



MARQUETTE
UNIVERSITY
Be the Difference

College of Engineering
Faculty - Advisor Handbook
2008-2009

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GENERAL GUIDELINES FOR FACULTY AND ADVISORS **CLASSROOM MANAGEMENT**

Faculty are given an extensive amount of autonomy in setting standards and requirements for their courses. However, as a precaution and in the interest of commonality some guidelines are provided to avoid problems and pitfalls which beset student-faculty-administrative relations.

STUDENT-FACULTY-ADMINISTRATIVE GUIDELINES

1. Faculty must clearly define all course expectations, prerequisites, objectives, homework requirements, attendance policy, testing procedures, grading and related academic matters at the start of each semester. It is the instructor's responsibility to manage each of these issues as part of normal everyday classroom management. The Office of Academic Affairs will not normally interfere with classroom management unless there are unusual circumstances, or, there is a breakdown in operations.
2. Faculty are required to administer tests or appropriate assessments sufficient to reach a valid mid-semester grade for all students. Mid-semester examinations should be administered unless sufficient material is available to arrive at an accurate mid-semester appraisal. Final exams must be administered as scheduled in the Timetable of Classes. Testing and major project assignments on the week of mid-terms and *the week prior to final exams are not allowed without permission from the Office of Academic Affairs.*
3. Instructors are to assign both mid and final grades for all students in CheckMarq by the deadline dates prescribed.
4. No departure from the published exam schedule is permitted unless approved by the Office of Academic Affairs and Office of the Registrar two (2) weeks prior to the exam. Only exceptional needs will be accommodated.
5. All classes are to be held as scheduled. All faculty absences are to be reported in advance to the respective department Chair. The Chair will determine individually the disposition of each class in question.
6. Faculty may not post grades which carry student identification (including student ID numbers) for public review and are further required to protect the confidentiality of student performance at all times.
7. Faculty are asked to guard against and attempt to discourage dishonesty in all academic matters. Students who are performing dishonestly are subject to academic censure in accordance with the Academic Honesty Policy and Procedure (<http://www.marquette.edu/rc/academichonesty.shtml>).
8. The instructor has every right to expect students to conduct themselves with good classroom decorum. The instructor is asked to report serious breaches of student conduct to his/her Chair who may initiate further action with the Office of Academic Affairs to resolve the problem.
9. Students are expected to complete all assignments and take all exams except where verified or documented illness or emergencies develop. Students should make every

effort to inform the instructor of such emergencies either through direct contact with the instructor or through the Office of Academic Affairs. Failure to do this will jeopardize the student's later request for special make-up considerations. A student's right to special consideration due to absence rests on proof of inability to attend class and prompt reporting of such circumstances.

10. The instructors can download class rosters in CheckMarq. No student can be added to a class after the close of late registration without permission of the Office of Academic Affairs.
11. Please report any serious physical environment problem to the Office of Academic Affairs. Further, the classroom should be free from outside interruptions and announcements except for emergencies.
12. Faculty are expected to post and keep regular office hours. Six hours on at least 3 days is considered normal for full-time faculty.
13. Instructors should file, in the Department's Office, a copy of final exams given in each course. Further, instructors should maintain a file of graded samples of final exams and/or other appropriate materials in various quality ranges for potential ABET inspections.

ACADEMIC ADVISING

The information shown below evolved from a collaborative effort that included members of the Marquette University Student Government and the Marquette University Committee on Academic Procedures. Both groups would like to express their gratitude to the College of Arts and Sciences Advising Center whose resources were invaluable. Specifically, the College of Arts and Sciences *Pre-Major* Advising Manual (2004-2005) is the source for much of the material presented below.

The University's Advising Philosophy

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

Goals

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 as roommate problems, troubles in the family, and time management, to name a few. Advisors need to be sensitive to and address with students these or any other type of issues that could have an impact on student academic performance. Advisors can have a strong, positive influence by drawing the student's attention to developing problem solving skills to make sound decisions.

Advisor and Student Expectations

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. Its success demands that expectations, for both advisors and students, be clear, and that they be met.

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. The advisor develops a trusting relationship with the student and in doing so, also serves as a mentor.
3. The advisor has knowledge of major course content, course sequencing, the University Core of Common Studies (UCCS), and graduation requirements as provided in the 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. The advisor helps the student develop strategies for academic success and understand the possible associated consequences.
6. The advisor identifies and addresses potential conflicts that might arise in the student's schedule and develops a long-term schedule to avoid conflicts (e.g., prerequisites, infrequent offerings, etc.).

7. The advisor informs advisees of opportunities and information, particularly related to majors and minors but also including internships, research, graduate and professional school opportunities.
8. 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.
9. The advisor knows where to direct a student to additional resources when necessary.

Advisors may expect the following from students:

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 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 has a desired expectation for his or her Marquette experience and comes to meetings prepared to discuss career goals, co-curricular interests, etc.
6. The student prepares for advising sessions by developing semester schedules that meet certain long-term goals such as fulfilling the requirements of the UCCS and College curriculum.
7. The student should have knowledge of the classes he or she is interested in taking as well as alternative options, and recognizes that his or her plans may change.
8. The student shows common courtesy toward the advisor.
9. The student seeks appropriate help to solve problems that may adversely affect his or her academic performance. The student recognizes that the academic advisor is the appropriate person with whom to start this process.
10. The student ensures that all questions and concerns are adequately addressed.

GENERAL GUIDELINES FOR FACULTY AND ADVISORS
DUTIES OF AN ADVISOR

The advisor is a person appointed by the Office of Academic Affairs to assist in every practical way a group of students, both individual and collectively, in resolving the many problems they face while in college. The efficiency with which an advisor can function depends first on their attitude toward their students and their desire to help their student progress through their program. Equally important is the cooperation they received from their advisees.

Below are listed the major duties of an advisor. They are listed under two rather broad categories, such as duties dealing with academic matters and duties dealing with the more general or personal part of the advisor's functions. It is unavoidable that these overlap in some instances.

ACADEMIC DUTIES OF AN ADVISOR

1. As soon as possible, the advisor should plan with each of their advisees the student's overall projected program through the eighth semester.
2. Advisors are required to maintain accurate up-to-date information on all advisees, including among other records, a current curriculum check-off sheet charting degree progress, curriculum substitution forms, and degree progress information.
3. The advisor, when informed of unsatisfactory academic status of his/her advisees, shall then counsel the student regarding the consequent changes in their overall projected program and shall counsel the student to make such changes.
4. The advisor shall recommend or discourage changes to be made in the individual's program within his/her group of advisees. No student's program shall be changed for any reason without the advisor's knowledge.
5. The advisor shall review mid-term grades within his/her group, paying particular attention to those students who obviously need help, and suggesting a reduced load, or other corrective action.
6. The advisor shall take note of information forwarded to him/her regarding his/her advisees by such agencies as the Office of Academic Affairs, the Office of Student Life, other faculty members, etc.
7. The advisor has a responsibility to counsel students regarding outside work and recommend such adjustments as lighter program, different working hours, special class hours, etc . . . , as appropriate.
8. The advisor must present options to the Office of Academic Affairs regarding any of his/her advisees who might come before him for possible action. In some cases, the advisor might request further information from some of the advisee's instructors.
9. Students who are achieving less than a "C" average should be discouraged from carrying a full load.
10. Full-time students should be referred to the Office of Student Educational Services for

guidance and assistance with study skills, tutoring or study groups.

11. All students in financial need and those who seek scholarship assistance should be referred to the Office of Student Financial Aid.

GENERAL DUTIES OF AN ADVISOR

1. It is an obligation of every instructor, especially those who act as advisors, to counsel students in all matters which pertain to university life. At times, delicate matters complicated by a question of an individual's rights and liberties may be involved. These call for intelligent and tactful action on the part of an advisor, and no one procedure fits all probable situations.
2. It is essential that the advisor be as well acquainted with his/her advisees as possible.
3. The advisor must make his/her advisees aware of their mutual relationship.
4. The advisor should keep as close a check as possible on the extracurricular activities of his/her advisees and should recommend either increasing or decreasing these activities in individual cases, as the situation warrants.
5. The advisor should be aware of the many resources on the campus available to aid students, e.g., the Counseling Center (8-7172), Student Educational Services (8-3270), the Office of the Campus International Programs (8-7289), Campus Ministry (8-6873), the Writing Center (8-5542), and Career Services (8-7423).
6. The advisor is obligated to bring serious problems of his/her advisees to the attention of the proper authorities, e.g., the Assistant Dean for Academic Affairs, the Dean of Students, etc...
7. The advisor is responsible for conferring with parents or assisting the Office of Academic Affairs when parents initiate correspondence, while maintaining student privacy as dictated by FERPA.
8. The advisor, especially in the junior and senior years, should offer students counsel regarding their professional development after graduation. Specifically, he/she should advise students with regard to their choice of position and the possibilities of graduate work.
9. The advisor has the responsibility of setting a good example for his/her advisees, particularly in the area of professional development.
10. The advisor will post office hours during which he/she will be available to see students and advisees.

A TWO-TIER MODEL OF FACULTY ACADEMIC ADVISING: Choosing the best model for your advisees

What college students may need from academic advising can range from basic study skills to sophisticated guidance in critical self-examination and career exploration. Deciding what topics

to discuss with your advisees depends a great deal upon their level of personal development and academic progress. Advising expert, David Crockett, distinguishes two broad approaches to advising, developmental advising and academic mentoring, to address students' advising needs.

Tier One: Developmental Advising:

(Addresses needs of many freshmen, some sophomores)

- Transition advising: Study skills, time management, college adjustment issues.
- Self-information: Why did you come to college? What are your larger goals for college?
- Academic information (Bulletin, UCCS and College requirements, policies and procedures).
- Career information (choosing a major, courses complementary to a major, minor opportunities).
- Monitoring adjustment (academic load, choice of major, academic performance as affected by other factors).
- UCCS and College requirements (specifics, as well as understanding the nature of liberal education).
- Course selection (registration, balancing course load with abilities).
- Developing academic plans (long-range academic goals, possible study abroad, possible second major or minor).
- Appropriate referrals.

The Special Developmental Advising Needs of Freshmen

Students attending college for the first time face challenges and issues already mastered by their more experienced peers. Consider addressing the following with your first year students:

- Ask the student how he/she feels about his/her experience at Marquette.
- Review the student's study plan. Is the plan being followed?
- Encourage contact with instructors.
- If the student is unduly anxious, suggest appropriate referrals – Counseling Center workshops on study skills, test taking anxiety, time management and/or personal counseling, Campus Ministry, the Writing Center, Office of Student Educational Services, or Office of Student Affairs.
- Discuss the student's most difficult and/or most time-consuming class. Explore his/her learning habits for this course, and devise strategies for dealing with the most challenging aspects.
- Discuss personal concerns insofar as they relate to academic progress: roommate, job and hours, exercise, etc., and, if necessary, refer student to other resources.
- Assure the student of your availability for any concern. Remind them of resources available

for preparing for midterms, and of your registration advising conference just after midterms.

Tier Two: Academic Mentoring: (Addresses needs of many juniors, most seniors)

- Course selection and advice (good/bad combinations, sequences, major changes).
- Monitor academic progress and graduation requirements (linking academic performance to employment, graduate/professional school opportunities).
- Encourage good academic performance.
- Link program of study with opportunities beyond graduation.
- Consideration of explicit graduate programs.
- Appropriate referrals.

SUGGESTED TOPICS FOR REGISTRATION ADVISING SESSION

This meeting should occur during the announced registration advising period, shortly after mid-semester. Advisors should be available to meet with all assigned advisees during advising week and arrange a convenient way for students to sign up for appointments. The two primary topics of discussion for the registration advising session are mid-term grades and course selection. Time permitting you may also discuss possible topics such as study abroad and internship opportunities, graduate school, and career choices.

Discussing Mid-Term Grades

- Review mid-term grades and discuss as needed.
- Help the student make a *realistic* assessment of each class.
- Raise several issues in a course where the student is performing poorly. Ask the student what has been done thus far to earn the grade assigned. Ask about specific grades for tests, papers, quizzes, and homework.
- Try to discern the problem. Is it poor study habits, lack of motivation, lack of interest, or personal problems?
- Discuss specific steps the student can take to improve their grade before the withdrawal deadline.
- Make sure the student is aware of the services offered by Student Educational Services, as well as other university or college-specific resources that may be available.
- Ask about attendance. Remind the student that he/she may be dropped for excessive absences, receiving a *permanent* grade of WA.
- Discuss the advantages and disadvantages of withdrawing from a class, and whether this should be done immediately, after the next test, or not at all.

- Keep Counseling Center workshops and university tutorial services in mind and urge student's participation in appropriate offerings.
- Help students set realistic goals to improve their classroom performance.

Assure the student of your availability for any concern.

Discussing Course Selection

- Advisors should be aware of each student's curricular progress and make appropriate suggestions regarding courses in the advisee's primary interest area.

COLLEGE POLICIES AND PROCEDURES **ABSENCE POLICIES AND PROCEDURES**

- A. Because absence from class will prevent a student from getting the full benefit of a course, and because in many courses each student's involvement contributes to the learning process for all other students in the class, attendance is mandatory for every exercise of a course in which a student is registered. Excessive absences may result in lower grades or withdrawal from the class. Students should notify their College and their instructors if they have, or know they will be, absent for an extended period of time (Absence Declaration Form, <http://www.marquette.edu/engineering/pages/AllYouNeed/forms.html>).
- B. Students registered in any course offered by the College of Engineering are bound by this attendance policy even if they are enrolled in another college, program, or division of the University. It is the responsibility of each student to know and follow the College's class attendance policy and any specific attendance regulations of his/her instructors.
- C. ENFORCEMENT
1. Enforcement of the absence policy shall lie with the faculty.
 2. Instructors may take class attendance into account when evaluating student performance and assigning final grades, subject to the three conditions listed below.
 - a. The instructor's norms for reducing grades because of absences (i.e., the rate at which grades will decline per absence) must be clearly indicated on the course syllabus and announced during the first week of class each semester.
 - b. Students are given some latitude regarding attendance to account for illness and emergencies. Normally the maximum number of absences permitted before lowering a final grade is equal to two weeks of classes. (That is, in a class meeting three times each week, six absences may be allowed. In a class meeting twice each week, four absences may be allowed.) Until the maximum is reached, final grades may not be reduced because of excessive absences. If the maximum allowed absences is reached,

reached, further absences may result in withdrawal from the class at the discretion of the instructor. General tardiness in excess of 10 minutes will be counted as an absence. Tardiness of less than 10 minutes will constitute a 1/3 absence.

- c. Final grades may not be lowered more than half a letter grade for each absence beyond the maximum.

Before a student can be withdrawn from a course due to excessive absences, he/she must be informed of pending action through the filing of the ***Instructor's Absence Report Form***

(<http://www.marquette.edu/engineering/pages/AllYouNeed/forms.html>). This form is used to both initially warn the student of possible excessive absences and to notify the student that they will be withdrawn from the course with a grade of WA due to excessive absences.

3. In enforcing the absence policy according to these guidelines, and either lowering a student's final grade or withdrawing the student from the class, records of absences (specific dates) must be kept accurately and carefully, just as grades for tests and assignments are kept. Attendance checks, therefore, must be done regularly and carefully if this class attendance policy is to be enforced.
4. The student has the right to appeal actions taken as a result of absences to the Assistant Dean for Academic Affairs of the College of Engineering on the basis that the majority of accumulated absences were for legitimate serious reasons (documented health and personal problems). The appeal must be presented in written form to the Assistant Dean within one week of the action taken. In all cases, it is presumed that poor attendance on the student's part will adversely affect student grade performance.
5. Appeals of grades that are lowered or the withdrawal from class for reason of excessive absences shall be handled in the normal fashion as set forth in the grade appeals policy (<http://www.marquette.edu/engineering/pages/AllYouNeed/Policies/appeal.html>).

D. ADVISING INTERVENTION

Whenever an instructor observes that a student's absences are adversely affecting performance and may ultimately result in the lowering of a final grade or withdrawal from the class, or if for any reason a student seems to be experiencing serious difficulties in the class, the instructor, in addition to taking the usual supportive measures, should inform the Assistant Dean for Academic Affairs of the College of Engineering. The Assistant Dean will subsequently inform the individual's academic advisor.

E. UNDERGRADUATE ATTENDANCE POLICY

Students are expected to attend all exercises of the courses in which they are registered and to be on time. Any absence, regardless of the reason, prevents the student from getting the full benefit of the course. Instructors may include class attendance as a measure of academic

performance, and absences may result in consequences for the student. An instructor's syllabus should give particular directions regarding class attendance. Students who miss an exam or a deadline should contact their instructor as soon as possible. Students who are absent from class for a week or more should inform the college dean's office in which they are enrolled.

Students on University Activities

Students who participate in an officially sanctioned university activity should be given the opportunity to make up class examinations or other graded assignments that are missed as a result of this participation or related travel. It is recognized that sometimes an exam or graded assignment is impossible to make up. Some faculty may assign collaborative projects that depend on other classmates, or oral presentations that incorporate questioning by the entire class, or may use evaluative methods that cannot easily be replicated by the instructor. This policy does not prohibit any member of the faculty from making the determination that certain course work cannot be made up. Faculty who intend to deny the opportunity to make up certain exams or projects must inform the student of this conflict and its consequences (reduced grade or otherwise) in the course syllabus. Other than the above situations, examinations or other assignments missed as a result of university sanctioned activities may be made up. The manner in which the work will be made up is left to the discretion of each individual faculty member.

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

Students should:

1. Make every effort to schedule classes that will minimize activity and travel conflicts
2. Provide a schedule of all activities and related travel to all their instructors within the first week of each semester or as soon as possible for non-scheduled event.
3. Obtain any class notes or other course material missed due to absence prior to taking any subsequent examinations or submitting any subsequent graded assignments.
4. Make arrangements with the instructor to make up any missed work prior to any absence due to a university sponsored event.

Faculty should:

1. Inform all students on the first day of class and in writing (as part of the course syllabus) of their absence policy and their make-up policy.
2. Faculty and students should develop an agreed upon and mutually acceptable resolution to situations of missed classroom activities and missed work for university sanctioned events.

COLLEGE POLICY AND PROCEDURES
ABSENCE FROM FINAL EXAMS, "I" AND "X" GRADES

1. Generally, students who fail to take final examinations in any course will automatically be assigned an "F" grade.

Exceptions: Students who because of verified illness and/or a crisis emergency and who notify the Office of Academic Affairs of the circumstances within 48 hours of the exam, may be given an "X" grade and an extension to retake the examination. Such "X" grades are given only through the Dean's office and only if the student's prior course performance merits this extra consideration.

2. Generally, students who have failed to complete a small but important course assignment would find this deficiency reflected in a lower grade assignment in the course.

Exceptions: Students who obtain prior instructor permission and who merit the opportunity to make up the deficiency because of the circumstances causing the deficiency may be assigned an "I" incomplete grade.

3. All temporary grades must be removed by the calendar dates specified in the University Bulletin or they shall revert to "F" grades.

COLLEGE POLICIES AND PROCEDURES
**COURSE AND GRADE LIMITATIONS FOR STUDENTS ENTERING
 ON OR AFTER FALL 2005**

The College of Engineering has established the following policies with regard to grades, the use of the Substitute Repeat option, and the useful life-time of courses.

Limit on the use of Substitute Repeat Option

Since the institution of the punitive F in May of 1991, the University has implemented the use of the Substitute Repeat Option whereby the new repeated course grade will be used in the computation of the GPA and the student will receive degree credit only once.

The College of Engineering endorses the use of the Substitute Repeat Option as a means to improve a student's GPA but limits its use to a *maximum of five (5) instances*.

Limit on the number of W, UW, and WA grades a student can receive in all courses

Students are allowed to earn a *maximum of five (5) grades of W* and a *maximum of three (3) grades of UW and/or WA*.

Limit on the number of times a required named course in the student's program can be taken

The College of Engineering limits the times that a student can repeat **any given named required course in their program** to *three (3) times*. This is measured by the number of times the student is officially registered for the course at close of late registration (i.e., the number of times the course appears on the student's transcript).

Limit on the number of grades of F which can appear on a student's transcript

Students are allowed to earn a *maximum of five (5) grades of F* during their engineering program. Grades of F which are subsequently replaced by the use of the Substitute Repeat Option count toward this total. Thus, a maximum of five (5) F's can appear on the student's transcript (whether or not they enter into the calculation of the GPA).

Statute of Limitation on College of Engineering Courses

Due to the rapidly developing nature of all engineering disciplines, the technical content of an engineering course has a finite life-time after which the material may become outdated and no longer serve as a foundation for a current engineering degree nor as an appropriate prerequisite for follow-on courses. With this in mind, the College of Engineering places a *statute of limitations of no more than eight (8) years* on all College of Engineering courses. In many cases, it may be deemed by the appropriate department that certain courses have lifetimes well below the eight year maximum.

The implication of this statute of limitations for engineering courses is for students who have been out of school for an extended period of time and wish to reapply to Marquette to finish their degree program and for students who have been studying on a part-time basis and whose program has extended over many years.

Exceptions and/or Allowances

As with all policies and procedures the aim is to help provide the structure needed by some students to complete their engineering degree programs in a timely manner and to maintain the quality of our programs by awarding degrees to only those students whom we would be proud to proclaim as Marquette Engineering graduates.

Policies such as those presented above are instituted to cover most cases where a guideline is needed to help keep students on-track. However, extenuating circumstances may exist that cannot easily be incorporated into a given policy. For these cases, and for all the above policies, students may request special consideration through the use of the *Curriculum Substitution and/or Allowance* form.

COLLEGE POLICIES AND PROCEDURES
ACADEMIC CENSURE AND DISMISSAL FROM SCHOOL
FOR ACADEMIC REASONS

The College of Engineering has established the following policies and procedures with regard to monitoring student's degree progress.

- If a student's semester GPA falls below 2.000, a letter-of-concern will be sent to the student indicating the concern of the College of Engineering and offering suggestions as to actions the student can take to improve study habits and their GPA.
- If a student's semester GPA falls below 2.000 for two successive semesters, the student will be placed on Academic Probation. The typical terms of Academic Probation are:
 - Enroll in a maximum 15 semester-hours at Marquette University.
 - Receive no more than one W or AU grade.
 - Receive no grades of CD, D, F, X, I, IX, UW, or WA.
 - Receive no excessive absence reports.
 - Meet monthly with your academic advisor.
 - Meet with an advisor in the Office of Student Educational Services.
 - Activate and monitor your Marquette e-mail account.
 - Set up an appointment to meet with the Assistant Dean for Academic Affairs the week following the posting of mid-term grades. Failure to do this will result in a delay in registering for the following semester.

The student is also asked if he/she will grant permission for the College of Engineering to discuss their academic program with their parents or guardians.

- If a student fails to meet the conditions of Academic Probation, there are two possible outcomes:
 - Missing the probation conditions by a "small" amount results in the student being continued on probation with possible additional credit restrictions (limited to 12 semester-hours, thus remaining full-time).
 - Missing the probation conditions by a "large" amount results in the student being Required to Withdraw for Academic Reasons (RWAR), with the possibility of an appeal.
 - If the Appeal is successful, the student will be continued on Academic Probation for one additional semester. If they then do not meet the conditions of Academic Probation, they are then RWAR'd without the possibility of appeal.

Following the above procedures allows students two full years to achieve good academic standing. The goal of the above policy is to monitor all our students at the end of each semester to identify possible problems (both academic and non-academic) and to ensure that all our students are given every opportunity to continue to make progress toward the completion of their degree programs.

COLLEGE POLICIES AND PROCEDURES

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

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, and the word “College” refers to a college, school, or other academic unit.

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.

DEFINITIONS OF ACADEMIC DISHONESTY

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

Cheating

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person’s work as one’s own.
4. Taking an examination for another student or having someone take an examination for

oneself.

5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, and then returning it for more credit.
7. Using unauthorized materials during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

Dishonest Conduct

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

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.

PROCEDURES FOR INCIDENTS OF ACADEMIC DISHONESTY

Students found committing acts of academic dishonesty will be subject to the Marquette University procedures for incidents of academic dishonesty. In what follows the wording “Chair” refers to either a department chair or an equivalent official, “Associate Dean” refers to either an Associate Dean or an equivalent official, and the word “College” refers to a college, school, or other academic unit.

FIRST OFFENSES

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

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

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

The faculty must maintain careful documentation of the incident.

It is essential that any disciplinary action be reported in writing to the student in a letter from the faculty member. The faculty member is strongly encouraged to consult with his or her Associate Dean for questions about appropriate discipline and the form and content of the letter sent to the student. Reference to the “Marquette University Policies on Academic Honesty” should be included in the letter. The letter to the student must be sent out within 15 calendar days of the meeting and may be sent by e-mail with settings for notify sender of receipt and of opening. At the same time the letter is sent to the student, a copy must be sent to the department chair and

Associate Dean of the college offering the course. In turn, within 5 working days, the Associate Dean of the college offering the course will communicate in writing details of the incident to the Associate Dean of the student's assigned college to ensure that penalties assessed are commensurate with the offense and that repeated infractions be detected and dealt with appropriately. The Associate Dean of each college is responsible for maintaining confidential records concerning academic dishonesty of students enrolled in that college. All letters reporting faculty-imposed academic penalties for academic misconduct will be included in these files.

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

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

DISCIPLINARY RECOMMENDATIONS BY FACULTY OF UW OR F

If the faculty recommends that the student be administratively withdrawn from the course and assigned a final grade of "ADW" or that a final grade of "F" be assigned, the Associate Dean of the student's assigned college will review the details of the incident and make the final decision within 5 working days of receipt of the request, and provide a written statement to all parties concerned.

Students have the right to appeal the decision of the Associate Dean to issue grades of "ADW" or "F" to the Dean of the student's assigned college. This appeal must be made within 15 calendar days of the notification of the grade change. The final decision to uphold or modify the action of the Associate Dean will be provided to the student and Associate Dean within 15 calendar days of receipt of the appeal. The decision of the Dean is final.

REPEAT OR MORE SERIOUS OFFENSES

When the Associate Dean of the student's assigned college is aware of or determines that the student has engaged in multiple incidents of academic dishonesty or the incident in question is of a more serious nature he/she will convene a review of the student's actions by a College Panel within 15 calendar days of learning of the most recent incident. More serious incidents may involve repeat offenses, cause injury or harm to others outside the academic community, or other actions deemed to warrant additional consideration. These incidents of academic dishonesty call

for more serious disciplinary action up to and including campus-wide sanctions of suspension or expulsion. Where incidents involve possible violations of the University Code of Conduct, in addition to the alleged academic dishonesty, consultation with the Office of Student Development is recommended.

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

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

Students have the right of appeal of the allegation of academic dishonesty and the disciplinary actions of the Associate Dean or the Dean of the student's assigned college. Such appeals must be made within 15 calendar days of receipt of the letter. Actions taken by the Associate Dean should be appealed to the Dean of the student's assigned college. The final decision to uphold or modify the action of the Associate Dean will be provided to the student and Associate Dean within 15 calendar days of receipt of the appeal. The decision of the Dean is final.

For actions of the Dean involving campus-wide sanctions, such as suspension or expulsion, students have the right of appeal to the Office of the Provost. A formal written appeal stating the grounds for appeal and available documentation is to be submitted within 15 calendar days of the notification of the decision of the Dean to the Office of the Provost. The Provost or designee will conduct a review of the appeal materials, may seek additional information, and may consult with the student, faculty, chair(s), Associate Dean(s), Deans, and others. The final decision to uphold or modify the action of the Dean will be provided to the student and to the Dean and Associate Dean of the student's assigned college within 15 calendar days of receipt of the appeal. A copy of the Provost's decision will be placed in the student academic file. The decision of the Provost is final.

OTHER CONSIDERATIONS

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

MAINTENANCE OF DISCIPLINARY RECORDS

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

PROFESSIONAL ETHICS AND STANDARDS

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

This policy was developed and approved by the Committee on Academic Procedures and University Board of Undergraduate Studies. Both groups would like to express their gratitude to the University of California - Irvine whose UCI Academic Senate Policy on Academic Honesty provided the framework for the resulting document.

COLLEGE POLICIES AND PROCEDURES **ACADEMIC OVERLOAD**

Students, on a limited basis, may carry in excess of 19 hours if their cumulative Marquette GPA is 3.0 or higher. Forms for this approval are available through the College Office. AFROTC, AROTC and NROTC students may be required by their program to carry in excess of 19 hours and may do so if their academic performance is satisfactory.

Students in Summer Sessions must petition for credit loads in excess of 8 hours in the summer Modules.

COLLEGE POLICIES AND PROCEDURES
ADVANCED CREDIT AND TRANSFER CREDIT
FROM OTHER PROGRAMS

1. Normally, advanced standing evaluations from other colleges and universities are made by the Office of Academic Affairs at the time of admission from information made available on official university transcripts or from supplementary information (grade reports) when the transcripts are not yet available.

This evaluation usually indicates “what courses required at Marquette are satisfied by advanced standing credits.” This evaluation may be completed in cooperation with the Assistant Dean of Academic Affairs and appropriate departmental representatives. All credit evaluation material becomes part of the permanent advising file.

2. Transfer credit records are shown on the student database and these credits plus the remaining credits prescribed by the Chair/advisor must meet the degree requirements set down in the Degree Requirements Policy and Procedure.
3. Students transferring from one college to another at Marquette are informed which previously completed courses transfer into their new degree program. Their Chair/advisor shall identify remaining degree requirements for the permanent advising file.
4. Any subsequent addition or change in student advanced standing/transfer credit will be entered on the student data base.

COLLEGE POLICIES AND PROCEDURES
ADVANCED STANDING ADMISSIONS GUIDELINES

Well-defined admissions standards are approved each year by the Board of Undergraduate and Professional Studies for freshman applicants to the College of Engineering. These have proved to be an effective evaluation method for prospective students seeking admission to the College of Engineering.

The following guidelines are applied, recognizing that exceptions can be made by the Assistant Dean for Academic Affairs of the College of Engineering.

1. Transfer students from ABET accredited engineering programs: GPA of 2.5 or better with math and science grades of at least 2.5.
2. Transfer students from schools with approved 3-2 programs with Marquette University or approved pre-engineering programs: GPA of 2.5 or better with math and science grades of at least 2.5.
3. Transfer students from other colleges at Marquette: GPA of 2.5 or better with math and science grades of at least 2.5.

4. Transfer students from junior and 2-year colleges: GPA of 2.75 or better with math and science grades of at least 3.0.
5. Transfer students from technical programs offering other than a baccalaureate degree: GPA of 3.0 or better and at least 3.0 in math and science courses. Admittance will be on a probationary basis until a minimum of 24 semester hours have been completed at Marquette. Exceptions may be made for institutions where established articulation agreements exist.
6. International students admitted through consultation with the Office of International Education (OIE). Transfer credits will normally be awarded as recommended by the OIE Director. In some cases, credit will not be awarded, but courses may be waived as appropriate. Exceptions can be made by the Assistant Dean for Academic Affairs of the College of Engineering.

COLLEGE POLICIES AND PROCEDURES
APPROVAL OF COURSES TAKEN AT OTHER SCHOOLS

Students interested in taking courses at other institutions for transfer into the Marquette engineering program should complete and submit a *College of Engineering Course Approval Request* form, available in the College Office.

The Office of Academic Affairs may approve these courses and will require an official transcript of completed work. Advisors will be notified when such credit is added to the student's record. Students who take courses at other schools without permission run the risk of being denied transfer credit. A grade of C or better is required to transfer *credit*. Course *grades* do not transfer.

Several institutions in Wisconsin and Illinois have articulation agreements with Marquette outlining the transfer of credits from their institution. These are on file in the Office of Academic Affairs. Students wishing to inquire where transferable courses may be taken are referred to the Credit Wizard website: <https://admissions.mu.edu/credit/>, and may consult with the Assistant Dean for Academic Affairs.

COLLEGE POLICIES AND PROCEDURES
AUDIT

Students who wish to audit courses without earning credit must present evidence of their preparation for the course or courses in which they wish to enroll. Students must request permission to audit a course by filling out and submitting an *Add/Audit/Drop Form*. With the permission of both the course instructor and the Assistant Dean for Academic Affairs of the College of Engineering, students may change from credit to audit status during the period extending from the first day of classes through the four weeks following the end of mid-semester examinations (refer to the timetable of classes "Important Dates" for the actual date). Auditors are expected to attend all classes but are not required to complete written course assignments or examinations.

COLLEGE POLICIES AND PROCEDURES
COURSE SUBSTITUTION AND PETITION

Occasional exceptions from the prescribed curriculum are permitted with student petition and approval. Such petitions are initiated by the student through the submission of a completed *Curriculum Substitution and/or Allowance Request* form. The basis for the request must be reasonable and documented. A copy of the approved petition is placed in the student's file; a second copy is returned to the advisor, and a third copy is made available to the student through the College Office.

COLLEGE POLICIES AND PROCEDURES
DEGREE CANDIDATE CHECK-POINT
(95 Hour Check)

Although it is assumed that each advisor keeps an accurate record of the degree progress of all advisees, one check point in particular becomes a matter of college policy.

Each advisor or department is requested to submit to the College Office a dated and signed **95 Hour Graduation Check-Point (with Hum/SS requirements)** form or the **95 Hour Graduation Check-Point (with UCCS requirements)** form as soon as an advisee earns in excess of 95 credits toward his/her engineering degree.

This check-off form should:

1. Show all completed courses to date with an appropriate check mark.
2. List current courses in progress.
3. Indicate the terms in which remaining requirements will be completed, e.g., FA'08, SP'09, SUM'09.
4. Indicate the cumulative Grade Point Average overall.
5. Indicate the cumulative Grade Point Average for all College of Engineering courses.
6. The number of credits completed, and yet to be completed - to insure that the minimum credit requirements for the major will be achieved.

The motivations for this policy are several. We must not be faced with a situation wherein students are denied a degree due to some error or oversight on our part. Although the student carries the responsibility of knowing that he/she meets all degree requirements, we have an obligation to make operative a system which guides students toward this objective. Errors on our part which result in loss of job or income to a potential graduate may become a source of liability to the University and does not reflect well on our commitment to individual attention.

COLLEGE POLICIES AND PROCEDURES
DEGREE DESIGNATIONS, MAJORS AND MINORS

The College of Engineering offers the following Undergraduate degrees:

Bachelor of Science in Biomedical Engineering
 Bachelor of Science in Civil Engineering
 Bachelor of Science in Construction Engineering & Management
 Bachelor of Science in Computer Engineering
 Bachelor of Science in Electrical Engineering
 Bachelor of Science in Mechanical Engineering

****This is the degree designation which will appear on the diploma****

Students may also elect to pursue a Minor program in any of the above areas.

Students in Biomedical Engineering may elect a major in Biocomputing, Bioelectronics or Biomechanics. Students in Civil Engineering may elect a “major” in either Civil Engineering or Environmental Engineering; a major in Construction Engineering & Management is now also available. Students in Electrical Engineering may elect a major in Electrical and Electronic Engineering or Electrical and Computer Engineering. The major designation will appear in the “Major” block of the student’s official *transcript*; however, none of these designations will appear on the *diploma*.

We will identify other minors (i.e. Mathematics, Business Administration) which have been completed, if the candidate for a degree requests, through the *Application for Graduation* form, that the minor(s) be identified on the permanent University record (transcript). This minor designation refers only to those which are identified by the various departments and colleges as published in the University Undergraduate Bulletin.

The request for minor designation will be included on the degree application form to be completed at the beginning of the final semester in school, although the curriculum planning to meet this objective must be carefully coordinated beforehand.

COLLEGE POLICIES AND PROCEDURES
DEGREE REQUIREMENTS

All Engineering students must successfully complete the curriculum prescribed in the Undergraduate Bulletin by the College at the time they are admitted or readmitted as degree candidates. This includes the requirements of the minimum number of degree hours earned, all required courses and an approved elective program, a “C” (2.000) average in all Marquette credits applied toward the degree, and a “C” (2.000) average in all College of Engineering courses. The final 32 hours of course work taken at Marquette must include at least 15 hours in the major or the required department courses shown in the senior year of the catalog showcase curriculum, whichever is greater.

The following conditions apply under special circumstances:

1. If all degree credit is earned in continuous study in Engineering at Marquette, the fulfillment of all degree requirements is normally straight-forward. Students making an inter-college curriculum change will have credits earned in a previous curriculum allocated to the new curriculum by the Office of Academic Affairs through consultations with the appropriate department chair or his/her designate.
2. Students who are readmitted to their program after an absence of two or more consecutive semesters are obliged to follow the curriculum in effect at the time of readmission or more directly they must complete the courses prescribed by their department at the time of readmission. Normally, this will be defined in concert with the Assistant Dean for Academic Affairs in consultation with Department Chair or his/her designate. Previous credits earned will be allocated in the current degree requirement as fully as possible.
3. Transfer students coming into Engineering degree programs will have their previous credits evaluated and applied toward the specific engineering degree they are pursuing, at the time of admission.
4. A student may elect to repeat courses at Marquette using the Substitute Repeat option. The repeated course grade will be used in the computation of the GPA. The first grade will be deleted from the GPA. Students must complete and submit a ***Request to Repeat an Undergraduate Course*** form. NOTE: For College of Engineering students admitted in Fall 2005 or later, the Substitute Repeat Option cannot be used more than five (5) times throughout their career.
5. S/U grades do not affect the students GPA's, only degree hours earned. The same rule generally applies to credit added through Advanced Placement programs and CLEP exams, unless a grade is authorized and accepted by the student.
6. Any variation from standard degree requirements must be accompanied by approved ***Curriculum Substitution and/or Allowance Request*** forms available in the College Office.

COLLEGE POLICIES AND PROCEDURES **DISCRIMINATION**

Marquette University does not discriminate on the basis of race, color, religion, sex, national origin or handicap in its educational programs or activities including employment and admissions. Federal laws prohibit such discrimination.

COLLEGE POLICIES AND PROCEDURES **ELECTIVES**

The following are general definitions for determining the category in which an elective is placed.

Students entering Marquette University *prior to the Fall of 2003* are subject to fulfilling nine semester credit hours in the humanities and/or social sciences.

HUMANITIES ELECTIVE: Any course which has as its prime substance the communication of ideas on cultural, social, historical disciplines, e.g. History, Literature, Philosophy, Theology, etc.

SOCIAL SCIENCE ELECTIVE: Any course which has as its prime substance the study of institutions and functioning of human society and the interpersonal relationships of individuals as members of society; e.g., Anthropology, Psychology, Sociology, etc.

In the event of uncertainty, a petition form (*Curriculum Substitution and/or Allowance Request* form) should be used to obtain prior permission. A list of approved Humanities/Social Science Electives is contained in the Undergraduate Bulletin corresponding to the year the student matriculated (<http://www.marquette.edu/rc/bulletin.shtml>).

UNIVERSITY CORE OF COMMON STUDIES (UCCS) ELECTIVES

Students entering Marquette University *on or after Fall of 2003* are required to participate in the **University Core of Common Studies (UCCS)**. Full details on UCCS can be found at <http://www.marquette.edu/core/>. The basic requirements are that each student will be required to take courses in nine knowledge areas which are grouped into three categories as shown below:

Examining the World:

Rhetoric: 6 credit hours
Mathematical Reasoning: 3 credit hours

Engaging the World:

Individual and Social Behavior: 3 credit hours
Diverse Cultures: 3 credit hours
Literature/Performing Arts: 3 credit hours
Histories of Cultures and Societies: 3 credit hours
Science and Nature: 3 credit hours

Evaluating the World:

Human Nature and Ethics: 6 credit hours
Theology: 6 credit hours

Students pursuing an engineering major will, through the courses required in their major, “automatically” satisfy the following five knowledge areas: Rhetoric, Mathematical Reasoning, Science and Nature, Human Nature and Ethics, and three of the requisite six credits in Theology.

The other four knowledge areas and the additional Theology requirement must be satisfied through the selection of appropriate electives. For an updated list of courses in each of the knowledge areas, please refer to <http://www.marquette.edu/programs/core/list.shtml>.

TECHNICAL ELECTIVE: Any course in which tool or skill information makes up the prime substances: e.g., surveying, industrial organization, accounting, business law, and all language courses below the literature level. For further details on appropriate technical electives refer to the Undergraduate Bulletin for the particular major.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1976 FOR THE COLLEGE OF ENGINEERING

The Family Educational Rights and Privacy Act of 1974, as amended (FERPA) is a Federal law which controls the confidentiality of, and access to, student education records (see <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>). The full Marquette policy statement can be found <http://www.marquette.edu/registrar/policies/ferpa.shtml>. (Please note that FERPA may contain additional applicable provisions which are not referenced in the Marquette policy.)

The Marquette policy referred to above is an eleven-page document which contains definitions, notification policies, procedures, and many other details. Additional information can be obtained in the **MARQUETTE UNIVERSITY GUIDELINES FOR STUDENT EDUCATION RECORDS RELEASE** which also provides **guidelines for posting of student grades**.

Overall, the Family Educational Rights and Privacy Act allows students access to their official school records and places limitations on the access of their records by others, *including their parents*. Thus, it is very important, when we are talking to the parents of our students (or anyone other than the student) to not disclose detailed information concerning the student’s grades, academic progress, test or homework results, etc. These regulations are different than those that govern students in high school. The government web site contains the following statement:

FERPA gives parents certain rights with respect to their children's education records.
These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level.

There are times when a student’s parents may contact you as the student’s advisor and ask questions concerning their child’s progress. You must be very careful in what information you disclose. In most cases, it would be best to refer the parent to the Assistant Dean for Academic Affairs.

If you have any questions concerning the Family Educational Rights and Privacy Act, please refer to the above web sites for detailed information. If you have any concerns when talking to the parents of our students, please err on the side of safety and refer them to the College Office.

COLLEGE POLICIES AND PROCEDURES **S/U OPTION**

Junior and Senior engineering students (those who have earned 60 semester credit-hours as of the beginning of the semester) may take certain courses under the S/U Option.

Courses taken under S/U Option may not be required courses or courses within the student's specified major. In other words, department electives or any required (named) course in a student's major may not be taken by students in that department under S/U provisions, but Humanities/Social-Science electives may. NOTE: **University Core of Common Studies electives may not be taken under the S/U option.**

Only one such pass-fail course can be taken each semester, with a maximum of four total for graduation. Co-op credit is excepted.

Arrangements to take a course under the S/U Option should be made during the regular registration period, and they must be completed no later than the period of late registration. Forms are available from the Registrar's Office and are filed with the Registrar's Office (http://www.marquette.edu/registrar/policies/su_option.shtml).

COLLEGE POLICIES AND PROCEDURES **GRADE APPEALS**

Any student may consult the instructor about the grades he/she receives for work done. The exercise of this right neither requires a fixed procedure nor is it subject to procedural conditions. Grades that may be contested under these procedures are any final grades, that is any grade received upon the completion of a semester. Normally no formal procedure of appeal will be given consideration if the documents are submitted later than the final day officially scheduled for the removal of incompletes, approximately four weeks after the beginning of the regular academic semester immediately following the term in which the grade was assigned.

1. The student must first consult with the instructor to determine the reasons for the grade. When there are special circumstances, the Chair of the department may waive the consultation with the instructor.
2. When the student is not satisfied with the reasons given by the instructor, he may present his case in writing to the Chair of the department. The student should present all evidence of his performance and may request that all other pertinent materials be supplied by the instructor.
3. When the Chair has examined the appeal and after consultation with the instructor, he/she will: 1) inform the student that no further departmental action is to be taken, or 2) call a

committee to review the appeal.

4. The Chair will appoint a committee of three regular members of the department. The Chair may appoint himself/herself to such a committee.
5. The committee may proceed from written evidence or may consult the instructor and/or the student according to its judgment.
6. The committee shall give one of three decisions:
that the grade given will remain.
 - a. that the instructor reconsider the grade in the light of what the committee discovered and that the instructor's reconsidered grade will stand.
 - b. that the committee recommends a change of grade to the Assistant Dean for Academic Affairs of the College.
7. The decision of the committee shall be the final action inside the department and any appeal beyond the department is made to the Dean of the student's College.

COLLEGE POLICIES AND PROCEDURES **GRADE CHANGE**

Once final grades submitted by the faculty member via CheckMarq, they are considered permanent and are recorded as such on all official university records and grade reports.

In the event that an incorrect grade was recorded, the student has one week from the date of the receipt of the grade report to bring the error to the attention of the instructor and College Office in writing or in person. If the error was strictly mechanical, the correct grade will be assigned.

If the grade established by the instructor is contested, the student should first consult the instructor in question before the first day of the start of the next semester. If the student and instructor resolve the grade conflict "with good and sufficient justification," the student has until the calendar date for removal of temporary grades (published in the bulletin), to have the instructor complete and submit a signed **Change of Grade** card. Such cards are available in the College Office.

If the contested grade is not resolved, the student may follow the Policy and Procedure for Appeal of Grades available on the College web site at <http://www.marquette.edu/engineering/pages/AllYouNeed/Policies/appeal.html>. The final grade will be determined when the appeal procedure is concluded.

COLLEGE POLICIES AND PROCEDURES
GRADUATION REQUIREMENTS

1. The University graduates students three times each year (May, August, and December).
2. Students who plan to graduate must apply for a degree with the Office of Academic Affairs through the submission of an *Application for Graduation* form at the start of their last semester or term in school. Forms are available in the College Office and deadline dates for application are posted and must be observed.
3. Graduation requirements include:
 - Minimum earned credit hours appropriate for the Major. (ROTC not included)
 - 2.000 average in all Marquette work.
 - 2.000 average in all College of Engineering courses.
 - Completion of all required courses and an approved elective program.
4. Students are cautioned to enter their last term with a clear understanding that they are satisfying all degree requirements. Their advisor and Chair may be consulted to resolve any concerns.
5. All curricular modifications must be accompanied by approved *Curriculum Substitution and/or Allowance Request* forms which are available through the College Office.
6. All degree requirements must be completed on schedule. Incomplete grades and late exams will delay graduation for at least one term.
7. A *95 Hour Graduation Check-Point* should be completed by the student and his/her department. However this is accomplished, its intention is to make sure the student's program of study is on track and to allow for possible alterations to be made to the student's registration before it's too late.
8. Students are cautioned against failure in the Senior semester. Failure to meet any degree requirement will delay graduation for at least one term.
9. A final check of each student's degree requirements will be made by the student's department and the Assistant Dean for Academic Affairs during their last semester and the students will be notified if they fail to meet any requirements. However, this will be too late to adjust course loads.
10. All May graduates must partake in the May graduation exercise. Exceptions are granted only upon approved written petitions to the Assistant Dean for Academic Affairs received a minimum of one week prior to commencement.

COLLEGE POLICIES AND PROCEDURES **GRADUATE COURSES FOR UNDERGRADUATES**

Under limited circumstances, a student may be given permission to enroll in a graduate course for undergraduate credit. Students may petition by completing a *Permission to Enroll in a Graduate Course* form. Petition forms for this purpose are available on the Registrar's website (<http://www.marquette.edu/registrar/policies/>). Students wishing to take a course for graduate credit while still in the undergraduate program must follow the Graduate School policy; eligibility typically requires a 3.0 GPA or better.

If the graduate course is used to fulfill an undergraduate requirement (elective) then it cannot be used to fill a graduate requirement at a future date, unless the student is enrolled in a five-year dual BS/MS degree program.

If the graduate course is taken as an undergraduate overload, the student may petition the Graduate School to use the course at a later date as graduate credit, provided the student is admitted to the Graduate School.

HONORS PROGRAM FOR ENGINEERING STUDENTS

Overview of the Honors Program

The primary goal of the Honors Program is to offer students a transformative learning experience that provides more than a knowledge base and set of skills that can influence their interactions with the world; rather, the Honors curriculum is deliberately designed to foster a way of seeing, thinking, valuing and behaving that necessarily influences a student's interactions because it has become an authentic and intrinsic element of his or her identity and humanity. We cultivate such transformational learning by creating academic situations that (a) bring students in closer contact with their instructors and peers, (b) engage topics and issues in greater depth, subtlety, and complexity than is possible in larger non-honors courses that necessarily must serve a wider range of learning levels, (c) place more of the impetus for learning on the individual student themselves, and (d) allow for a more individualized realization of educational objectives.

The Honors Program Foundation Courses are either specially-designated sections of University Core courses (e.g., PHIL 050H or 104H) or are courses that have been specially created by departments for the Honors Program (e.g., ENGL 005 and 006). Smaller than ordinary sections, restricted to Honors Program students, and taught by instructors aware of and committed to the educational ideals of the Honors Program, both types of Foundation Courses enrich the student's core curricular experience and provide an important foundation for participation in Honors Program Seminar Series.

Honors Program Foundation Courses

During the first and second year, Honors Program students are required to take eight Foundation Courses (total of 24 credit hours). These courses are either (a) honors sections of University core courses, or (b) courses that have been specially created by departments for the Honors Program (the latter also satisfies UCCS requirements). Required Foundation Courses and credits are listed below.

- English/Literature: World and Text 1 & 2 (ENGL 005, 006), specially-created course for the Honors Program, 3 credits each (carry UCCS-LPA credits). Honors Program Students who receive a B or better in ENGL 005 and ENGL 006 receive "credit by validation" for ENGL 001 and ENGL 002 and thus satisfy both the Literature/Performing Arts (LPA) knowledge area and the Rhetoric (R) knowledge area.
- Philosophy: Philosophy of Human Nature and Ethical Theory (PHIL 050, 104), honors sections of Core courses, 3 credits each (carry UCCS-HNE credits)
- History: History of Western Civilization (HIST 001, 002), honors sections of Core courses, 3 credits each (carry UCCS-HCS credits)
- Theology: Introduction to Theology (THEO 001), honors sections of Core course, 3 credits, and upper division Honors Course, 3 credits (carry UCCS-T credits)

Honors Program Seminar Series

Each year, students are required to take an Honors Program Seminar. Each component of the Seminar Series builds progressively upon earlier Honors experiences as a means of nurturing over the four year span the type of intellectual acuity, creativity, and maturity that allows for integration of knowledge from a variety of disciplines.

First-Year Seminar

HOPR 010, 1 credit, limited to 10 students per section

Second-Year Seminar

HOPR 020, 2 credits, limited to 10 students per section

Third-Year Seminar

The Year Three Seminar requirement may be satisfied by either option listed below:

- Junior Research option, which involves taking HOPR 135 (3 credits), doing a summer research project, and finishing with an independent study (3 credits) with the faculty person with whom the research was undertaken to write up the project and participate in various symposiums.
- Traditional honors seminar (HOPR 196) or qualifying departmental seminar (e.g., PHIL 196 or HIST 196), 3 credits.

Fourth-Year Full Circle Seminar

HOPR40, 3 credits, limited to 20 students per section

For complete details on the Marquette University Honors Program please visit <http://www.marquette.edu/as/programs/honors.shtml>.

Summary of Honors Program for Engineering Students

Years One and Two*:

- ENGL 005* 3 cr (UCCS - LPA)
- ENGL 006* 3 cr (UCCS - LPA)
- PHIL 050H (in place of PHIL 050) 3 cr (UCCS - HNE)
- PHIL 104H (in place of PHIL 104) 3 cr (UCCS - HNE)
- THEO 001H (in place of THEO 001) 3 cr (UCCS - T)
- THEO 1XXH (in place of THEO 1XX) 3 cr (UCCS - T)
- HIST 001H 3 cr (UCCS - HCS)
- HIST 002H 3 cr (UCCS - HCS)
- HOPR 010 (first year) 1 cr
- HOPR 020 (second year) 2 cr

* Students who earn B or better grades in ENGL 005 and ENGL 006 will receive "credit by validation" for ENGL 001 and ENGL 002 and will thus also satisfy the Rhetoric (R) knowledge area. The Honors foundational course list as belonging to years one and two might well be taken in a student's Jr. or Sr. year, depending on factors such as his/her major, study abroad, etc.

Year Three:**

- Option 1: HOPR 135 and XXXX 1956 credits
- Option 2: HOPR 196 or XXXX 196.....3 credits

** Option 1, the Junior Research option, involves taking HOPR 135 (3 credits), doing a summer research project, and finishing with an independent study (3 credits) with the faculty person with whom the research was undertaken to write up the project and participate in various symposiums. Option 2 requires taking a traditional honors seminar (HOPR 196) or qualifying departmental seminar (e.g., PHIL 196 or HIST 196) for 3 credits.

Year Four:

- HOPR 140 3 cr

Credit Overload for Engineering Students - 9 to 15 credit hours as explained below

For student who earn B or better grades in ENGL 005 and ENGL 006 the Honors Program increases by nine the total number of degree hours required by engineering students. This increase is due to:

- Three credits for the one additional history course.
- Three credits associated with HOPR 010 and HOPR 020.
- Three credits incurred in year three.
- Three credits associated with HOPR 140 in year four.
- Three credit reduction because the Literature/Performing Arts UCCS is satisfied by ENGL 005 and ENGL 006 (e.g., the additional history course can fit into the LPA time slot).

For students who do not earn B or better grades in ENGL 005 and ENGL 006, the increased load is fifteen credits.

COLLEGE POLICIES AND PROCEDURES **INDEPENDENT STUDY**

Provisions exist on a limited basis for a student to engage in independent study under the approved direction of a faculty member. Students wishing to avail themselves of this option should obtain the faculty director's approval as well as the Department Chair's concurrence. *Approval for Readings and Research Course 195* and *EN195 - Reading and Research Course Contract* forms for such course approval are available through the College Office and the provision is limited to junior and senior students.

The independent study program is primarily intended to provide enrichment. However, it may be utilized on a limited and approved basis to complete deficiencies when no other course of action is available. A 3.000 GPA is normally required as a minimum to participate in the program. Documentation on the contract's satisfactory fulfillment should be on file in the Department Office and in the advisor's file.

COLLEGE POLICIES AND PROCEDURES
MILITARY DUTY

The College of Engineering has implemented the following policy which has been approved by the Office of the Provost and the Business Office regarding the activation of students to serve on active military service.

1. Up to the mid-term of a semester - a grade of W will be assigned for all courses being taken and a full tuition refund will be made. A note will be included on the transcript to indicate the reason for the W grades.
2. Between the mid-term and the last day to withdraw with a W grade - W grades will be assigned, no tuition refund will be made but the student will be permitted to retake the courses upon return to Marquette from military service without tuition charge.
3. During the last two weeks of the semester -
 - a. With the consent of the instructor and the student, letter grades may be assigned based on the student's performance in the courses.
 - b. A second option, based on the judgment of the instructors and agreed to by the student, X or I grades may be assigned. The student would then have to complete these courses during the first semester after returning to Marquette from military service to receive a grade. No refund will be made. The student could also decide upon returning to Marquette to retake the entire course/s without tuition charge.
 - c. The final option is to assign W grades with no refund given. The student would be permitted to retake the courses upon returning to Marquette without a tuition charge.

The student has the responsibility of contacting the College Office to inform them of the situation (and if possible, the length of time that he/she will be gone). Because the student will ordinarily have only 24-48 hours to complete arrangements before reporting for duty, it will be the responsibility of the College Office to insure that the student's instructors, the Bursar, the Office of Student Financial Aid, and the Registrar are informed of the grade/refund decision in each individual case.

COLLEGE POLICIES AND PROCEDURES
MINIMAL LEARNING DISABILITIES SERVICES

The College of Engineering also cooperates with Marquette and the Coordinator of Disability Services in upholding the following statement:

In the spirit of Marquette's commitment to cura personalis - - care for the whole person - - Marquette offers university-wide minimal services for students with learning disabilities (LD). Minimal LD services include referrals for diagnostic testing, tracking of the academic progress of students with learning disabilities, a Student Guide providing basic directions for students with learning disabilities, and further information and practical advice for faculty and advisors.

The Assistant Dean for Academic Affairs will coordinate with the Office of Disability Services (ODS) any actions taken, accommodations allowed, or services provided to a given student. If an instructor is contacted by a student who wishes that his/her disability be accommodated, the instructor should contact the Assistant Dean for Academic Affairs for proper verification. Normally the instructor will be contacted by the Assistant Dean and/or ODS and informed of learning disabled students possible difficulties on an individual case by case basis.

Basic information about learning disabilities can be obtained from <http://www.marquette.edu/oses/> or from the Office of Disability Services at 414-288-1645.

Faculty and advisors are urged to inform themselves about learning disabilities, to be alert to warning signs of learning disabilities in their advisees, and to refer any student suspected or known to be learning disabled to the Office of Disability Services for further assistance.

MINORS - SELECTIVE MINORS FOR ENGINEERING STUDENTS

Engineering Minors

BIOMEDICAL ENGINEERING MINOR

A minimum of twenty-four hours, at least half of these credit hours must be taken at Marquette University, consisting of:

- ____ BIEN 100
- ____ BIEN 155
- ____ BIEN 180
- ____ BIEN 185
- ____ BIEN 187
- ____ BIOL 001
- ____ CHEM 023; (or equivalent).

CIVIL ENGINEERING MINOR

The minor as a whole must have departmental approval and be completed with a C average. In addition, at least half of these credit hours must be taken at Marquette.

A minimum of twenty-five hours including required courses:

- ____ either CEEN 022 (or both CEEN 010 and CEEN 020)
- ____ CEEN 130 (or equivalent)
- ____ CEEN 151 (or equivalent)
- ____ and at least 12 additional hours from the following courses:
 - ____ CEEN 032
 - ____ CEEN 110
 - ____ CEEN 150
 - ____ CEEN 162
 - ____ CEEN 170 or CEEN 180
- ____ with additional needed credits from any upper-division CEEN course.
 - ____ CEEN _____

ENVIRONMENTAL ENGINEERING MINOR

The program as a whole must have departmental approval and be completed with a C average. At least half of these credit hours must be taken at Marquette University.

A minimum of twenty-two hours including required courses

- ____ CEEN 022 (or equivalent, or both CEEN 010 and CEEN 020)
- ____ CEEN 151 (or equivalent)
- ____ either BIOL 001 or CHEM 023
- ____ CEEN 150
- ____ and at least nine additional hours from the following courses:
 - ____ CEEN 122 ____ CEEN 123 ____ CEEN 126 ____ CEEN 127
 - ____ CEEN 128 ____ CEEN 154 ____ CEEN 155 ____ CEEN 156
 - ____ CEEN 157 ____ CEEN 158 ____ CEEN 159

ELECTRICAL ENGINEERING MINOR

A minimum of twenty-eight hours of which at least half of these credit hours must be taken at Marquette University with a C or better average in the following courses:

- ____ EECE 010
- ____ EECE 011
- ____ EECE 012
- ____ EECE 041
- ____ EECE 042
- ____ EECE 111
- ____ EECE 112
- ____ EECE 113
- ____ EECE 141
- ____ and either ____ EECE 121 or ____ COEN 030
or both ____ EECE 142 and ____ EECE 143.

COMPUTER ENGINEERING MINOR

A minimum of thirty hours at least half of these credit hours must be taken at Marquette University and a C or better average in the following courses:

- ____ EECE 010
- ____ EECE 011
- ____ EECE 012
- ____ EECE 041
- ____ EECE 042
- ____ EECE 112
- ____ COEN 020
- ____ COEN 030
- ____ COEN 140
- ____ COEN 171
- ____ COEN 183

MECHANICAL ENGINEERING MINOR

Interested students should consult with the department to develop an acceptable program. A minimum of thirty-two hours at least half of these credit hours must be taken at Marquette University and a C or better average in the following courses:

- ____ MEEN 022 (or both ____ MEEN 010 and ____ MEEN 020_
- ____ MEEN 130
- ____ MEEN 060
- ____ MEEN 104
- ____ MEEN 114 or ____ MEEN 108
- ____ MEEN 120
- ____ MEEN 128
- ____ MEEN 142
- ____ two (2) MEEN electives:
____ MEEN _____ and ____ MEEN _____

Non-engineering Minors

BUSINESS ADMINISTRATION MINOR

A minimum of 24 credit hours with a C or better grade in each of the following courses:

- ___ ECON 043
- ___ ECON 044
- ___ ACCO 030
- ___ ACCO 031
- ___ BUEX 002 or GEEN 023/052 or GEEN 030 or BIEN 003
- ___ MANA 028 or MATH 164 or MEEN126
- ___ FINA 180
- ___ MANA 156
- ___ MARK 140

NOTES:

Electrical Engineering students may utilize either MANA 156 or MARK 140 as an EECE/Technical or COEN/Technical Elective.

FINA 180, MANA 156 and MARK 140 should be taken at Marquette University.

Requirements for minors in Human Resources Management, Marketing, Operations and Supply Chain Management can be found at:

<http://www.marquette.edu/engineering/pages/AllYouNeed/busadminors.html>.

MATHEMATICS MINOR

A minimum of 24 credit hours with a C or better grade in each of the following courses:

- ___ MATH 080
- ___ MATH 081
- ___ MATH 082 (MATH 086)
- ___ MATH 083 (MATH 087)
- ___ plus nine additional hours of upper division MATH courses.
 - ___ MATH _____
 - ___ MATH _____
 - ___ MATH _____

PHYSICS MINOR

A minimum of 20 credits with a C or better grade in each of the following courses:

- ___ PHYS 003 or PHYS 013
- ___ PHYS 004 or PHYS 014
- ___ plus twelve additional hours of upper division PHYS courses.
 - ___ PHYS ___
 - ___ PHYS ___
 - ___ PHYS ___
 - ___ PHYS ___

NOTE: Students who take EECE 121 or EECE 122 may not take PHYS 131 or PHYS 132 to satisfy the physics minor requirements. Both EECE 121 and EECE 122 count towards upper division PHYS course requirements.

COMPUTER SCIENCE MINOR

A minimum of 20 credits with a C or better grade in each of the following courses:

- ___ COEN 030
- ___ COEN 051 (COSC 060)
- ___ COEN120 (COSC 154)
- ___ MATH 145 (MATH 090)
- ___ plus nine additional credits (three courses) selected from the following courses:
 - ___ COSC 126
 - ___ COSC 146
 - ___ COSC 152
 - ___ COSC 157
 - ___ COSC 162
 - ___ COSC 170
 - ___ COSC 172
 - ___ COSC 174
 - ___ COSC 176

BIOLOGICAL SCIENCES MINOR

A minimum of 19 credits with a C or better grade in each of the following courses:

- ___ BIOL 001
- ___ BIOL 002
- ___ BIOL 090
- ___ CHEM 001
- ___ plus six additional credits (two courses) selected from the following courses:
 - ___ BIOL 040/140
 - ___ BIOL 142
 - ___ BIOL 155
 - ___ BIOL 172 or BIEN 180
 - ___ BIOL 177
 - ___ ANTH 106

CHEMISTRY MINOR

A minimum of 19 credits with a C or better grade in each of the following courses:

- ___ CHEM 001
- ___ CHEM 002
- ___ CHEM 023
- ___ CHEM 024
- ___ plus three additional credits (1 course) selected from the following courses:
 - ___ upper-division CHEM course (e.g. CHEM 1xx)
 - ___ PHYS 112 or PHYS 162

COLLEGE POLICIES AND PROCEDURES **REPEATING COURSES**

A student may repeat any course he/she has taken. The motive may be to satisfy the requirement of a better grade, or to gain a better working knowledge of the topic. Some departments may require that a specific grade level be achieved prior to enrolling in successive course work.

SUBSTITUTE REPEAT

Students who began their studies after May 1991 are subject to the punitive “F” system of GPA computation. Under the Substitute Repeat Policy, these students are given the option of repeating courses before graduation. The new repeated course grade will be used in the computation of the GPA and the student will receive degree credit only once. The ***Request to Repeat an Undergraduate Course*** must be filed in the Office of Academic Affairs prior to the close of late registration as published in the Timetable of Classes.

Advisors should be aware of the Substitute Repeat option and recommend it to their advisees if it would be in a student’s best interest to engage this privilege rather than suffer the punitive consequences of a low grade. These consequences can be in loss of college standing, loss of eligibility for financial aid including scholarships and grants, and others.

NOTE: For College of Engineering students, the **Substitute Repeat Option cannot be used more than five (5) times** throughout their career.

COLLEGE POLICIES AND PROCEDURES
ROTC REQUIREMENTS FOR ENGINEERING

AIR FORCE

All AFROTC students must complete all required courses as outlined in the university bulletin for their specific engineering major. The additional requirements of the AFROTC program may result in a 145-148 credit hour program in engineering.

<u>YEAR</u>	<u>COURSE</u>	<u>CREDITS</u>
Every Term	NASC 001	0
FRESHMAN		
1 st semester	AFAS 011	1
2 nd semester	AFAS 012	1
SOPHOMORE		
1 st semester	AFAS 021	1
2 nd semester	AFAS 022	1
JUNIOR		
1 st semester	AFAS 131 (UCCS ISB)	3
2 nd semester	AFAS 132	3
SENIOR		
1 ST semester	AFAS 141	3
2 nd semester	AFAS 142	3
Total:		16 credits

The minor in Air Force Aerospace Studies also requires POSC 128 or POSC129, MISL 010 or MISL 011, and NASC 009 or NASC 022.

ARMY ROTC

All ROTC students must complete all required courses as outlined in the university bulletin for their specific engineering major. The additional requirements of the AROTC program will result in a 159-162 credit hour program in engineering.

<u>YEAR</u>	<u>COURSE</u>	<u>CREDITS</u>
FRESHMAN		
1 st semester	MISL 001	1
	MISL 010	1
2 nd semester	MISL 002	1
	MISL 011	1
SOPHOMORE		
1 st semester	MISL 003	1
	MISL 024	2
2 nd semester	MISL 004	1
	MISL 025	2
JUNIOR		
1 st semester	MISL 005	1
	MISL 135	2
	MISL 137	1
2 nd semester	MISL 006	1
	MISL 136	2
	MISL 138	1
SENIOR		
1 ST semester	MISL 007	1
	MISL 146	2
	MISL 147	0
2 nd semester	MISL 008	1
	MISL 144	2
	MISL 148	0
	MISL 018 or HIST 113 (UCCS - HCS)	3
TOTAL:		27 credits

These additional requirements also satisfy the minor in Military Science and Leadership.

NAVAL ROTC

All NROTC students must complete all required courses as outlined in the university bulletin for their specific engineering major. The additional requirements of the NROTC program will result in a 146 - 153 credit hour program in engineering.

Six (6) hours of technical electives may be satisfied by technical courses NASC 142 and 162*.

<u>YEAR</u>	<u>COURSE</u>	<u>CREDITS</u>	<u>NAVY OPTION</u>	<u>MARINE OPTION</u>
Every Year	NASC 001	0	X	X
FRESHMAN				
1 ST Semester	NASC 009	2	X	X
2 nd Semester	NASC 022 (UCCS HCS)	3	X	X
SOPHOMORE				
1 ST Semester	NASC 185 (UCCS ISB)	3	X	X
2 nd Semester	NASC 142 (TECH EL)	3	X	
JUNIOR				
1 st Semester	NASC 151	3	X	
	NASC 161	3		X
2 ND Semester	NASC 152	3	X	
Summer (Jr/Sr)	NASC 193	4		X
SENIOR				
1 ST Semester	NASC 181	3		X
	NASC 162 (TECH EL)	3	X	
2 nd Semester	NASC 186	3	X	X
Fall Jr/Sr	HIST 118 or POSC 129	3	X	X
TOTALS:			26 credits	24 credits

* In the event a student elects to withdraw from the NROTC program, NASC 142 and 162 will not qualify as technical electives in an engineering program.

These additional requirements also satisfy the minor in Naval Science.

COLLEGE POLICIES AND PROCEDURES
SEXUAL HARASSMENT

The College of Engineering shall adhere and cooperate with the following University Statement of Policy.

As Marquette University is committed to maintaining an environment in which the dignity and worth of each member of its community are respected, it is a policy of the University that sexual harassment of students and employees will not be tolerated and will be subject to appropriate disciplinary action.

Sexual harassment is a form of sex discrimination. Sexual harassment by or of either sex is prohibited by state and federal anti-discrimination law. It is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature. In the University context, it includes instances when such conduct is indicated to be a term or condition of an individual's academic or employment experience, used as a basis for academic and employment decisions, interferes with an individual's academic or employment performance, or creates an intimidating, hostile, or offensive academic or employment environment.

Even consensual relationships may lead to or derive from potentially exploitative circumstances. Any exploitation of the trust inherent in Marquette's institutional context is abhorred. Of course, non-exploitative attachments also can develop in such relationships. But given the potential for exploitation or favoritism by even the well-meaning, the individual faculty or staff person carries the burden to disengage from, or otherwise neutralize, any relationships which hold potential for exploitation or favoritism. This applies whether the relationship involves students or staff colleagues. Anyone finding him/herself in such a situation should seek guidance and assistance as needed from University personnel, with the objective of neutralizing any exploitative potential. Failure to neutralize any such potential of any such relationship can constitute grounds for disciplinary actions up to and including termination for all classifications of University employee.

It shall be a violation of University policy for anyone, student, faculty or staff, to engage in any form of sexual harassment or to retaliate against a person who has initiated an inquiry or complaint.

Any student with a complaint should contact the Dean of Students or his/her academic Dean or Director.

Any employee with a complaint concerning students or employees should contact his/her immediate supervisor. If the complaint is with the supervisor, the employee should contact the supervisor's immediate superior.

Any student or employee may also contact the Director of Affirmative Action for counseling and assistance.

The right to confidentiality of any party involved, including the complainant and the accused, will be respected insofar as it does not interfere with the University's obligation to investigate allegations of misconduct and to take corrective action where appropriate.

COLLEGE POLICIES AND PROCEDURES
SIMULTANEOUS ENROLLMENT IN TWO ACADEMIC PROGRAMS

The Marquette University Bulletin states as follows:

“Credit for courses pursued at another educational institution while simultaneously enrolled at Marquette (concurrent registration) will not be allowed unless specifically authorized by the Dean.”

Expanding on this policy declaration the following justifications and qualifications are added:

The College of Engineering believes it is academically essential to know and monitor the aggregate academic load of all degree students and to guard against situations which adversely affect the overall student performance.

The College will permit simultaneous registration providing:

1. an equivalent course is not available at Marquette.
2. the student has prior written permission regarding course selection from his/her advisor and has successfully petitioned the Assistant Dean for Academic Affairs prior to the start of the classes.

Student action outside of these policy guidelines may jeopardize transfer credit allowance.