list. RefWorks is another terrific Marquette resource to utilize:
<http://www.marquette.edu/library/refworks/>.

- ◇ When in doubt whether to cite your source(s)—CITE! Clarify with your instructor or a librarian.

OTHER IMPORTANT THINGS TO KNOW ABOUT PLAGIARISM

Online full-text resources may tempt some students to cut and paste short sections of articles directly into their papers. As long as the copied text is put in quotations and cited properly, this is not considered plagiarism. However, if no indication is made that these words are copied, you are plagiarizing someone else's work. Faculty are aware of online full-text resources and may check suspicious text in databases or on the Internet.

It is not acceptable to submit another student's written paper, even if (s)he has given you permission to do so. This is called collusion and it is still considered plagiarism. It is also unethical to submit your own paper in multiple courses and assignments.

Some students unintentionally or accidentally plagiarize when transferring notes they have taken from a text into their assignment, essay, or in-class examination. To avoid this, when notes are taken from readings, lectures, and/or web sites, be careful to identify which are direct quotes, which are paraphrasing, and which are your own ideas.

Be careful when you are doing group work to clarify if the assignment is going to be handed in jointly, or if you are each required to do your own separate original assignment. Otherwise you may hand in work done by someone else, or done jointly with other group members, that are supposed to be your original work, and this could be viewed as plagiarism.

DECIDING IF SOMETHING IS "Common Knowledge"

Material is probably common knowledge if/when:

- ◇ The same information undocumented in at least five other sources;
- ◇ Information that your readers will already know;
- ◇ Information could be easily found with general reference sources;
- ◇ You are compiling generally accepted facts;
- ◇ You are writing your own experimental results;
- ◇ You are using folklore, common sense observations, or shared information within your field of study or cultural group.

For additional information, exercises on plagiarism, and examples of acceptable and unacceptable passages, checking resources, please see the sources listed below (amongst many others):

OWL at Purdue University - Avoiding Plagiarism
<http://owl.english.purdue.edu/owl/resource/589/01/>

Marquette University in association with Turnitin
<http://www.marquette.edu/library/services/turnitin.html>

Racial Abuse & Harassment Policies

http://www.marquette.edu/provost/faculty/handbook/rights_responsibilities.shtml

Marquette University, as a Catholic institution, is dedicated to the proposition that all human beings possess in inherent dignity in the eyes of their Creator and equality in the eyes of each other. The university entirely and consistently condemns, as a matter of principle, any unlawful or wrongful discrimination against the rights of others.

As the university is committed to maintaining an environment in which the dignity and worth of each member of its community are respected, it is the policy of the university that racial abuse or harassment of or by students, faculty, staff, and guests or visitors will not be tolerated. Such behavior of identified individuals or groups will be subject to appropriate action including, but not limited to education, probation, suspension, or expulsion from the institution or the campus, and/or civil or criminal action in some instances.

Racial abuse is defined ordinarily as verbal, written, or physical conduct directed at a person or a group based on one's color, race, national origin, or ethnicity where the offensive behavior is intimidating, hostile or demeaning, or which could or does result in mental, emotional, or physical discomfort, embarrassment, ridicule, or harm.

Racial harassment differs from general abuse only in that it is defined ordinarily as repeated, persistent or continual verbal, written, or physical conduct directed at a person or a group or different individuals on separate occasions.

Racial abuse and harassment include not only offensive behavior which interferes with a person's or group's well-being or development, but also such behaviors which interfere with one's employment or educational status or performance, or which create a hostile working, academic, or social environment.

It is a violation for a university person, student, faculty, administrator, staff, guest or visitor, or anyone else acting at the instigation of a university person to:

1. Engage in any form of racial abuse or harassment intentionally or unintentionally on the campus, on the immediately adjoining sidewalks or streets, or in the off-campus area.
2. Retaliate against a person who has initiated an inquiry or complaint having to do with racial abuse or harassment.

Information about a concern or complaint is available from the following offices: Dean of Students, Multicultural Center, Campus International Programs, Academic Deans/Directors, and Affirmative Action.

Anyone with a concern or complaint about a student should contact the Dean of Students,

Multicultural Center, or Campus International Programs. Anyone with a complaint about an employee (including a student employee) should contact that person's immediate supervisor. If the complaint is with the immediate supervisor, the employee should contact the supervisor's immediate superior. A complaint about a guest or visitor should be called to the attention of the host or the supervisor of the area or event where the concern has arisen.

Harassment on the Basis of Sexual Orientation

harassment on the basis of sexual orientation is defined as any verbal, written, or physical conduct directed at a person or a group based on sexual orientation or perceived sexual orientation, where the offensive behavior is intimidating, hostile, or demeaning or which could or does result in mental, emotional or physical discomfort, embarrassment, ridicule or harm.

Sexual Harassment

Marquette University is committed to maintaining an environment in which the dignity of each member of its community is respected. Sexual harassment by or of either sex is prohibited by state and federal law. It is a violation of the University sexual harassment policy for anyone - faculty, staff, students or other individuals who may be present on Marquette's campus or in any other location for a Marquette-sponsored activity - to engage in any form of sexual harassment or to retaliate in any way against an individual who has initiated a sexual harassment complaint. The University maintains a "zero tolerance" stance towards sexual harassment and will address and investigate all complaints in a timely, comprehensive and equitable fashion. Violators of this policy will be subject to appropriate corrective and disciplinary action, up to and including separation or termination from the University.

Academic and non-academic management and supervisory personnel, at all levels, are responsibly for taking reasonable and necessary action to prevent sexual harassment. All members of the University community, faculty, staff, and students, are required to promptly report, pursuant to these policies and procedures, conduct that could be in violation of this policy.

Sexual Harassment Continued

Sexual harassment is defined, within the workplace for employees and/or within the academic and/or residential experience for students, as any unwelcome sexual advances, demands, requests for sexual favors, innuendoes or any other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or educational experience;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
3. Such conduct is sufficiently severe and pervasive so as to alter the conditions of, or have the purpose or effect of substantially interfering with, an individual's work or academic performance by creating an intimidating, hostile, or offensive working or educational environment.

Harassment does not include verbal expressions or written materials that are relevant and appropriately related to course subject matter or curriculum, and this policy shall not abridge academic freedom. Bona fide “consensual” relationships likewise shall not be considered harassment under the intent of the policy.

The University will:

1. Respond to every formal complaint of sexual harassment reported;
2. Take action to provide remedies when sexual harassment is discovered;
3. Impose appropriate sanction on offenders in a case-by-case manner; and
4. Protect the privacy of all those involved in sexual harassment complaints to the extent it is possible.

Reporting Suspected Sexual Harassment

Any employee or student with a sexual harassment concern or question, prior to filing a formal complaint, may contact the Department of Human Resources affirmative action officer for counsel and assistance. Any individual, employee or student, who believes that (s)he may have experienced sexual harassment, or who believes that (s)he has observed sexual harassment taking place, must report this information immediately to one of the following reporting officials:

1. The Affirmative Action Officer
2. The Director of Human Resources and Employee Benefits
3. The Dean of Student Development
4. The Vice Provost
5. The Department of Public Safety
6. The complainant’s supervisor, where the supervisor is not the accused

Reporting Suspected Sexual Harassment continued

Reports/complaints received in any of these offices in which the accused is an employee (faculty, administrator, staff, or student employee) must, in turn, be immediately reported to the Department of Human Resources Affirmative Action Officer. Reports/complaints received by any of these offices in which the accused is a student (other than students accused in their capacity as employees) must, in turn, be immediately reported to the Dean of Student Development, who will process such complaints pursuant to the procedures set forth in the University policies and procedures. Reports/complainants in which the accused is neither a Marquette employee nor student (e.g., vendors, visitors, etc.) shall be processed consistent with any other complaint by notifying one of the six reporting officials above, although the University reserves the right to alter or modify the procedures outlined below, in its sole discretion, in order to effectively handle these complaints.

Copies of all sexual harassment complaints shall be forwarded immediately upon receipt by the Department of Human Resources or the Dean of Student Development to the Senior Vice President or Provost of his/her designee. The Director of Human Resources and employee benefits (in cases where the accused is an administrator, member of the support staff or student employee) or the Vice Provost (in cases where the accused is a faculty member) shall

also be immediately notified by the Department of Human Resources Affirmative Action Officer that a complaint has been received.

For additional information about the investigation and resolution of sexual harassment complaints, please contact the Affirmative Action Officer in the Department of Human Resources or the Dean of Student Development.

University Electronic Communication Policy

<http://www.marquette.edu/its/about/official.shtml>

Acceptable Use of E-Resources Policy

This policy applies to all persons accessing or using university E-resources. This includes university students, faculty and staff, authorized university guests, and all persons authorized for access or use privileges by the university (referred to as “users”). For the complete policy on Marquette’s Use of E-Resources, please visit <http://www.marquette.edu/its/strategy/aup.shtml>.

Marquette University utilizes e-mail as one of the official means of communication with students to keep them informed of important information such as financial aid and billing data; college deadlines, events, and updates; and important campus news. Each student is issued an official eMarq e-mail account for use while (s)he is enrolled.

Policy

E-mail is an appropriate and preferred method for official communication by Marquette with students unless otherwise prohibited by law. The University has the right to send official communication to students by e-mail with the assumption that students will receive, read and, if necessary, act in a timely manner based upon these e-mails.

Assignment of student eMarq accounts

Upon application to Marquette, a university eMarq e-mail account is automatically created for each prospective student in the form of firstname.lastname@marquette.edu or as otherwise determined by IT Services. Official e-mail accounts are maintained by IT Services and will be published online and in the student directory. This eMarq e-mail address remains with the student throughout their academic career at Marquette.

Use of student eMarq accounts

It is the responsibility of students to access and maintain these accounts in accordance with other university electronic communication policies including, but not limited to, the Acceptable Use Policy, available at <http://www.marquette.edu/pages/home/its/strategy/aup/>.

Students are expected to check their email on a frequent and consistent basis. Students must make sure that there is sufficient space in their accounts to allow for e-mail to be delivered and have the responsibility to recognize that certain e-mails may be time sensitive. Students will

not be held responsible for an interruption in their ability to access a message because of system problems that prevent timely delivery of, or access to, messages. These include scheduled and unscheduled outages of the system.

Forwarding of E-mail

Students who choose to have their e-mail forwarded to an unofficial e-mail address do so at their own risk. Marquette University is not responsible for any e-mail beyond delivery to eMarq accounts. Students are still responsible for official e-mail as outlined above.

To forward your eMarq account to another personal or work e-mail account, visit <http://www.marquette.edu/its/help/emarginfo/forward.shtml> for instructions. Your eMarq mail will only be delivered to your forwarding address. Your forward and changes to any forwards will become active within 24 hours after you enter information.

E-mail Activation and Deactivation

Activation - Student accounts are created when they are entered into CheckMarq system with an admit status of "applied" or higher. A weekly process runs to generate accounts; these accounts are available for use the day after they are created. Students are notified of their eMarq address and account username and password by letter.

Deactivation - Student accounts (CheckMarq and eMarq) will remain active for one full term following the last active enrollment for any term (not including Summer). For example, students whose last active enrollment is a spring or summer term will have their email account deactivated and mailbox deleted in January of the following year. Students whose last active term is a fall term, will have their email account deactivated and mailbox deleted in September of the following year. The exact time for deactivation will be tied to the close of drop/add for the spring or fall term, after which enrollment closes for the primary term session. Applicants who do not attend Marquette University will have their accounts deactivated immediately when flagged as "Cancelled", "Withdrawn", or "Denied."

MARQUETTE UNIVERSITY
Office of the Provost
MEMORANDUM

TO: Marquette Faculty
FROM: Dr. John J. Pauly, Provost
DATE: August 12, 2008
SUBJECT: Posting Course Syllabi on the D2L course site

Last May the Academic Senate passed the following policy regarding posting course syllabi on D2L course sites:

“The university employs an electronic course management system. It is expected that all faculty will use the system to support course instruction. The minimal expectation for use is posting a syllabus for every course on the electronic course management system course site.”

This policy was brought to the Academic Senate by both the MUSG (student government) and the University Board of Undergraduate Studies to meet the needs of students to have easy access to their course syllabi no matter their location or day and time.

I strongly support the use of D2L course sites to support instruction and student learning. Each semester D2L course sites are automatically created for each course section and enrolled students' names and e-mail addresses are automatically loaded. Even if you do not intend to use the D2L course site for any other instructional function, please post your syllabus on the site no later than the first class meeting.

Dr. Heidi Schweizer, part-time D2L faculty coordinator, is available to assist you in placing your syllabus on the D2L site or any of the other instructional tools on D2L. Heidi is located in the Center for Teaching and Learning, Raynor 320 and can be contacted via e-mail: heidi.schweizer@marquette.edu

Graduate School Policy for Students

<http://www.grad.mu.edu/current/bulletin.shtml>

Leave of Absence

Marquette University supports a leave of absence policy to assist graduate students who are temporarily unable to continue their programs. The leave of absence may extend for up to one academic year. Under unusual circumstances, a second year of absence may be requested. Reasons for requiring such a leave may include: bereavement, illness, injury, care giving, military service, maternity, and paternity. Students requesting a leave of absence must submit an application to the Graduate School via their department/school/unit chairperson or director. Students granted a leave of absence will not have the right to use university facilities during the time of their leave. This includes the library, the recreation center, and any other resources normally granted to enrolled students. Leaves of absence must be requested prior to the start of a term, and will not be approved retroactively.

Preparing the Application for Leave of Absence

In consultation with the supervising faculty member, the Request for Leave of Absence form found at www.grad.mu.edu/forms is to be completed by the student, and signed by both the student and the adviser or supervising faculty member. The application is to be submitted to the chairperson/director for review and signature before being forwarded to the dean of the Graduate School for consideration on a case-by-case basis. The application should be made in advance of the anticipated leave and the termination of the leave should coincide with the end of a semester or session. In situations where it is necessary for a student to leave during a term, the student should seek a late withdrawal for that term rather than a leave of absence. Leaves of absence will not be granted retroactively, i.e., for previous terms, unless the leave of absence approval process was initiated at the beginning of a term and the decision of the university was delayed.

It is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any granting agency from which funding would normally be received during the leave period and that such agencies are informed of the proposed leave. Students on student loan programs are responsible for determining the consequences that such a leave may have on their repayment status prior to applying for a leave of absence. International students are advised to consult with the Office of International Education regarding their immigration status prior to applying for a leave of absence.

Students granted a leave of absence will have their time-to-completion of degree extended by the amount of time granted in the leave of absence. The continuous enrollment policy will also be held in abeyance during this time. Students granted a leave of absences are not held to the readmission process unless they do not enroll in the term indicated on the Request for Leave of Absence form.

Graduate student assistants who are granted a leave of absence will have their salary and stipend suspended during the period of their leave. Whenever possible however, the remainder of their appointment will be held for them upon their return to the next term.

Readmission

Students who have withdrawn from the university, failed to enroll for one or more academic-year terms, were administratively withdrawn from their program, or who were suspended for any reason must be formally readmitted to the Graduate School before resuming their studies. To be readmitted, students must receive departmental endorsement, pay all fees in arrears, and be in good financial standing with

the Bursar. Furthermore, no application for readmission will be considered for any former Marquette student with an outstanding balance of \$3,000 or more owed to the university. The vice provost for research and dean of the Graduate School and the major department jointly decide if a student will be readmitted.

In being readmitted, students face the possibility that previously completed work might not be accepted with the readmission decision, even if taken within the same program. The major department and vice provost for research and dean of the Graduate School may also set Readmission conditions on the student's resumption of work toward a degree such as registering for additional course work, retaking examinations, completing the degree within in a specified time period, or other appropriate terms.

Requests for readmission from students who have been suspended will be based on many considerations including the applicant's ability, evidence of growth and maturity, credits earned at another institution, and time elapsed since leaving Marquette.

Time Limitations

Students must complete all requirements for a master's or doctoral degree within six years of their first term of registration in the program. For students in a master's program, the six-year period begins from the date of transfer work completed at another institution or a previous Marquette graduate program.

Students who are unable to complete their degree within the six-year limit may petition the Graduate School for an extension; Request for Extension of Time forms are available online at www.grad.mu.edu/forms. To ensure timely consideration, the Request for Extension of Time form should be filed early in the term in which the time limit expires. If the extension is approved, the student is notified of the expectations for progress and completion of the degree. If the extension is denied, the student is terminated from the graduate program.

Failure to complete the program or to obtain an approved extension of time may result in the student's being administratively withdrawn from the program. These students must follow the guidelines for readmission (see Readmission).

Transfer of Credit

Limits are placed on the number of credit hours that may be transferred from other institutions in order to protect the integrity of the Marquette degree programs. Only credits directly applicable to a student's Marquette degree program will be considered for transfer, and there is no guarantee that these will be approved. Credits that are accepted for a Marquette degree, if transferred in from another university, will not be included when calculating the student's GPA. However, credits taken at Marquette in another program, if accepted for transfer into a degree program, will be included in the student's GPA. Only courses in which a grade of B or above has been earned may be transferred for credit into a master's program or used on a Doctoral Program Planning Form. Students are strongly urged to consult their advisers before requesting or taking any course for which they will want to transfer credits.

MASTER'S PROGRAMS

Normally, six credit hours of approved graduate work from an outside master's program will be transferred with the consent of the vice provost for research and dean of the Graduate School and the department chairperson. Upon recommendation of the department and concurrence by the vice provost for research and dean of the Graduate School, a maximum of 12 credit hours or one-third of the program's credit hour requirement for course work (exclusive of), whichever is smaller, may be

transferred. A student can anticipate a maximum transfer of credit only in unusual or compelling circumstances. Under no circumstances will Marquette accept more than 12 credit hours from another institution toward a Marquette master's degree. Credits approved for transfer will have been earned within the previous six years and will affect the time limits for completing a Marquette program.

Only credits for courses directly comparable in content to the requirements of the current degree program will be considered for transfer, and no credits will be considered until the student has completed the Master's Degree Transfer of Credit Request form, found online at www.grad.mu.edu/forms. The student must also have met the following conditions:

1. completed six credits (nine credits if admitted on probation) as a degree-status student in his or her Marquette master's program;
2. taken the courses requested for transfer at the graduate level and for graduate credit;
3. earned a grade of B or above in each of the courses;
4. official transcripts are on file from the institutions involved, if other than Marquette.

Credits approved from a school using a quarter system will transfer as two-thirds credit each when converted to Marquette's term system. Semester credit equivalents for transfers from schools using a trimester system will vary by school and must be evaluated individually. Students who are less than one credit short of graduation requirements after such transfers will need no additional course work. Students short one full credit or more for graduation must take additional course work.

Graduate-level credits earned at Marquette, as a degree student in a different graduate program or as a non-degree student, may transfer following the same request and approval procedures outlined above. Students are responsible for initiating this process. Credits transferred between Marquette programs or statuses are included as part of the 12-credit transfer limit.

Academic Course Load

The maximum academic course load for a graduate student is thirteen semester hours of course work for fall or spring term. Residents in the graduate dental programs have higher limits. Seven hours are the maximum permitted for each of the summer sessions but no more than 13 credits for the entire summer term. Teaching or research assistants may register for a maximum of ten semester hours each fall or spring term and seven hours for each of the summer sessions. Overloads must have the approval of the Graduate School on the Credit Overload Request Form, available on the Office of the Registrar's at www.marquette.edu/registrar/registration/maximum.shtml.

Academic Review

Every academic unit evaluates the academic performance of its graduate students at the close of each term, adhering to the standards of the Graduate School and any additional standards promulgated by the unit. Graduate students must maintain a grade point average of at least 3.00 in all course work, including prerequisites and other course work that does not apply to the degree. Students who fall below 3.00 in any given enrollment period but who maintain a 3.00 cumulative grade point average will be sent a letter of warning from the Graduate School.

Students who fall below a 3.00 cumulative grade point average or receive a grade of F or U in any of their courses will automatically be placed on academic probation for the subsequent enrollment term. A student who fails to achieve a 3.00 grade point average during an enrollment period while on academic probation or fails to achieve a cumulative 3.00 grade point average after a second academic probationary period will be reviewed by their department and the Graduate School and may be

dismissed from the university. Satisfactory academic work is not, however, determined exclusively by course grades. All degree graduate students must make substantial and visible progress toward their degrees. This includes successful completion of such program requirements as a language examination, a comprehensive or qualifying examination, a or dissertation outline, the or the dissertation.

Academic Status

Every graduate student, except those with non-degree status, must be enrolled as a full-time, half-time or less than half-time student each fall and spring term to maintain his or her status.

Registration in the summer is only required if the student intends to graduate in August.

A full time load consists of 7 or more academic credits; half-time consists of 4-6.99 academic credits; and less than half-time consists of less than 4 academic credits. All degree graduate students must enroll in adviser-approved academic course work; independent study; field placement; graduate assistant teaching or research; , professional project, or dissertation credits; comprehensive exam preparation; or graduate standing continuation credits. Degree students who fail to enroll for a fall or spring term will be discontinued and must apply for readmission to the Graduate School (see Readmission).

Admission Status

Marquette University admits graduate students under four different categories: degree, nondegree, temporary and visiting scholar status.

Degree Status

When applicants are admitted to a program leading to a master's or doctoral degree, they are said to be in "degree status." This designation is made after the department and the Graduate School have accepted an application. An applicant may be admitted into one of two categories:

Regular degree status — Designates a student who is admitted to the Graduate School and is working towards a master's or doctoral degree in a particular program. Students are eligible for tuition scholarships, graduate assistantships and fellowships, as available.

Probationary degree status — This status is awarded to master's degree students only by the applicant's department or the Graduate School. Probationary status is assigned when an applicant's academic performance falls below Graduate School standards but there is other evidence to suggest the potential for successful graduate-level study. Students admitted on probation are not eligible to receive financial aid from the Graduate School but may apply for financial assistance from the Office of Student Financial Aid. Probationary status is typically removed upon completion of nine semester hours of work with an average grade of B or above, with at least one-third of the course work having been completed at the 200 course level.

Non-degree Status

This status designates any student taking graduate-level classes who is not seeking a master's or doctoral degree. Students in a certificate program or visiting scholars are in this category. Non-degree students are not eligible to receive financial aid from the Graduate School except for Catholic Schools Personnel Scholarships and the Milwaukee Area Teachers Scholarships. Non-degree students are typically not eligible to receive federally subsidized loans. Non-degree students should contact the Office of Student Financial Aid for exceptions. All applicants are required to submit an application, the application fee, certified copies of transcripts and other information as requested by the department.

Non-degree applicants seeking admission to degree status must meet the same admission standards as other applicants to a degree program.

Completion of any number of non-degree credits does not guarantee acceptance into a Degree program, and, if a non-degree student is subsequently admitted to a degree program, there is no guarantee that credits earned while in non-degree status will count toward the degree. Most degree programs accept no more than twelve credits taken as a non-degree student. Non-degree students will not be permitted to take more than 9 credits until they certify in writing that they are aware of the policies and limits regarding the transfer of credits into the degree program.

Non-degree Status

Credits earned as a non-degree student may be considered as graduate credits and certified as such to school boards or other authorities. Non-degree students may register for any course (with the exception of courses in dentistry) if they have met the prerequisites and have department permission.

Probationary Status

This status is awarded by the applicant's department or the Graduate School. Probationary status is assigned when an applicant's academic performance falls below Graduate School standards but there is other evidence to suggest the potential for successful graduate-level study. Probationary status is typically removed upon completion of nine semester hours of work with an average grade of B or above, with at least one-third of the course work having been completed at the 200 course level. Students failing to have their probationary status removed after completing nine semester hours are not permitted to remain in the Graduate School.

Temporary Admission Status

Applicants who have applied to a degree or a non-degree program, and meet the minimum admission requirements but have not submitted all the necessary documents may be admitted under temporary status. This admission is valid for only one term. Students must apply for and be admitted as a degree or non-degree student before being allowed to register for additional courses. Exceptions are rarely made to this policy.

Graduate Standing Continuation

Students who are not able to take academic courses in a particular session, but need to maintain active academic status, may take a non-credit course entitled Graduate Standing Continuation (873). This offering is designed to allow graduate students to engage in such activities as completing preparation for comprehensive examinations or participating in other projects. This option is designated as less than half-time, cannot be used in conjunction with other courses, and will not qualify an individual for financial aid.

All of the above courses shall be graded Satisfactory or Unsatisfactory and charged at the stated fee as listed in the Tuition, Fees and Housing section of this bulletin. Any needed registration forms can be found on the Graduate School's forms Web site at www.grade.marquette.edu/forms.

IMPORTANT INFORMATION

Graduate Academic Advising

Marquette University's Advising Philosophy:

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

Goals:

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

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

As part of this process, advisors can give attention to matters relating to academic performance, and also be watchful for such non-academic issues that could have an impact on student academic performance.

College of Professional Studies Advising Office Mission Statement:

Our purpose is to ethically advise, encourage, and foster an interactive and collaborative relationship between adult students and advisors in preparation for life change, challenge, and individual fulfillment. This is accomplished by meaningful educational planning and academic progression, coordination and collaboration of academic programs and services, and exploration and achievement of life goals.

Academic advising is provided to all graduate students from pre-admission through graduation. The Graduate Program has a full-time academic advisor:

ACHIEVE.

GROW.



Felisa J. Parris

Graduate Academic Advisor

414-288-4743

felisa.parris@marquette.edu

Advisor and Advisee (Student) Expectations and Responsibilities

Marquette University is committed to the shaping of students' intellectual and personal development. Academic advising contributes substantially to this mission. It assumes a good working relationship between advisors and students. At Marquette, we strive to provide advising within the following set of expectations:

Advisors may expect the following from Advisees:

1. The student accepts full responsibility for his or her academic success and acknowledges that the advisor is a major resource for achieving that success.
2. The student understands the Graduate Bulletin information including graduation requirements.
3. The student acknowledges that successful advising requires openness and honesty with the advisor.
4. The student works to develop a good rapport with his or her advisor.
5. The student should have knowledge about College, Graduate, and University policies, procedures, and requirements.
6. The student shows common courtesy toward the advisor including honoring all advising appointments once scheduled.
7. The student seeks appropriate help to solve problems that may adversely affect his or her academic performance. The student recognizes that the academic adviser is the appropriate person with whom to start this process.

Students may expect the following from Advisors:

1. The advisor demonstrates that the goal of advising is the academic success and personal growth of the student.
2. While monitoring progress toward educational and career goals, the advisor develops a trusting relationship with the student and in doing so, may serve as a mentor.
3. The advisor has knowledge of major course content, course sequencing, and graduation requirements as provided in the Graduate Bulletin.
4. The advisor is available during his or her regular office hours or by appointment and prepares for each scheduled session by reviewing the advisee's record before the meeting.
5. In addition to showing common courtesy toward the advisee, the advisor listens carefully, provides encouragement and support and respects the advisee's ability to make decisions.
6. The advisor understands that academic performance can be influenced by factors unrelated to the classroom and is prepared to deal with these issues and make referrals as necessary.
7. 7. The advisor identifies special needs and knows where to direct a student to additional available resources when necessary.

Role of Faculty

Faculty work in partnership with the Graduate Student Advisor and are available to provide discipline-specific advising, especially as related to potential career options within a discipline and future employment opportunities.

Students with Academic Difficulties

Students having difficulty with course content should meet with the faculty member teaching the course. The faculty member may suggest the use of academic support services. The student advisor may assist the student in arranging these services.

Expectations of Graduate Faculty

- ◇ Complete and submit syllabi electronically prior to the initial class.
- ◇ Syllabi for hybrid classes must be accompanied by a calendar that indicates when classes will meet face-to-face and when they will be virtual. Changes to that calendar should be avoided.
- ◇ Set up Marquette email and forward it to another email if preferred --- personal email accounts should not be used on a routine basis.
- ◇ Check Marquette email minimally every other day when teaching a traditional face-to-face class.
- ◇ Check Marquette email minimally five times per week when teaching hybrid courses.
- ◇ In most instances, faculty members should return graded assignments with feedback 1-2 weeks after the assignment was submitted by the student. This includes online assignments.
- ◇ Use a GRADUATE syllabus template, which includes student learning objectives, withdrawal policies, incompletes, attendance policy, grading scale, etc...
- ◇ Use D2L to post syllabi and other handouts (when available electronically), and to record grades on a regular basis.
- ◇ Notify the graduate program office when a class is cancelled.
- ◇ Come to class on time; in case of an emergency that causes a delay in arrival, please notify the graduate program office so that students may be notified.
- ◇ When switching the schedule of classes, all students must agree to the change; communicate this change to the graduate program staff.
- ◇ Be respectful when interacting with all university personnel and students.

Expectations of Graduate Students

- ◇ Register for own courses prior to the end of late registration.
- ◇ Set up Marquette email and forward it to another email if preferred --- personal email accounts should not be used on a routine basis.
- ◇ Come to class on time; in case of an emergency that causes a student to miss class or delay in arrival, students need to make an effort to notify their faculty member.
- ◇ Communication is the key to success. Students are responsible for remaining in communication with faculty members regarding absences, late assignments, or any other issues related to the course.
- ◇ When withdrawing after late registration students are responsible for notifying the faculty member that they will be withdrawing from the course.
- ◇ Be familiar with University and Graduate School policies.
- ◇ Students are responsible for meeting with their advisor to assure they take the appropriate coursework.
- ◇ Honor all appointments you have scheduled with faculty or college personnel. If cancellation is necessary, every effort should be made to contact the faculty member or college personnel member.
- ◇ Computer issues may arise; however, it is the student's responsibility to submit their work on time, and be proactive to correct any technical issues.
- ◇ Students must be aware of the academic honesty and plagiarism policy to assure they are not in violation.
- ◇ Be respectful when interacting with all university personnel and fellow classmates.

Course Enrollment

The Academic Policies as articulated by the College of Professional Studies reflect a commitment to excellence in the spirit of Jesuit higher education. The faculty, staff and students in the College are required to follow these guidelines to insure quality of instruction and attainment of academic achievement.

Enrollment in any course requires that a student's name appears on the Course Class Lists.

Students enroll in courses via CheckMarq, the University's student information system. Students are permitted to enroll in an open course in which they meet prerequisites up until the close of Late Registration.

Unregistered Students

A student whose name does not appear on the course Class List must leave the class. Faculty may not give a student personal permission to "sit in" on the course without being registered after Late Registration has ended. Faculty should advise any unregistered students to contact his/her academic advisor immediately.

Class Attendance / Course Withdrawal

Student attendance in each face-to-face and hybrid (combination of in-class and online learning) classes is deemed necessary for the successful completion of the course. The College of Professional Studies acknowledges that individual circumstances may prevent a student from attending a particular class period. Whenever possible, an absence should be arranged, in advance, with the faculty. The student is responsible for all materials covered and announcements made in his/her absence.

Tardiness and leaving early from class may also affect student performance. Partial attendance may accumulate into one or more absences. If a student has special circumstances that cannot be avoided and necessitates a recurring late arrival or early departure from class, a student must contact the faculty in writing prior to the start of the course for approval.

Multiple absences may compromise the integrity of the learning experience. The College of Professional Studies Graduate Programs reserves the right to withdraw any student who has three or more unexcused absences from a course. Students must abide by the faculty member's attendance policy which is listed in the course syllabi.

Oftentimes the student, after contact from the advisor, will withdraw from the class. This practice will result in a grade of "W". A student who is absent for the first 3 weeks of a class without contacting the College Office will be automatically withdrawn, resulting in a grade of "UW". The Tuition Refund and Adjustment Schedule as outlined on the Office of the Bursar's web site, <http://www.marquette.edu/bursar/withdraw.html>, will be applied by date of notification of withdrawal, and not the last date of attendance. This is in adherence to financial aid procedures.

Listed below are the withdrawal grades issued after classes have begun:

- W grade is issued after a student has attended a course and has decided to not continue in the class. Students who do not attend classes in which they have registered will be issued a grade of W. Verification of attendance is based on signed attendance sheets or online reports submitted by faculty members to the College office.
- UW grade is issued by the Graduate School and given for excessive absence at any point in the semester. Excessive absence is defined as three times of non-attendance in a single course. A UW grade results in 0% tuition adjustment.

After late registration has closed, a student may notify the graduate student advisor or the graduate administrative assistant regarding his/her intent to withdraw from registered classes. Students cannot withdraw from classes via CheckMarq. In all cases, the students should notify the faculty member of their intent to drop the course.

For complete grading policies please see the Marquette University Graduate Bulletin or <http://www.marquette.edu/academics/regulations/index.html> for all attendance policies and academic regulations.

Students who wish to withdraw from one or more courses, but who will still be attending at least one other course during the semester, must contact the College of Professional Studies Graduate Program office. Students may obtain permission to withdraw from a course with a "W" grade during the period extending from the day following the close of late registration until deadline given by the Registrar's Office. The Registrar's Office is notified of entire term withdrawals and this may adversely affect future registration eligibility. Before any withdrawal, students should confer with their assigned advisor to learn what procedures are expected to be followed.

Students who register for classes and subsequently change their course load by withdrawing from a course may have an adjustment made to their student account and/or financial aid.

Note: Students should contact his/her academic advisor for more information.

MARQUETTE UNIVERSITY
Office of the Registrar
Memorandum

TO: Deans, College Administrators, Faculty
FROM: Georgia McRae, University Registrar
DATE: August 13, 2008
SUBJECT: New/Revised Grades and Attendance Tracking

Beginning fall 2008, there will be some new and revised grading options attached to courses and a new attendance tracking process in place of which all faculty and the college/school administrators should be aware.

New/Revised Grades:

1. **ADW:** administrative withdrawal; student is withdrawn from a course by the college for administrative reasons, as determined by the university via a dean's decision, a formal hearing and/or an appeals process.
2. **CR/NC (formerly S/U was used):** grading option available only to undergraduates; is chosen by a junior or senior degree-seeking undergraduate student who desires to take an elective course for enrichment; however, does not want the earned grade calculated into the GPA.
 - a. CR (credit) is assigned when the student earns a 'C' or better in the class.
 - b. NC (no credit) is assigned when the student earns less than a 'C' in the class.
 - c. NOTE: for the Law School the CR/NC is defined as Credit/No Credit; however these grades will be used for other purposes than what is described here.
3. **NG:** this grading option is not new; however, will now be available to the Office of the Registrar only and will be assigned when no grade has been entered into CheckMarq by the grading deadline.
4. **S/U:** this grading option is not new; however, will now be used for competency-based credit-bearing courses only, as determined by the academic unit offering the course.
 - a. S (satisfactory) is assigned when the student earns a 'C' or better in the class.
 - b. U (unsatisfactory) is assigned when the student earns less than a 'C' in the class.
5. **SNC/UNC:** mandatory grading option for all zero-credit courses, such as or Project Continuation courses.
 - a. SNC (satisfactory-no credit) is assigned when the student makes satisfactory progress during the term.
 - b. UNC (unsatisfactory-no credit) is assigned when the student makes unsatisfactory progress during the term.
6. **UW:** this grading option is not new; however, will now be used only when a student registered for a course, never attended and failed to officially withdraw from the course.

New Attendance Tracking Process:

Last Date of Attendance (LDA): It is imperative that the university be able to document for our annual auditors if a grade was assigned as a result of a student no longer attending class or if it was earned due to lack of academic performance. In addition, the auditors expect the university to track when students stop attending class. Consequently, as of fall 2008, whenever the grades of ADW, F, I, IX, NC, U, UNC, UW, W, WA, or X are assigned, the CheckMarq system will require that the LDA in this course be entered for the student.

1. Grades Assigned by Faculty: F, I, IX, NC, U, UNC, X:

- a. If attendance is taken in the course: the LDA is determined to be the last class attended by the student, including the final exam.
- b. If attendance is not taken in the course: the LDA is determined to be the last day the student participated in an academically-related activity, such as: turning in an assignment; taking an exam or quiz (including the final exam); participation in a discussion or lab; participation in an online discussion, assignment or computer-assisted instruction.

2. Grades Assigned by the College Offices: ADW, UW, W, WA

- a. Grades of ADW, W and WA: the LDA is determined using the 'Grades Assigned by Faculty' standards listed in #1 above.
- b. Grade of UW: the LDA is entered as the day before classes begin for the term. (e.g., for fall 2008, enter August 24). The auditors and Financial Aid need this specific date in the system for their reporting and processing purposes.

We provide this memo to you in the hopes that it will prompt your colleges to develop the specific procedures needed to facilitate these new grades and processes and will also serve as a guide when you are faced with these issues during the 2008-09 academic year.

Should you have any questions about them, please feel free to contact the Office of the Registrar.

Grade Appeal Process

<http://www.grad.mu.edu/current/faq9.shtml>

Students have the right to appeal the imposition of any sanctions due to unsatisfactory academic performance or findings of academic dishonesty. The point of appeal is dependent upon who has the responsibility for imposing the sanction. Cases of academic dishonesty are governed by the Marquette University Academic Honesty Policy, as applicable to graduate students. Sanctions due to unsatisfactory academic performance are governed by the Graduate Bulletin.

The Graduate School is not involved in grade appeals. Assignment of grades is within the purview of the academic department. Any grade appeals shall be made to the academic college, whose decision is final.

Students and faculty should make every effort to resolve questions about grades without seeking a formal grade appeal. A grade appeal will be pursued only if there is evidence for the appeal. The responsibility for developing and presenting the evidence for an appeal rests with the student making the appeal.

Rights Concerning Grading Practices

The grading scale and method of evaluation is to be clearly stated in the course syllabus and should be reviewed by the instructor and students at the beginning of the semester. Students have a right to know how their work is being evaluated. The faculty member has a right to evaluate students' academic work according to the grading scale and method of evaluation stated in the syllabus. If the faculty member is no longer available, the Associate Dean of Graduate Programs is the initial point of contact for initiating an appeal process.

What is Appealable?

Only final course grades may be appealed. Grades may be appealed when they are alleged to be:

1. Inequitable in that grading standards were applied inconsistently for one or more students;
2. Unfair as related to changing assignment criteria or due dates that were previously stated in the syllabus and/or changing grading criteria that were stated in the syllabus;
3. Computation dispute about calculation of a final grade or its transmission to the Registrar.

Steps in the Appeal Process

The evidence for appeal is presented in a formal letter to both the faculty member who taught the course and the Associate Dean of Graduate Programs within two weeks following posting of final course grades.

The Associate Dean of Graduate Programs will determine whether the evidence provided by the student meets the criteria for a formal grade appeal.

The decision as to whether a grade may be appealed will be communicated to the student by email within two weeks of receipt of the appeal request.

Within 14 days of receipt of the decision that an appeal is warranted, the student who received the grade must formulate an appeal in writing and submit it by email or by regular post with return receipt to both the instructor and to the associate dean's office. The written appeal must contain the following:

- ◇ The student must attest that he/she discussed the matter with the instructor by some means (email, phone, mail or other), or that he/she attempted to contact the instructor to discuss the matter but that the instructor was unavailable or did not respond with a resolution agreeable to the student.
- ◇ The student must submit a copy of the course syllabus.
- ◇ The student must describe how, in his or her understanding, the grade was determined, whether or not this process followed the procedures as stated in the syllabus, and any evidence supporting a claim that the grading process was prone to error, bias, or capriciousness.
- ◇ The recipient of the appeal must acknowledge receipt of the appeal within 72 hours.
- ◇ The Associate Dean of Graduate Programs will appoint an appeals committee comprised of two faculty representatives and the dean of the college or his designee.
- ◇ The committee shall reach a decision within three weeks of receiving the appeal.
- ◇ The Associate Dean of Graduate Programs will communicate the decision to the student and the faculty member who taught the course.
- ◇ The grade appeal decision is final. No further appeals will be accepted.

Change of Grade

If the grade appeals results in a grade change, within one week of the final decision, the College will complete a grade change form and submit it to the graduate school for processing.

Graduate Grading Scale

The following letter grades and their achievement equivalents are used by instructors in the Graduate School and the Graduate School of Management to evaluate a student's performance in a course. Grade points corresponding to each letter grade determine a student's academic average and eligibility to graduate.

Each grade, A through F, has a specific point value. The points earned in any course equal the point value of the grade multiplied by the number of semester hours credited. The grade point average is found by dividing the total grade points earned by the total number of semester hours credited in those courses for which grade point values have been assigned.

Note: Credits that are accepted for a Marquette degree, if transferred from another university, will not be included when calculating the student's GPA.

Grade	Achievement	Points value
A	Excellent	4.00
AB		3.50
B	Satisfactory	3.00
BC		2.50
C	Minimally acceptable on a limited basis for graduate credit	2.00
F	Failure	0
Grade points are not affected by the following grades:		
ADW	Administrative withdrawal. Assigned when a student is withdrawn from a course for administrative reasons, as determined by the university via a formal hearing and/or appeal process.	
AU	Audit. Carries no graduate credit. Students must register for the course as auditors, attend class meetings regularly and fulfill such other requirements as may be assigned in writing by the course instructor no later than the second meeting of the class after registering for audit.	
I	Incomplete	
IC	Temporary grade assigned in any course not scheduled for completion by the term grading deadline. This grade does not infer any negative activity on the part of the student.	
IE	Temporary grade assigned to those students who are granted an extension to the deadline to remove an I, IX or X grade.	
IX	Incomplete and missed examination.	
PI	Permanent incomplete assigned by the graduate school when a graduate student does not submit incomplete work by the required graduate school deadline.	
SNC/UNC	Satisfactory/no credit and unsatisfactory/no credit. Mandatory grading option used for satisfactory or unsatisfactory work done in zero credit-bearing courses.	
S/U	Satisfactory/unsatisfactory. Alternative grading option to the A-F scheme used by the	

	colleges in credit-bearing, competency-based courses.
SY	Permanent grade indicating satisfactory work completed in the first term of a series of year-long courses and where grades are assigned only to the final course in the series.
UW	Unexcused withdrawal. Assigned when a student is registered for the course, never attends and fails to officially withdraw from the course.
UY	A permanent grade indicating unsatisfactory work completed in the first term of a series of year-long courses, where grades are assigned only in the final course in the series.
W	Withdrawal (before withdrawal deadline). Signifies an official withdrawal with the approval of the vice provost for research and graduate programs.
WA	Withdrawn-excessive absences; withdrawal initiated by the faculty or college office because of excessive absences.
X	Missed examination

All graduate students must maintain a grade point average of at least 3.00 to graduate. Normally, graduate courses are not repeated for a higher grade.

CR/NC grading

Under no circumstances may the undergraduate CR/NC option be exercised by a graduate student taking an undergraduate course for graduate credit. Further, graduate students required to take undergraduate courses as prerequisites or to remedy deficiencies may not take those courses for CR/NC grades.

However, a few select graduate courses are offered for CR/NC grades only. CR/NC graded courses are different than CR/NC option. Courses of this type usually are limited to practica, department colloquia or special seminar courses.

Independent Study Procedure

Independent Study (6995 and 8995) courses provide students the opportunity to study and investigate areas of interest not available through normal course offerings. A 6995/8995 course is taken on the recommendation of the student's adviser and with the approval of the department chairperson. An approval form, which must be completed for each 6995/8995 course, is available on the Office of the Registrar's Web site at www.marquette.edu/mucentral/registrar/policy_forms.shtml. Normally, **no more than six credits** of 6995/8995 course work can be included in a master's degree program, no more than nine credits in a doctoral program.

Graduate Department Procedure

1. Student contacts either the Associate Dean or advisor to find out if an Independent Study is available within his/her course plan and what procedures need to be followed. The student is told to:
 - Write at minimum a one-page proposal summarizing:
 - Topic of interest
 - Reasoning as to why he/she wants to research this particular topic

- Independent Study learning outcomes
 - Description of the final product (Type: paper(s), article(s), annotated bibliography, etc... Length, Deadlines/Timeframes)
- Connect with a faculty member who has the topic expertise to see if he/she is willing to work with them on the independent study. If the instructor is willing to work with the student, the student can begin the paperwork. If not, the student will need to seek another faculty member.
 - If the student is unsure of which faculty member to select or the faculty member's expertise, he/she is to seek guidance from the advisor.
 - Advisor should receive an electronic copy of the finalized proposal, which the faculty member approved, which will be added to the student's academic file.
2. Upon the faculty member's acceptance of the one-page proposal, the student is to complete the **Approval for Independent Study Course 6995 – Graduate School** form from the Office of the Registrar's website:
http://www.marquette.edu/mucentral/registrar/policy_forms.shtml.
 - It is the student's responsibility to complete the *Student Information* and *Independent Study Course Information* sections of this form.
 - If the student is unsure about how to properly complete the Independent Study Course Information section (i.e. subject code, grading basis, session, and/or specific title), he/she should seek guidance from the advisor.
 3. Student is to fax/mail/drop off the completed form to the Administrative Assistant. Ideally, the faculty member should have signed the form before it is submitted to the college office. If the faculty member has not signed the form, it is the Administrative Assistant's responsibility to get the signature (email allowing Associate Dean to sign on his/her behalf is acceptable).
 4. Administrative Assistant gets the Associate Dean's signature and then:
 - Makes **3 copies** of the signed form (both faculty member and Associate Dean's signatures must be present). Copies go to 1) Student File, 2) Executive Administrative Assistant, and 3) Director of Academic Business Affairs (DABA).
 - Walks the original to the Assistant Director for Student Records in the Graduate School. The Graduate School will approve the request and forward to the Office of the Registrar for processing. Graduate School will then provide the Administrative Assistant with a final copy of the form which includes the Assistant Director for Student Records signature for the student's file.
 5. The Executive Administrative Assistant will use the provided copy to monitor the registration weekly, watching for the section to appear indicating that the paperwork has been processed.
 6. The Director of Academic Business Affairs generates payment to the faculty member of the course via Salary Authorization (note: payments are made on the last working day of the month).

IMPORTANT RESOURCE INFORMATION

Identification (ID) Cards

All Marquette employees are required to carry photo ID cards. Each college, school, program or department will issue to new faculty and administrators an Authorization Form to be presented by the employee at the Union Station, located on the lower level of the Alumni Memorial Union. If you still need to get your ID card please call Emily Maldonado at 414-288-7346.

Members of Marquette University are allowed to use their photo ID as a MarquetteCARD, which is a “cashless” way to pay on campus vendors and select off campus vendors. Deposits can be made to the user’s card online, at stations located throughout campus, or in Union Station. For more information visit www.marquette.edu/marquettecard/marquettecash.shtml.

Parking Services

The Parking Services Office is opened Monday through Friday from 8:00 a.m. to 4:00 p.m. in the Wells Street Parking Structure (1240 W. Wells Street). For parking purposes, faculty/staff is defined as any full or part-time employee. Regular university employees may pay for their parking permit via pre-tax payroll deductions. Assignments to specific parking facilities are primarily based on seniority. Contact the Parking Office at 414-288-6911 or visit www.marquette.edu/parking/index.shtml for Permit Rates and more information.

Evening parking permits are available for Full-Time, Part-Time, Evening Only Commuter students, and 24 Hour (Overnight) parkers may be purchased online prior to the start of the semester. Once classes resume, full-semester and short-term parking permits can be purchased from the Parking Services Office. To purchase your parking permit online, please go to <http://www.marquette.edu/parking.html> (see following page for additional information).

Evening Only parking permits are available for those with classes that begin after 4:00 pm. An evening permit allows access to multiple lots, including Structure 1 (16th Street), Structure 2 (Wells Street), Lot F (12th Street) and Lots N and P (16th Street). Those evening students/faculty who choose to pay-by-the-day are invited to use the visitor auto-cashier pay stations in either of the two structures. The pay-upon entry fee is \$5.00 before 5:00 pm or \$4.00 after 5:00 pm. The auto-cashiers accept tens, fives, singles, and Master and VISA cards.

Saturday parking for College of Professional Studies students is free only in Lot F.

Parking in either of the two structures will cost \$4.00, payable upon entry.

Disabled Parking—Permanent Medical Disabilities

All faculty, staff and students who are in possession of a valid, state-issued disabled parking permit/plate will be granted priority consideration for their on-campus parking assignment. This status will only apply to those individuals who properly display their state-issued disabled parking permit/plate along with their valid Marquette University parking permit.

Parking & Safety Concerns

We realize that parking on or near campus is a challenge for many students, staff, and faculty. If safety issues are a concern, several options are available to all:

Student Safety Programs are comprised of several student-based security initiatives, including Campus Security Monitors, L.I.M.O. (Local Intercampus Mobile Operation) and Safety Patrol. These programs are staffed by student employees who are trained in their functions and responsibilities. The primary objectives of Student Safety Programs include providing safety escorts and transports to the Marquette community, observing and reporting of suspicious and unusual activity to Public Safety, and providing an active presence in the near off-campus neighborhood.

L.I.M.O.

This program operates from 5 p.m. to 3 a.m. seven days a week, year round. Up to 10 L.I.M.O. vans travel within an established service area that includes the campus and a large portion of the immediate off-campus area. Transportation to the Amtrak and Greyhound stations is also available. All Marquette affiliates may ride a L.I.M.O. by presenting a valid Marquette ID. Transports may also be obtained by picking up a Blue Light Phone, by calling (414) 288-6363 on any phone, by waiting at a designated L.I.M.O. stop (all residence halls, libraries and major buildings on campus), or by simply waving a van down while it is patrolling in the area.

Safety Patrol Escorts

These escorts are available during the academic year and are provided nightly from 5 p.m. to midnight. Student employees patrol in pairs and are outfitted with two-way radios, flashlights and wear bright yellow jackets. You may stop a team while they are patrolling, use a Blue Light Phone or call (414) 288-6363 to obtain a safety escort.

Parking Lot Shuttle

This service is available from 5 p.m. to 3 a.m. seven days a week, year round. While L.I.M.O. vans can take you to the perimeter of your parking facility, they are prohibited from entering due to their size. To accommodate those individuals who wish to receive a safety transport directly to their vehicle, Student Safety Programs maintains a mini-van that can operate in all parking facilities. This service may be requested by calling (414) 288-6363.

Blue Light Phones

Blue light phones can be used to obtain assistance from the Public Safety department. There are over 60 phones available for you to use in both on and off-campus areas. Use a blue light phone if you:

- ◇ Are lost and need directions;
- ◇ Have locked your keys in your car;
- ◇ Need a jumpstart;
- ◇ Need a LIMO van or safety escort;
- ◇ Have a medical emergency;
- ◇ Become a victim of or a witness to a crime;
- ◇ See suspicious activity.

Employee Discounts

Marquette Employees and Faculty are eligible for the following discounts; contact Human Resources for more information about discounts:

- ◇ Discount on season tickets to the Golden Eagles basketball games held at the Bradley Center and other athletic events
- ◇ Discount on season tickets to Evan P. and Marion Helfaer Theatre productions
- ◇ Discounted membership for employee and family at the Helfaer Recreation Center and the Rec Plex
- ◇ 20% discount at *The Spirit Shop* featuring clothing and sports memorabilia
- ◇ Discount membership cards or informative brochures are available at the Human Resources Office for vacation spots
- ◇ Discounts for rental cars from Hertz
- ◇ Discounts for hotels such as the Astor Hotel, Baymont Inn & Suites, and Hilton Milwaukee
- ◇ Discounts for Russ Darrow Autos and Gurnee Mills.

eMarq Email

Faculty and staff are encouraged to fully utilize the features and functionality of eMarq, the university's email and calendaring system. Faculty and staff accounts are created when new employees are entered into the HR/Payroll system. Accounts will be available for use the day after a faculty/staff member is entered into HR/Payroll. New faculty/staff members are notified of their username and password via letter that is available for pick-up at the Help Desk window in Cudahy Hall, Room 293. A picture ID is required for pick-up of the letter. An individual can also call the Help Desk at (414) 288-7799 and provide some personal information (last 4 of social security number and date of birth) and receive their username and password over the phone. You can forward your eMarq email to another email account. If you set a forward, your email will not be delivered to your eMarq account; it will only be delivered to your forwarding address. Your forward and changes to forwards will become active within 24 hours after you enter the information.

To add or disable the forwarding feature within eMarq, visit www.mu.edu/forward. For assistance, please call the IT Services Help Desk at (414) 288-7799.

Desk Copies

If you would like a chance to preview a book before you order it for your class, you may request a desk copy from the publisher. If you would like a desk copy, please contact Emily Hernandez, emily.hernandez@mu.edu, with the book title, author, publisher, and copyright date, as well as your contact information and address and she will have a copy sent to you.

Class Book Orders

When you are ready to place your book order for the semester, email your order to Emily Hernandez, emily.hernandez@mu.edu, preferably eight (8) weeks before the start of the semester. She will then

place your order with the BookMarq. A copy of the book(s) designated for a course will be on file at Raynor Library.

Contracts

Once you are appointed, your contract will be issued and sent to you electronically by Margie Felber margaret.felber@mu.edu. Once you have signed your contract, please return it to the graduate school office. If you will be teaching both the fall and spring semesters, it is possible to have one contract rather than two separate contracts. Summer contracts cannot be combined with fall or spring contracts.

Appointment Process

To be appointed, you must provide:

- ◇ Curriculum Vitae
- ◇ Two Letters of Recommendation
- ◇ All Official Transcripts
- ◇ I-9 Form
- ◇ Personal Data Form
- ◇ W-4 Form

Per university policy --- If you have more than a semester break from teaching, you will be removed from the faculty roster and you will need to be reappointed. Reappointment requires that you update your I-9 form.

Payment

Instructors who have one semester contracts are paid on a four month schedule.

- ◇ **Fall**- September, October, November, and December
- ◇ **Spring**- February, March, April, May
- ◇ **Summer**- You will be paid during the summer session in which you teach
(*ex. Session 1 instructors are paid once in May and once in June*)

Paychecks

Paychecks arrive on the last day of the month. They are delivered to the College office (707 Building, 4th Floor) and will be placed in your mailbox (also in the College office). If you would like your paycheck to be sent to you, you may place a request with the graduate school office.

PrintWise

PrintWise is the campus-wide network print solution which provides the Marquette community with fast, secure, cost-effective, quality laser printing. PrintWise benefits include reduction of waste, better allocation of University resources, and a standardized, campus-wide printing solution.

Wireless, residence hall, and Virtual Private Network (off-campus) users can install software onto their personal computers and print to any campus PrintWise printer. Go to <http://www.marquette.edu/printwise/index.shtml> to download PrintWise software.

Please contact the IT Services Help Desk at (414)288-7799 for further information about PrintWise or visit their web site.

PrintWise Allocation

Each student and faculty member receives a free allocation in their PrintWise account on his/her MarquetteCard. If an allocation is depleted, printing costs will be deducted from cardholder's MarquetteCASH account. Additional funds can be added to the MarquetteCASH account at various locations across campus and online. Visit <http://www.marquettecard.com> for additional information.

Refunds

If your PrintWise output is significantly smudged, faded, streaked, spotty or creased, you can request a refund. Complete a refund request slip available at sites using PrintWise. Attach the entire bad print job and submit it to the lab, library or residence hall staff. Refunds will be reviewed and processed within 7-10 days. If your refund is approved, MarquetteCard Services will credit your PrintWise or MarquetteCASH account. If your refund is denied, a representative from the Card Office will contact you and explain why.

- ◇ User errors, such as typos or printing the wrong document, will not be refunded. To prevent printing a blank sheet as the final page, be sure to preview your document before printing. Then, ask for a page range that excludes a blank final page.
- ◇ If there is a printer jam while your job is printing, do not turn the printer off. The printer will re-print your job once the jam has been cleared. PrintWise will not charge you for the lost page or pages.

How do I print using PrintWise? From any computer with PrintWise installed:

1. Select Print Preview to check your job for content, accuracy and number of pages.
2. Select File > Print. Do you want the entire document? If you only need some of the pages, indicate a page range (use File > Print Preview to aid in selecting page range).
3. Select Printer (PrintWise_BW_MFP, PrintWise_Color, PrintWise_Color_MFP).
*Jobs submitted to BW_MFP can be printed from any black and white PrintWise location.
Jobs submitted to Color can be printed for any color-MFP PrintWise location
4. Select job attributes (Duplex, Staple, Sort) then click OK.
5. Enter your Nine-Digit MUID number as it appears on the front of the card. These nine digits are the first 9 numbers before the "-1" which is the issue code. Click PRINT to send your job to the Print Station.
6. Click PRINT to send your job to the Print Station.
7. Proceed to the Print Station with your MarquetteCard and follow procedures to get the print job.

For a comprehensive listing of PrintWise locations, visit <http://www.marquette.edu/printwise/where.shtml>

RESOURCE GUIDE

<u>Question</u>	<u>Where to Go</u>	<u>Phone</u>	<u>Location</u>
Accounts, Student	Office of the Bursar	(414) 288-4000 Fax: 288-5440	Zilber Hall, 1 st Floor 1250 W. Wisconsin Avenue
Address Corrections/Changes	CheckMarq portal		https://checkmarq.mu.edu
Athletics	Athletic Ticket Office	(414) 288-7127	Al McGuire Center, 1 st floor
Bicycle Storage	Parking Office	(414) 288-6911	1240 W. Wells Street
Books, Texts	Book Marq	(414) 288-7317	Campus Town - 818 N. 16 th St.
Bus Tickets	Union Station	(414) 288-1518	Alumni Mem. Union, Rm 158
Calendars: Academic Student Activities Varsity Sports	Office of the Provost Office of Student Development Athletic Ticket Office	(414) 288-7511 (414) 288-7205 (414) 288-7127	Zilber Hall, 4 th Floor Alumni Mem. Union, Rm 121 Al McGuire Center
Career Counseling and Career/ Major Exploration	Career Services Center Career Services Center Counseling Center	(414) 288-7423 (414) 288-7423 (414) 288-7172	Holthusen Hall, 1 st floor Holthusen Hall, 1 st floor Holthusen Hall, Room 204
Change of Name/Address/Personal Contact Information	Registrar's Office for Name Changes		http://www.marquette.edu/registrar/documents/NameChange.pdf ; Zilber Hall, 2 nd Floor
Change of Courses/ Late Registration	Student Advisor	(414) 288-4743	707 Building, 4 th Floor
Check Cashing	U.S. Bank	(414) 223-2030	Alumni Mem. Union, 1 st floor
Classes, Schedule of	CheckMarq portal Office of the Registrar web site		https://checkmarq.mu.edu http://www.marquette.edu/registrar/soc/
Community Service	Center for Community Service University Ministry	(414) 288-1412 (414) 288-6873	Alumni Mem. Union, Rm 329 Alumni Mem. Union, Rm 236
Commuter Students	Commuter Student Lounge Office of Student Development	(414) 288-7886 (414) 288-7205	Alumni Mem. Union, Rm 157A Alumni Mem. Union, Rm121
Computer Information	ITS Help Desk	(414) 288-7799	Cudahy Hall, Room 240

<u>Question</u>	<u>Where to Go</u>	<u>Phone</u>	<u>Location</u>
Counseling, Financial	Marquette Central – Financial Aid	(414) 288-4000	Zilber Hall, 1 st Floor
Counseling, Personal/ Crisis Counseling	Counseling Center Emergency	(414) 288-7172 (414) 288-1911	Holthusen Hall, Room 204 Public Safety
Cultural Events	Art Museum Theatre Box Office	(414) 288-1669 (414) 288-7504	Haggerty Museum of Art Evan P.& Marion Helfaer Theatre
Dental Clinic, Campus	School of Dentistry	(414) 288-6500	Dental School 1801 W. Wisconsin Ave.
Diplomas	Marquette Central – Registrar	(414) 288-4000	Zilber Hall, 2 nd Floor
Disability Services	Office of Student Educational Services	(414) 288-1645	Alumni Memorial Union, Rm 317
E-mail Accounts	Information Technology Services	(414) 288-7799	Cudahy Hall, Rm 293
Emergencies	Department of Public Safety Counseling Center Public Safety Medical Transport	(414) 288-1911 (414)288-7172 (414) 288-6800	749 N. 16 th Street Holthusen Hall, Room 204 749 N. 16 th Street
Ethnic Programs	Multicultural Center International Center	(414) 288-6769 (414) 288-7289	Alumni Memorial Union, Rm 121 Alumni Memorial Union,, Rm 407
Financial Aid Information	Marquette Central - Financial Aid	(414) 288-4000	Zilber Hall, 1 st Floor
Golden Eagle Spirit/Retail Shop	Alumni Memorial Union	(414) 288-3050	Alumni Memorial Union, 1st floor
Graduation: Commencement Diplomas	University Special Events Marquette Central - Registrar	(414) 288-7431 (414) 288-4000	Alumni Memorial Union, Rm 450 Zilber Hall, 2 nd Floor
Graduate Program	College of Professional Studies – Graduate Programs	(414) 288-3153	707 Building, 4 th Floor
Graduate School	Graduate School	(414) 288-7137	Holthusen Hall, 3 rd floor

<u>Question</u>	<u>Where to Go</u>	<u>Phone</u>	<u>Location</u>
Health Education & Prevention	Student Health Services	(414) 288-7184	Schroeder Health Complex
I.D. Card Loss	Union Station	(414) 288-3770	Alumni Mem. Union, Rm 158
Information: General University Off Campus	University Information Office of Public Affairs	(414) 288-7250 (414) 288-7491	Alumni Mem. Union, 2 nd floor Zilber Hall
Legal Counseling	Legal Action of Wisconsin Inc.	(414) 278-7722	230 W. Wells Street
Liturgies on Campus	University Ministry Gesu Parish	(414) 288-6873 (414) 288-7101	Alumni Mem. Union, Rm 236 1145 W. Wisconsin Ave
Mailing	Union Station Mail Services	(414) 288-1518 (414) 288-7174	Alumni Mem. Union, Rm 158 Service Building, Room 214
Mental Health	Counseling Center Emergency	(414) 288-7172 (414) 288-1911	Holthusen Hall, Room 204 Public Safety
Minority Organizations	Multicultural Center	(414) 288-6769	Alumni Mem. Union, Rm 121
Notary Public	General Counsel	(414) 288-7343	Zilber Hall
Parking	Parking Services	(414) 288-6911	Structure 1 - 16th Street Structure 2 - 12th & Wells Off-Street (12, 13, 16, Clybourn)
Payment of University Fees	Marquette Central – Bursar	(414) 288-4000	Zilber Hall, 1 st Floor
Payroll	Comptroller's Office	(414) 288-7314	915 W. Wisconsin Ave.
Personal Problems - Students	Counseling Center University Ministry Center for Psychological Services	(414) 288-7172 (414) 288-6873 (414) 288-3487	Holthusen Hall, Room 204 Alumni Memorial Union, Room 236 Schroeder Complex, Room 464
Phone Directories	Office of Public Affairs University Information	(414) 288-7491 (414) 288-7250	Zilber Hall Alumni Memorial Union, 2nd floor
Placement, Job - Students	Career Services Center Career Services Center Library	(414) 288-7423 (414) 288-3577	Holthusen Hall, first floor Holthusen Hall, first floor

<u>Question</u>	<u>Where to Go</u>	<u>Phone</u>	<u>Location</u>
Postal Service	Union Station	(414) 288-1518	Alumni Mem. Union, Room 158
Records - Academic	Marquette Central - Registrar	(414) 288-4000	Zilber Hall, 2 nd Floor
Recreational Programs	Helpaer Recreation Center Rec Plex	(414) 288-6976 (414) 288-7778	525 N. 16 th Street 915 W. Wisconsin Ave.
Schedule of Classes	CheckMarq portal Office of the Registrar web site		https://checkmarq.mu.edu http://www.marquette.edu/registrar/soc/
Scholarship Information	Marquette Central - Financial Aid	(414) 288-4000	Zilber Hall, 1 st Floor
Security and Safety Service EMERGENCIES ONLY Crime Prevention Victim/witness Assistance Safety Escort & Transport	Department of Public Safety Department of Public Safety Department of Public Safety Department of Public Safety	(414) 288-1911 (414) 288-7320 (414) 288-7320 (414) 288-6363	Parking Structure 1 749 N. 16 th Street
Service Learning	Service Learning Department	(414) 288-0250	707 N. 11th Street, Room 303
Sexual Assault	Sexual Assault Treatment Center Department of Public Safety	(414) 219-5555 (414) 288-6800	945 N. 12 th Street 749 N. 16 th Street
Sexual Assault Counseling	Counseling Center Sexual Assault Treatment Center	(414) 288-7172 (414) 219-5555	Holthusen Hall, Room 204 945 N. 12 th Street
Sexual Harassment	Affirmative Action	(414) 288-3430	David A. Straz, Jr. Tower, Rm 185H
Speech and Hearing Therapy	Speech and Hearing Clinic	(414) 288-5667	Cramer Hall, Room 223
Study Skills Assistance	Office of Student Educational Services	(414) 288-3270	Alumni Memorial Union, Room 317

<u>Question</u>	<u>Where to Go</u>	<u>Phone</u>	<u>Location</u>
Suicide Prevention	Counseling Center	(414) 288-7172	Holthusen Hall, Room 204
Telephone Number Changes (and other personal info) - Students	CheckMarq portal		https://checkmarq.mu.edu
Telephone Number Information	University Information	(414) 288-7250	Alumni Mem. Union, 2 nd floor
Testing (career, interests, admission to Graduate School)	Counseling Center Career Services Center	(414) 288-7598 (414) 288-7423	Holthusen Hall, Rm 204 Holthusen Hall, 1st floor
Theatre Tickets	Helpaer Theatre	288-7504	13 th & Clybourn Street
Thefts	Department of Public Safety	(414) 288-6800	749 N. 16 th Street
Transcripts	Marquette Central – Registrar	(414) 288-4000	Zilber Hall, 2 nd Floor
Veterans' Benefits/Programs	Marquette Central – Registrar	(414) 288-4000	Zilber Hall, 2 nd Floor
Volunteer Service Programs	Office of Student Development University Ministry	(414) 288-1412 (414) 288-6873	Alumni Mem. Union, Rm 329 Alumni Mem. Union, Rm 236
Withdrawing from a course(s) or the University	Academic Advisor	(414) 288-4743	707 Building, 4 th Floor
Writing Improvement/Assistance	Norman H. Ott Memorial Writing Center	(414) 288-5542	John P. Raynor, S.J. Library