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INDEX....Find it in the Index! - Pages 65-66
1 THE ADVISING PROCESS: A QUICK REFERENCE

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

How many conferences should you have with your students?
The College would like you to meet at least three times with your advisees during the first semester. Complete recommendations for these advising conferences are found later in this manual.

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

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

1.1 Second Meeting (Registration Advising for Spring 2015 Semester)
Spring Registration Advising Week is October 27- October 31. Keep in mind that many students may come in after these dates. You may wish to schedule some additional office hours for the weeks of November 3 and 10. Please notify your advisees of your office hours and invite them to come in for a conference.

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

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

The final day for WITHDRAWING FROM FALL SEMESTER COURSES WITH GRADE of “W” is Friday, November 14, 2014; the final day for withdrawing from Spring Semester courses is Friday, April 10, 2015. Please, remind your advisees of these dates, and urge them to discuss possible course withdrawals with you well in advance of the deadlines.

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

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

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

Faculty Pre-Major Advising: This advising track assigns approximately 5-7 students to each faculty advisor who sees each advisee at least two to three times each semester. Faculty Pre-Major Advising is coordinated by Senior Assistant Dean Mary Minson.

1.4 Academic Advising: Principles and Assumptions

The College's Advising Philosophy

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

Objective

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

Praxis

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

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

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

1.5 Responsibilities of Advisor and Advisee

The Klingler College of Arts and Sciences is committed to shaping students' intellectual and personal development. Academic advising contributes substantially to this mission. It assumes a good working relationship between advisors and students. Its success demands that expectations be clear, and that they be met. In addition to the expectations listed below, see the section on academic advising in the online 2014-2015 Undergraduate Bulletin at http://bulletin.marquette.edu/undergrad/academicregulations/.

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

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

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

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

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

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

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

- The student accepts full responsibility for his or her academic success and acknowledges that the advisor is a major resource for achieving that success.

- The student acknowledges that successful advising requires openness and honesty with the advisor.

- The student evaluates his or her academic performance on a regular basis and identifies those factors that affect it, positively or negatively.

- The student identifies what he or she is doing that leads to academic and moral success and what is necessary to continue to achieve the desired results.

- The student prepares for advising sessions by developing semester schedules that meet certain long-term goals, such as fulfilling the requirements in the UCCS and College curriculum and major, graduation in four years, and career goals.

- The student seeks appropriate help to solve problems that adversely affect his or her academic performance. The student recognizes that the academic advisor is the appropriate person with whom to start this process.

- The student develops a sense of purpose by making choices about a major and possible careers.

- The advisor is a teacher, not a parent; the advisor's function is to help the student discern the best ways to achieve academic success and personal fulfillment.

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

The conscientious advisor:

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

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

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

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

1.8 What Do Advisors Want Students to Learn About Advising?
- what academic advising is, especially in comparison to “guidance” as provided in high school
- what my advisor's role is, and what my role as advisee is
my ultimate responsibility for the outcome of my own education

that I have many advisors, most of them informal, who can help me a lot if I learn to weigh their advice carefully

how to learn from an advisor and from faculty

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

• a review of the student's progress in the University Core of Common Studies and the appropriate College curriculum requirements for either the B.A. or the B.S. degree;

• an objective and constructive discussion of the student's academic performance;

• discussion of plans for choosing and declaring a major;

• a review of the Graduation Requirements of the College and University.

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

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

Grade Point

➢ Earn a minimum grade point average of 2.000 for graduation.

➢ Achieve a 2.000 grade point average in all courses in his/her major or minor.

Credit Hours

➢ Earn 128 credit hours.

➢ A minimum of 60 of the 128 credits required for an undergraduate degree must be Marquette credits.

➢ Residency Requirement: Complete the final 30 credit hours needed for an undergraduate degree with Marquette credits, unless those credits are earned in an approved study abroad program.

➢ Upper-Division Credits:

For B.S. degree: Complete a minimum of 32 credit hours in upper-division Marquette courses (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).

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

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

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

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

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

Although most students are able to fulfill the University Core requirements, the B.A. or B.S. degree College Curriculum requirements, their major requirements, and take elective courses within 128 credits, certain combinations of major and minor fields may require more than the minimum. Students are urged to consult an advisor before selecting a major and an optional minor.

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

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

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

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

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

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

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

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

1.11 **AP (Advanced Placement), CLEP (College Level Examination Program), IB (International Baccalaureate)**

Refer to the following for a complete explanation:

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

1.12 **College Credit Transfer**

Refer to the following for a complete explanation:

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

1.13 **English as a Second Language Program (ESLP)**

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

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

Students may enroll in any of these ESLP or ENGL courses only with the consent of the director of ESLP. Proper placement is based on proficiency tests that are offered during the week of New Student Orientation and at other times as needed. The ESLP is administered by the Office of International Education. The resource person there is Mrs. Nora Hochstetter, Adjunct Assistant Professor-ESLP, 414-288-7002, Holthusen Hall, fourth floor.
1.14 Early September Student Conferences

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

Suggested Agenda

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

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

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

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

1.15 Registration Advising Meeting

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

The registration advising meeting has several objectives:

- to assess the degree of the student's academic success as reflected in midterm grades,
- to assess and approve course selections for the next semester,
- for undecided students, to discuss possible majors and careers, as well as strategies for making an informed choice.

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

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

Suggested Agenda for This Meeting

Course Selection
• Be aware of each student’s UCCS and College curriculum progress. Refer to the checklist on Student Interview form, or use the separate Bachelor of Arts or Bachelor of Science Advising form (found on pages 26-29).

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

Midterm Grades

• Ask the student to tell you about his or her midterm grades, class by class. Ask if they are higher or lower than expected. Determine the basis of the grade. Identify good academic habits and areas for specific improvement.

• Help the student make a realistic assessment of each class.

• In a course where the student is performing poorly, a number of issues should be raised. Ask the student what she thinks she has done thus far to earn the grade assigned. Ask about specific grades for tests, papers, quizzes, and homework.

• Do you discern poor study habits, lack of motivation, lack of interest, or personal problems?

• Discuss specific steps the student can take to improve the grade before the withdrawal deadline.

• Make sure the student is aware of the services offered by Student Educational Services (See University Resources, Section 6).

• Ask about attendance. Remind the student that he or she may be dropped for excessive absences, receiving a permanent grade of WA.

• Discuss the advantages and disadvantages of withdrawing from a class, and whether this should be done immediately, after the next exam, or not at all. Because the advisor’s signature is required on the withdrawal form, the student will have to contact you before withdrawing from any course. Make sure the student is aware of the withdrawal deadline.

• Keep MU Counseling Center workshops and university tutorial services in mind, and urge students’ participation in appropriate offerings.

• Help students set realistic goals to improve their classroom performance.

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

1.16 Policies Relating to Poor Academic Performance

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

Absences

The faculty have the option of dropping a student from a course for excessive absences. Students dropped in this way will receive a permanent grade of WA (Withdrawn for Excessive Absences).

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

Grades

“C/D” or “D” Grades: Courses completed with a grade of “C/D” or “D” are not counted toward the total hour requirement for the major or minor. These courses do fulfill the subject matter requirement and do count toward the total 128 credit hours required for graduation.

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

Repeated Courses:

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

The policy has changed as follows:

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

1. Courses in which a passing grade is earned may be repeated only once.
2. Normally, the repeated course is taken at Marquette.
3. The repeated course is identical to the original course in subject, catalog number, title, subtitle and credits.
4. The repeated course is graded with the same grading options as the original, e.g., students may not exercise the CR/NC option for a repeated course, unless it was originally taken with this option.
5. Courses in which a grade of AU, ADW, NC, W, WA, UW, U, UNC, UY or F has been earned may be repeated until a passing grade is earned. Once that passing grade is earned, the course may be repeated only one more time, regardless of the grade earned.
6. A passing grade is determined as the grade required by the university grading policy, i.e., the minimum grade it takes to earn credit for the course. (See Grading System in this bulletin - where D, CR, S, SNC or SY are considered passing grades, thus a D or above, a CR, S, SNC, or SY are all considered passing grades for the purposes of this policy.)
7. As an exception to the regulation, these courses allow unlimited repeats: colloquiums, continuation placeholder, co-ops, independent study/research, internships, practicums/clinicals/field work experience, seminar/reading, studio/workshops, study abroad and variable title courses (e.g., topics).

Credit hours earned in a repeated course are only awarded once; however, all previous courses and grades remain on the student’s permanent academic record. The last grade earned is included in the cumulative GPA and the grade in the original course is excluded from the cumulative GPA calculation. The cumulative GPA is adjusted at the time the repeated course is graded. If a student receives an AU, ADW, W, WA or UW in the repeated course, the earlier
grade will remain in the cumulative GPA. If a student repeats a course that was transferred to Marquette, only the Marquette course/grade will be reflected in the total credits earned and the cumulative GPA.

At the time of registration, the repeat process in CheckMarq will allow the repeat of a course only once, unless the course is an unlimited repeat course (see #7 above). If a student needs to take a course again, after the first repeat, he/she must petition the college office. This petition will be granted only if the request adheres to the repeat policy above. The request to repeat must be filed using the Request Permission to Repeat a Course form.

1.17 Scholastic Actions: Academic Dismissal / Probation / Academic Alert (CAA)

The College of Arts and Sciences adheres to the university policy on academic censure copied below for your reference:

Overview

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

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

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

While not an academic censure issue per se, the financial aid regulation requiring the university to evaluate the satisfactory academic progress of each student is also discussed in this policy as it, by federal regulations, must be aligned with the University academic dismissal policy. Satisfactory academic progress will be maintained permanently on the student’s record; however, will not appear on Marquette’s official transcript.

Academic Censure:

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

2. Academic Dismissal-Required to Withdraw for Academic Reasons (RWAR)/Satisfactory Academic Progress (SAP):

   A. Quantitative:
   SAP requirements only: A student must complete 67% of the cumulative credit hours attempted to remain in good standing, or lose financial aid eligibility. The Office of Student Financial Aid (OSFA) will conduct an annual review at the end of the spring term. Notification will be sent to each student who has failed to maintain SAP and is no longer eligible to receive financial aid. The student's record will be coded as such.
In this case, the student may continue at Marquette University; however, he/she will not be eligible to receive any federal financial aid, unless SAP is appealed and granted (see appeals process below).

**B. Qualitative:**

RWAR/SAP: OSFA and the Office of the Registrar (OTR) will monitor cumulative GPAs at the end of each term (fall, spring and summer).

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

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

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

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

**3. RWAR/SAP Appeal process:**

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

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

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

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

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

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

5. College Academic Alert (CAA):

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

- The CAA hold is assigned by the college office and is specific to the individual college’s degree progress policies (see the respective college section of the Undergraduate bulletin). The college will communicate this information via the Marquette e-mail. As per the University e-mail policy, it is the student’s responsibility to monitor his/her Marquette e-mail at all times.
- The student may appeal the CAA hold to the college from which the student was CAA’d by completing the Academic Censure/Satisfactory Academic Progress Appeal form found on the MU Central website. The student’s completed form, including required attachments, is to be submitted to MU Central. MU Central, in turn, will forward the form to the college. The college dean, or dean’s designee, has the final decision on all CAA appeals.
- If the appeal is approved, the student’s hold is removed and the student will be on Academic Probation. The student will be notified of this via their Marquette e-mail address.
- The CAA student may also seek admission to another college within the University by submitting the form to Marquette Central. Marquette Central, in turn, will forward the form to that college. If the student is accepted to that college, the CAA hold will be removed after admission into that college.
- Until the CAA hold is removed, the student may not register.

Questions may be addressed to Senior Assistant Dean Mary Minson, Director of the Advising Center, by calling 414/288-5989.

College Specific Information Related to College Academic Alert (CAA)

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

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

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

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

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

**Recommendations for Advising Students on Academic Probation:**

- Maintain the good advising relationship already established. A probation student will be especially in need of your understanding and support.
- Monitor the student’s academic progress. Be as specific as possible in devising strategies for meeting these conditions (student resources such as Student Educational Services, Marquette Counseling Center, and Disability Services). Encourage the student to set realistic goals.
- Make use of the “Academic Probation Conditions” form prepared by the Advising Center. Call the Advising Center (414/288-5989) for a copy. You may want to seek advice from Mary Minson, Senior Assistant Dean and Director of the Advising Center, on strategies to pursue with a student on probation.
- Encourage students to talk with their instructors. Making appropriate referrals is particularly important for probation students.
- Regularly remind these students that excessive absences will not only jeopardize their grade in a class or lead to their being dropped by the instructor, but also put them in violation of probation terms. Therefore, regular attendance is crucial.

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

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

**1.18 Policies Relating to Course Selection within Other Divisions/Institutions**

**Approval for Courses in Other Marquette Colleges**

Arts and Sciences students may take courses in other divisions of the University and apply them to their Arts and Sciences degree (excludes course offerings in the College of Professional Studies). Approval by an advisor is sufficient, except for the following conditions.
Courses taken in other divisions may not be used to fulfill Arts and Sciences B.A. / B.S. College curriculum requirements. (Note: Be especially careful when advising students regarding courses in the UCCS. Courses in the College of Communication (i.e., COMM 1100, 1200, 2100) and the College of Health Sciences (i.e., BISC 1010, 1015), etc., do not fulfill A&S requirements.)

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

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

Approval for Courses Taken at Other Institutions

The College requires that matriculated students obtain approval for any courses they intend to take prior to enrollment. Instructions for this process can be found on the Non-Marquette Course Approval Form at http://www.marquette.edu/as/about_forms.shtml

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

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

http://www.marquette.edu/abroad/course-approval-process.shtml

Transfer Credit

Evaluation of transfer credit is made at the time of acceptance for advanced standing students. Credit transferability and equivalencies are determined by the Director of Student Records in consultation with the appropriate College department. Any student with questions regarding the evaluation of credit should be referred to the Student Records Office in the Klingler College of Arts and Sciences. Courses for which there are no exact Marquette equivalents are given the generic equivalent designations of 9290 (lower-division credit) or 9390 (upper-division credit). These credits will transfer but may not fulfill major or college curriculum requirements where a specific course is needed. Direct all questions concerning course approval or transfer credit to Ms. Pauline Thomas, the Director of Student Records, Sensenbrenner Hall, Suite 004, 414/288-5314.

1.19 Helping Students Choose a Major

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

Suggested Agenda for a Meeting on This Topic

- Help advisees to define their interests and abilities and relate them to their choice of major.
- Encourage students to talk with professors or professionals in the major or career they are considering.
- Assure your advisees of your continued interest and support as they make the transition to their new department and advisor.
• When the student is prepared to declare the major, encourage him or her to go to the department of the major and to fill out a "Declaration of Major Field of Study" form, which can be found in the department office.

• Assure your advisees that the declaration of a major is not necessarily a final step and that many students change majors during their academic careers.

• The MU Counseling Center and the Career Services Center are very helpful in providing additional assistance about careers.

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

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

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

**Major? Profession? Vocation?**

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

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

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

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

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

1.20 Advisor Access to Student Records in CheckMarq

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

1.21 Legal Aspects of Advising

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

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

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

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

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

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

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

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

Please refer to the online 2014-2015 Undergraduate Bulletin for complete information on this topic:

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

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

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

2.1 Graduation Requirements

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

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

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

**Credit Hours**
- Earn 128 credit hours.
- A minimum of 60 of the 128 credits required for an undergraduate degree must be Marquette credits.
- Residency Requirement: Complete the final 30 credit hours needed for an undergraduate degree with Marquette credits, unless those credits are earned in an approved study abroad program.

**Upper-Division Credits**
- **For B.S. degree:** Complete a minimum of 32 credit hours in upper-division Marquette courses (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).
- **For B.A. degree:** Complete a minimum of 42 credit hours in upper-division courses, ten of these credits may be non-Marquette credits (lower-division courses are numbered 1000 to 2999; upper-division courses are numbered 3000 and above).
**Major Credits:**
A minimum of 15 Marquette credits in the major are required to earn a Marquette undergraduate degree.

**Minor Credits:**
A minor is not required. However, a minimum of 9 credits must be Marquette credits to earn a minor.

**University Core of Common Studies**
- Fulfill the requirements in the nine knowledge areas: 1) Rhetoric, 2) Mathematical Reasoning, 3) Individual and Social Behavior, 4) Diverse Cultures, 5) Literature/Performing Arts, 6) Histories of Cultures and Societies, 7) Science and Nature, 8) Human Nature and Ethics, and 9) Theology for the University Core of Common Studies.

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

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

Although most students are able to fulfill the University Core requirements, the B.A. or B.S. degree College Curriculum requirements, their major requirements, and take elective courses within 128 credits, certain combinations of major and minor fields may require more than the minimum. Students are urged to consult an advisor before selecting a major and an optional minor.

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

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

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

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

A list of UCCS approved courses that fulfill each of the nine areas is published in the online 2014-2015 Undergraduate Bulletin, but the list changes slightly during the academic year with the addition of new courses. Students and advisors are encouraged to consult the University web
site, http://www.marquette.edu/programs/core/overview.shtml for the most up-to-date listing of courses.

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

2.3 Bachelor of Arts and Bachelor of Science Curriculum.

The Klingler College of Arts and Sciences has two college curricula, the Bachelor of Arts curriculum and the Bachelor of Science curriculum.

General Policies

College curriculum requirements are determined according to the degree to be earned. Students who switch from a BS degree program to a BA degree program will be required to complete the curriculum requirements for the Bachelor of Arts.

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

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

Bachelor of Arts and Bachelor of Science Curricula

The requirements for the Bachelor of Arts Curriculum and the Bachelor of Science Curriculum are presented on the following pages. The College curriculum requirements are listed in the same order as the nine UCCS area requirements. For students to earn a degree they will complete:

- The University Core of Common Studies.
- Either, the Bachelor of Arts College Curriculum: 128 total credits, 42 upper division credits (at least 32 upper division credits must be at MU), 15 credits of major (9 credits of minor) must be completed at MU.
- Or, Bachelor of Science College Curriculum: 128 total credits, 32 upper division credits at MU, 15 credits of major (9 credits of minor) must be completed at MU.
- Courses for major(s) and electives.
### Bachelor of Arts – Klingler College of Arts and Sciences

**BACHELOR OF ARTS**

To earn your degree, you will complete:
- The University Core of Common Studies
- The Bachelor of Arts College Curriculum
- Courses for your major(s) and electives

128 credits (total)
- 60 MU credits,
- 30 final credits at MU,
- 42 credits in upper division (10 credits may be non-MU).

#### REQUIREMENTS FOR THE: UNIVERSITY CORE OF COMMON STUDIES (UCCS)

<table>
<thead>
<tr>
<th>(HCS)</th>
<th>(ISB)</th>
<th>(HNE)</th>
<th>(DC)</th>
<th>(T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HISTORIES OF CULTURES &amp; SOCIETIES (3 HRS.)</td>
<td>INDIVIDUAL AND SOCIAL BEHAVIOR (3 HRS.)</td>
<td>HUMAN NATURE AND ETHICS (6 HRS.)</td>
<td>DIVERSE CULTURES (3 HRS.)</td>
<td>RHETORIC (6 HRS.)</td>
</tr>
</tbody>
</table>

The Arts and Sciences College Curriculum does not have a Diverse Cultures (DC) requirement. The UCCS requirement consists of one course from UCCS Diverse Cultures (DC) list.

#### BACHELOR OF ARTS - COLLEGE CURRICULUM REQUIREMENTS

<table>
<thead>
<tr>
<th>English - Rhetoric (6 hrs.)</th>
<th>Foreign Language (0-14 hrs.)</th>
<th>Literature (6 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1001, Rhetoric and Composition 1 and ENGL 1002, Rhetoric and Composition 2 are required.</td>
<td>Demonstrated competency through the intermediate level in the same language. Depending upon your proficiency and placement, the following options in the same language are possible:</td>
<td>Any literature course offered in English or in a Foreign Language (original or translation) offered by Arts and Sciences.</td>
</tr>
<tr>
<td></td>
<td>a) 1001, 1002, 2001, 2002</td>
<td>To fulfill the UCCS Literature and Performing Arts (LPA) requirement one course must be from the list of approved Literature courses offered by Arts and Sciences: ENGL, CLAS, FREN, GRMN, ITAL, LATN, and SPAN.</td>
</tr>
<tr>
<td></td>
<td>b) 2001, 2002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) 2003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) 2003, 2001, 2002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e) 2001, 2002</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) 2003</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g) Exempt</td>
<td></td>
</tr>
</tbody>
</table>

Satisfies UCCS Rhetoric (R) requirement.

<table>
<thead>
<tr>
<th>Histories of Cultures &amp; Societies (6 hrs.)</th>
<th>Individual &amp; Social Behavior (9 hrs.)</th>
<th>Mathematical Reasoning (6 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1001 or HIST 1002, and one course chosen from: HIST 1001, HIST 1002, HIST 1101, HIST 1301, HIST 1401, HIST 1501.</td>
<td>3 courses from the disciplines of Anthropology, Criminology and Law Studies, Economics, Political Science, Psychology, Sociology, and Social Welfare and Justice.</td>
<td>Any combination of MATH, Logic, COSC, or Statistics courses offered in our college.</td>
</tr>
<tr>
<td>Satisfies UCCS Histories of Cultures and Societies (HCS) requirement.</td>
<td>At least two different disciplines must be represented among the 3 courses.</td>
<td>Only one logic course: PHIL 1000, or PHIL 4000.</td>
</tr>
<tr>
<td>* (can be taken in any sequence)</td>
<td>To fulfill the UCCS Individual and Social Behavior (ISB) one course must be from the list of approved ISB courses offered by Arts and Sciences: AFAS, CRLS, ECON, NASC, POSC, PSYC, SOWJ, SOCI and WGST.</td>
<td>Only one statistics course: MATH 1700, MATH 4710, MATH 4720, MATH 4740, PSYC 2001, SOCI 2060.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 105, 1100 or 1101 do not fulfill this requirement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At least one College course from UCCS Mathematical Reasoning (MR) list.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Philosophy (9 hrs.)</th>
<th>Science &amp; Nature (6-8 hrs.)</th>
<th>Theology (9 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 1001, PHIL 2310 and one upper division philosophy course. PHIL 1001 not to be taken by first-semester freshmen.</td>
<td>Two courses from Biological Sciences, Chemistry, Physics, ARSC 1020, ARSC 1021; and either ANTH 1201 or ANTH 2201.</td>
<td>THEO 1001  Second Level: Choose one course from THEO 2000-2530. Third Level: Choose one course from THEO 4000-4997.</td>
</tr>
<tr>
<td>Satisfies UCCS Human Nature and Ethics (HNE) requirement.</td>
<td>One course from UCCS Science and Nature (SN) requirement.</td>
<td>Satisfies UCCS Theology (T) requirement.</td>
</tr>
<tr>
<td></td>
<td>An ANTH course used to satisfy the Natural Science requirement may not also be used to satisfy the Individual &amp; Social Behavior requirement.</td>
<td></td>
</tr>
</tbody>
</table>

#### Bachelor of Arts Degree Programs

<table>
<thead>
<tr>
<th>Africana Studies</th>
<th>Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Military History</td>
<td>English Language Arts</td>
</tr>
<tr>
<td>Anthropology</td>
<td>English Literature</td>
</tr>
<tr>
<td>Classical Languages</td>
<td>French</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>German</td>
</tr>
<tr>
<td>Criminology and Law Studies</td>
<td>History</td>
</tr>
<tr>
<td>Peace Studies</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Political Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>Social Welfare and Justice</td>
<td>Sociology</td>
</tr>
<tr>
<td>Spanish for the Professions</td>
<td>Spanish Language, Literature and Culture</td>
</tr>
<tr>
<td>Theology</td>
<td>Women’s and Gender Studies</td>
</tr>
<tr>
<td>Theology for Catholic School Ministry</td>
<td>Writing-Intensive English</td>
</tr>
</tbody>
</table>
### 2.4.1 BACHELOR OF ARTS ADVISING FORM - Klingler College of Arts and Sciences

<table>
<thead>
<tr>
<th>University Core of Common Studies</th>
<th>Arts and Sciences – BA College Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rhetoric (R)</strong> 6 credits</td>
<td>English Composition (2 courses)</td>
</tr>
<tr>
<td>Mathematical Reasoning (MR) 3 credits</td>
<td>Math/Logic/COSC/Statistics (2 courses) ◆</td>
</tr>
<tr>
<td>Individual &amp; Social Behavior (ISB) 3 credits</td>
<td>Individual &amp; Social Behavior (3 courses from at least two disciplines) ◆</td>
</tr>
<tr>
<td>Diverse Cultures (DC) ◆ 3 credits</td>
<td>Literature (2 courses in Literature; ENGL or FOLL) ◆</td>
</tr>
<tr>
<td>Literature/Performing Arts (LPA) 3 credits</td>
<td>Histories of Cultures &amp; Societies (2 courses)</td>
</tr>
<tr>
<td>Histories of Cultures &amp; Societies (HCS) 3 credits</td>
<td>Science and Nature (2 courses) ◆</td>
</tr>
<tr>
<td>Science and Nature (SN) 3 credits</td>
<td>Human Nature &amp; Ethics (Philosophy) (3 courses)</td>
</tr>
<tr>
<td>Human Nature &amp; Ethics (HNE) 6 credits</td>
<td>Theology (3 courses) - 2 of the 3 courses for this area must be from the UCCS</td>
</tr>
<tr>
<td>Theology (T) 6 credits</td>
<td>Foreign Language (0-14 credit hours)</td>
</tr>
</tbody>
</table>

[No equivalent requirement]

| 128 credits required for graduation. |
|◆ At least one course from this area must qualify for the University Core of Common Studies. |

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

**BACHELOR OF SCIENCE**

To earn your degree, you will complete:
- The University Core of Common Studies
- The Bachelor of Arts College Curriculum
- Courses for your major(s) and electives

128 credits (total)
- ✔ 60 MU credits,
- ✔ final 30 credits at MU,
- ✔ 32 credits in upper division MU courses.

**Requirements for the: University Core of Common Studies (UCCS)**

| (HCS) Histories of Cultures & Societies (3 HRS.) | (HNE) Human Nature and Ethics (6 HRS.) | (DC) Diverse Cultures (3 HRS.) |
| (ISB) Individual and Social Behavior (3 HRS.) | (R) Rhetoric (6 HRS.) | The Arts and Sciences College Curriculum does not have a Diverse Cultures (DC) requirement. |
| (LPA) Literature/Performing Arts (3 HRS.) | (SN) Science and Nature (3 HRS.) | The UCCS requirement consists of one course from UCCS Diverse Cultures (DC) list. |
| (MR) Mathematical Reasoning (3 HRS.) | (T) Theology (6 HRS.) | |

**BACHELOR OF SCIENCE - COLLEGE CURRICULUM REQUIREMENTS**

<table>
<thead>
<tr>
<th>English - Rhetoric (6 HRS.)</th>
<th>Foreign Language (0-8 HRS.)</th>
<th>Literature (6 HRS.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1001, Rhetoric and Composition, 1 and ENGL 1002, Rhetoric and Composition, 2 are required.</td>
<td>Demonstrated competency through the elementary level of the same language. Depending upon your proficiency and placement, the following options in the same language are possible: a) 1001 and 1002 b) 1003 c) Exempt</td>
<td>Any literature course offered in English or in a Foreign Language (original or translation) offered by Arts and Sciences. To fulfill the UCCS Literature and Performing Arts (LPA) requirement one course must be from the list of approved Literature courses offered by Arts and Sciences: ENGL, CLAS, FREN, GRMN, ITAL, LATN, and SPAN.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Histories of Cultures &amp; Societies (3 HRS.)</th>
<th>Individual &amp; Social Behavior (3 HRS.)</th>
<th>Additional: History or Individual &amp; Social Behavior (3 HRS.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 1001 or HIST 1002</td>
<td>One course from Anthropology (ANTH), Criminology and Law Studies (CRLS), Economics (ECON), Political Science (POSC), Psychology (PSYC), Social Welfare and Justice (SOWJ), or Sociology (SOCI). To fulfill the (ISB - 3 hrs.) in the UCCS, the course must be chosen from the list of approved courses offered by the College of Arts and Sciences: AFAS, CRLS, ECON, NASC, POSC, PSYC, SOWJ, SOCI and WGST.</td>
<td>Students in the B.S. are required to complete either a second History (HIST) course, or a second course in a different discipline of Individual and Social Behavior than that previously chosen. If you choose an (ISB) course, it must come from Anthropology (ANTH), Criminology and Law Studies (CRLS), Economics (ECON), Political Science (POSC), Psychology (PSYC), Social Welfare and Justice SOWJ), or Sociology (SOCI).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematical Reasoning (6 HRS.)</th>
<th>Philosophy (9 HRS.)</th>
<th>Science &amp; Nature (6-8 HRS.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any combination of MATH, COSC, or Statistics courses offered in our college. Logic courses may not be used. Only one statistics course: MATH 1700, MATH 4710, MATH 4720, MATH 4740, PSYC 2001, SOCI 2060. MATH 105, 1100 or 1101 do not fulfill this requirement. At least one College course from UCCS Mathematical Reasoning (MR) list.</td>
<td>PHIL 1001, PHIL 2310 and one upper division philosophy course. PHIL 1001 not to be taken by first-semester freshmen. Satisfies UCCS Human Nature and Ethics (HNE) requirement.</td>
<td>Two courses from Biological Sciences, Chemistry, Physics, ARSC 1020, ARSC 1021; and either ANTH 1201 or ANTH 2201.  One course from UCCS Science and Nature (SN) requirement. An ANTH course used to satisfy the Natural Science requirement may not also be used to satisfy the Individual &amp; Social Behavior requirement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theology (9 HRS.)</th>
<th>Bachelor of Science Degree Programs</th>
</tr>
</thead>
</table>
| • THEO 1001  
• Second Level: Choose one course from THEO 2000-2530.  
• Third Level: Choose one course from THEO 4000-4997. Satisfies UCCS Theology (T) requirement. | Applied Mathematical Economics  
Biochemistry and Molecular Biology  
Biological Sciences  
Chemistry  
Computational Mathematics  
Computer Science  
Mathematics  
Physics  
Physiological Sciences |
### Bachelor of Science Advising Form - Klingler College of Arts and Sciences

<table>
<thead>
<tr>
<th>University Core</th>
<th>Arts and Sciences - BS College Curriculum</th>
</tr>
</thead>
</table>
| **Rhetoric (R)** 6 credits | English Composition (2 courses)  
  ENGL 1001 __________  ENGL 1002 __________ |
| **Mathematical Reasoning (MR)** 3 credits | Math/COSC/Statistics (2 courses)  
  MATH __________ MATH __________  
  COSC __________ COSC __________ |
| **Individual & Social Behavior (ISB)** 3 credits | Individual & Social Behavior (1 course)  
  ECON __________ CRLS __________  
  POSC __________ SOCI __________  
  PSYC __________ SOWJ __________ |
| **Diverse Cultures (DC)** 3 credits | [A&S has no additional requirement in Diverse Cultures.]
| **Literature/Performing Arts (LPA)** 3 credits | Literature (2 courses in Literature; ENGL or FOLL)  
  1 __________ 2 __________ |
| **Histories of Cultures & Societies (HCS)** 3 credits | Histories of Cultures & Societies (1 course)  
  HIST 1001 _________ or HIST 1002 _________ |
| [No equivalent requirement] | Either Histories of Cultures & Societies or Individual & Social Behavior (1 course)  
  __________ |
| **Science & Nature (SN)** 3 credits | Science & Nature (2 courses)  
  BIOL __________ BIOL __________  
  CHEM __________ CHEM __________  
  PHYS __________ PHYS __________  
  ARSC 1020 _______ ARSC 1021 _______  
  ANTH 1201 OR ANTH 2201 _______ |
| **Human Nature & Ethics (HNE)** 6 credits | Human Nature & Ethics (Philosophy) (3 courses)  
  PHIL 1001 _________ PHIL 2310 _________  
  PHIL (upper div.) __________ |
| **Theology (T)** 6 credits | Theology (3 courses) 2 of the 3 courses from this area must be from the UCCS  
  THEO 1001 _________  
  THEO 2000-2530 _________  
  THEO 4000-4997 _________ |
| [No equivalent requirement] | Foreign Language (0-8 credit hours)  
  _______ 1001 _______ 1002  
  _______ 1003 |

- At least one course from this area must qualify for the University Core of Common Studies.

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

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

For information on the WebCAPE Placement Exam and the language survey in Foreign Language please go to: http://www.marquette.edu/fola/webcape.shtml.

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

If a student has studied Chinese, French, German, or Spanish and they wish to continue advanced study in that language they need to take the WebCape Placement Exam. If a student has had no experience in a language then they would register for the 1001, the beginner course level. If a student is a native or heritage* speaker and plans to continue advanced study of that language the student must take the WebCape Placement Exam to determine the level of proficiency. After taking the exam and obtaining the results, the student must consult with the staff in the Foreign Language office to determine their placement.

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

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

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

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

2.7 Foreign Language Placement Credit

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

Eligibility Requirements for Placement Credit

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

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

3 Prospective Majors and Minors, with Resource Persons

Advisors are encouraged to familiarize themselves with the College's majors and minors, both those of individual departments and the interdisciplinary majors and minors found in the online Undergraduate Bulletin at http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/majorsandminors/. Each of these programs has a resource person who can supply information helpful for advisors and students.

3.1 Arts and Sciences Majors and Minors, with Resource Persons

<table>
<thead>
<tr>
<th>MAJORS</th>
<th>RESOURCE PERSON</th>
<th>PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies (Interdisciplinary)</td>
<td>Dr. Heather Hathaway</td>
<td>414/288-3478</td>
</tr>
<tr>
<td>American Military History</td>
<td>Dr. Michael Wert</td>
<td>414/288-7592</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Dr. Jane Peterson</td>
<td>414/288-6838</td>
</tr>
<tr>
<td>Applied Mathematical Economics (Interdisciplinary)</td>
<td>Dr. Joseph Daniels</td>
<td>414/288-3368</td>
</tr>
<tr>
<td>Biochemistry &amp; Molecular Biology</td>
<td>Dr. Dale Noel</td>
<td>414/288-1748</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>Dr. James Buchanan</td>
<td>414/288-1482</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Dr. Scott Reid</td>
<td>414/288-3515</td>
</tr>
<tr>
<td>Computational Mathematics</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Criminology and Law Studies</td>
<td>Dr. Darren Wheelock</td>
<td>414/288-6838</td>
</tr>
<tr>
<td>Economics</td>
<td>Dr. Joseph Daniels</td>
<td>414/288-3368</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>Dr. Sarah Wadsworth</td>
<td>414/288-3479</td>
</tr>
<tr>
<td>English Literature</td>
<td>Dr. Sarah Wadsworth</td>
<td>414/288-3479</td>
</tr>
<tr>
<td>Foreign Languages (all language majors)</td>
<td>Dr. Anne Pasero</td>
<td>414/288-7063</td>
</tr>
<tr>
<td>History</td>
<td>Dr. Michael Wert</td>
<td>414/288-7592</td>
</tr>
<tr>
<td>International Affairs (Interdisciplinary)</td>
<td>Dr. H. Richard Friman</td>
<td>414/288-5991</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Dr. Dennis Brylow</td>
<td>414/288-6342</td>
</tr>
<tr>
<td>Peace Studies (Interdisciplinary)</td>
<td>Dr. Michael Duffey</td>
<td>414/288-3748</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Dr. Sebastian Luft</td>
<td>414/288-6857</td>
</tr>
<tr>
<td>Physics</td>
<td>Dr. Christopher Stockdale</td>
<td>414/288-7069</td>
</tr>
<tr>
<td>Physiological Sciences</td>
<td>Dr. James Buchanan</td>
<td>414/288-1482</td>
</tr>
<tr>
<td>Political Science</td>
<td>Dr. Lowell Barrington</td>
<td>414/288-6842</td>
</tr>
<tr>
<td>Psychology</td>
<td>Dr. Ed de St. Aubin</td>
<td>414/288-2143</td>
</tr>
<tr>
<td>Sociology</td>
<td>Dr. Dawne Moon</td>
<td>414/288-6838</td>
</tr>
</tbody>
</table>
### MAJORS

<table>
<thead>
<tr>
<th>Major/Minor</th>
<th>Resource Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Welfare and Justice</td>
<td>Dr. Alexandra Crampton</td>
<td>414/288-6838</td>
</tr>
<tr>
<td>Theology</td>
<td>Dr. Ulrich Lehner</td>
<td>414/288-7333</td>
</tr>
<tr>
<td>Theology for Catholic School Ministry</td>
<td>Dr. Ulrich Lehner</td>
<td>414/288-7333</td>
</tr>
<tr>
<td>Women’s and Gender Studies (Interdisciplinary)</td>
<td>Dr. Carla Hay</td>
<td>414/288-7150</td>
</tr>
<tr>
<td>Writing Intensive English</td>
<td>Dr. Sarah Wadsworth</td>
<td>414/288-3479</td>
</tr>
</tbody>
</table>

### RESERVE OFFICER’S TRAINING CORP PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>Resource Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naval Science (Minor)</td>
<td>CPT Daniel F. Olson</td>
<td>414/288-7076</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Interdisciplinary Majors/Minors</th>
<th>Resource Person</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africana Studies Major/Minor</td>
<td>Dr. Heather Hathaway</td>
<td>414/288-3478</td>
</tr>
<tr>
<td>Applied Mathematical Economics Major</td>
<td>Dr. Joseph Daniels</td>
<td>414/288-3368</td>
</tr>
<tr>
<td>Asian Studies Minor</td>
<td>Dr. Michael Wert</td>
<td>414/288-7592</td>
</tr>
<tr>
<td>Classical Studies Minor</td>
<td>Dr. Patricia Marquardt</td>
<td>414/288-7410</td>
</tr>
<tr>
<td>Environmental Ethics Minor</td>
<td>Dr. Jame Schaefer</td>
<td>414/288-3742</td>
</tr>
<tr>
<td>Ethics Minor</td>
<td>Dr. Sebastian Luft</td>
<td>414/288-6857</td>
</tr>
<tr>
<td>Family Studies Minor</td>
<td>Dr. Lynn Turner</td>
<td>414/288-6351</td>
</tr>
<tr>
<td>International Affairs Major/Minor</td>
<td>Dr. H. Richard Friman</td>
<td>414/288-5991</td>
</tr>
<tr>
<td>Medieval Studies Minor</td>
<td>Dr. Lezlie Knox</td>
<td>414/288-7863</td>
</tr>
<tr>
<td>Peace Studies Major/Minor</td>
<td>Dr. Michael Duffey</td>
<td>414/288-3748</td>
</tr>
<tr>
<td>Public History Minor</td>
<td>Dr. Michael Wert</td>
<td>414/288-7592</td>
</tr>
<tr>
<td>Urban Affairs Minor</td>
<td>Dr. Thomas Jablonsky</td>
<td>414/288-5300</td>
</tr>
<tr>
<td>Women’s and Gender Studies Major/Minor</td>
<td>Dr. Carla Hay</td>
<td>414/288-7150</td>
</tr>
</tbody>
</table>

### Individually Defined Interdisciplinary Majors and Minors

3.3 Individually Defined Interdisciplinary Majors and Minors

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

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

4 Pre-Professional Programs

4.1 College of Education/Teacher Education Program

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

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

For more information about Marquette's teacher education programs and the College of Education curriculum, contact Ms. Tina McNamara, Director of Undergraduate Advising in the College of Education, 414/288-6981, or tina.mcnamara@marquette.edu

Pre-major advisors should contact the College of Education for information, and should direct potential Education majors to Tina McNamara for advising.

4.2 Pre-Law Studies

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

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

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

• Academic performance, as measured by undergraduate grade point average as well as the difficulty and breadth of coursework, and

• Score on the Law School Admission Test (LSAT).

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

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

Please inform pre-law students that Marquette has a pre-law advisor available for individual appointments. Students looking for an introduction to the law school application process should
acquaint themselves with this website www.lsac.org (Law School Admission Council). Students who need pre-law advice should be directed to the Pre-law Advisor, Sensenbrenner Hall, Room 005. Should you, as an advisor, need an immediate answer to some pre-law question, please call (or e-mail) the pre-law advisor at 414/288-3256.

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

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

**Freshman Course Outline**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1001</td>
<td>3</td>
<td>ENGL 1002</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3-4</td>
<td>Foreign Language</td>
<td>3-4</td>
</tr>
<tr>
<td>HIST 1001</td>
<td>3</td>
<td>HIST 1002 *</td>
<td>3</td>
</tr>
<tr>
<td>Math/Logic/Comp.</td>
<td>3</td>
<td>Math/Logic/Comp.</td>
<td>3-4</td>
</tr>
<tr>
<td>Individual and Social Behavior</td>
<td>3</td>
<td>Individual and Social Behavior *</td>
<td>3</td>
</tr>
<tr>
<td><strong>15-16</strong></td>
<td></td>
<td><strong>15-17</strong></td>
<td></td>
</tr>
</tbody>
</table>

* For students pursuing the Bachelor of Science, consult BS curriculum requirements.

**Sophomore Course Outline**

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

* For students pursuing the Bachelor of Science, consult BS curriculum requirements.

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

**Resource Person:**
Kimberly Snow, Pre-Law Advisor  
Office of Pre-Professional Studies  
Sensenbrenner Hall, Room 005  
414/288-3256  
kimberly.snow@marquette.edu
4.3 Pre-Medical and Pre-Dental Studies

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

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

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

Students who know their major (particularly if it is one of the sciences) should be directed to the department immediately to declare that major. Freshman students of Pre-Major advisors should, however, complete their first registration before declaring their major.

Finally, urge students to:

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

- Meet early with the Health Professions Advisor to discuss their plans, concerns, and admissions test preparation (freshman year is ideal). Students can call 414/288-3256 to schedule an appointment.

- Familiarize themselves with the reference materials in the reference section of Raynor Libraries. They should read the introduction to Medical School Admissions Requirements and ADEA Official Guide to Dental Schools. Specific requirements for particular medical and dental schools are contained in these two references. These resources are also available to students for purchase online.

Resource Person: Rebecca D’Amore, Pre-Health Professions Advisor  
Office of Pre-Professional Studies  
Sensenbrenner Hall, Room 005  
414/288-3256 or 414/288-5989  
rebecca.damore@marquette.edu

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

4.4 Majors for Pre-Medical and Pre-Dental Students

Biological Sciences (BSCI)

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

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

Resource Person: Dr. K. Dale Noel, Professor and Chairperson
Dept. of Biological Sciences - Wehr Life Sciences, Room 109
414/288-7355

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

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

Resource Person: Dr. K. Dale Noel, Professor and Chairperson
Department of Biological Sciences - Wehr Life Sciences, Room 109
414/288-7355
For Chemistry: Contact the Department of Chemistry

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

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

Resource Person: Dr. James Buchanan, Professor
Department of Biological Sciences
Wehr Life Sciences, Room B02
414/288-1482

Chemistry
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/chemistry_chem/

Prospective majors should be advised to declare their majors as soon as possible.

Resource Person: Dr. Scott Reid, Professor and Chairperson
Department of Chemistry
Todd Wehr Chemistry, Room 101
414/288-3515

Physics
http://bulletin.marquette.edu/undergrad/helenwayklinglercollegeofartsandsciences/physics_phys/

Prospective majors should be advised to declare their majors as soon as possible.

Resource person: Dr. Brian Bennett, Professor and Chairperson
Department of Physics
William Wehr Physics, Room 380
414/288-7247
Non-Science Majors
A student interested in medical school can choose to major in any area. Though most pre-medical students at Marquette major in the sciences, non-science majors are viable applicants for medical school if they have taken the required undergraduate science courses and have done well.

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

Students who take MATH 1100 and/or MATH 1101 to strengthen their math background should be aware that these courses do not satisfy the UCCS or the College of Arts and Sciences College curriculum requirements.

Resource Person: Rebecca D’Amore, Pre-Health Professions Advisor
Office of Pre-Professional Studies
Sensenbrenner Hall, Room 005, 414/288-3256 or 414/288-5989

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>MU courses which satisfy requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology with laboratory</td>
<td>8-15</td>
<td>BIOL 1001, 1002, 2001, 4101</td>
</tr>
<tr>
<td>General Chemistry with laboratory</td>
<td>8-10</td>
<td>CHEM 1001 and 1002</td>
</tr>
<tr>
<td>Organic Chemistry with laboratory</td>
<td>8-10</td>
<td>CHEM 2111 and 2112; or 2113 and 2114</td>
</tr>
<tr>
<td>General Physics with laboratory</td>
<td>8-10</td>
<td>PHYS 1001 and 1002; or PHYS 1003 and 1004 or PHYS 1013 and 1014</td>
</tr>
<tr>
<td>Math (algebra, trigonometry, geometry, calculus) (Statistics is strongly recommended; Calculus is required by many schools.)</td>
<td>6</td>
<td>If calculus is required, MATH 1410 or MATH 1450 is acceptable. If statistics is required, MATH 1700 or PSYC 2001 is acceptable.</td>
</tr>
<tr>
<td>English composition</td>
<td>6</td>
<td>ENGL 1001 and ENGL 1002, or [ENGL 1301 and ENGL 1302 Honors English]</td>
</tr>
</tbody>
</table>

- BIOL 4101 required by some schools, and for the 2015 MCAT.
- CHEM 2113 and 2114 are courses for Chemistry majors.
- PHYS 1013 and 1014 are designed for Physics majors.
- Calculus is recommended by some medical schools, and required by others. If required, either MATH 1410 or 1450 is acceptable.
- PSYC 1001 and SOCI 1001 are also recommended prior to taking the 2015 MCAT

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

For specific requirements of a particular medical school refer to the current edition of Medical School Admission Requirements, which is available for purchase at the University Bookstore, for reference in the Raynor Libraries, or online at www.aamc.org.
**NOTE:** To meet the University of Wisconsin Medical School requirements, non-biology majors must take BIOL 1001, BIOL 1002, BIOL 2001, BIOL 4101 and one additional advanced biology course. Required courses also include General Chemistry, Organic Chemistry, Physics, and Statistics.

To meet the Medical College of Wisconsin requirements, non-biology majors must take BIOL 1001, BIOL 1002, BIOL 2001, BIOL 4101, and one additional advanced biology course. Required courses also include General Chemistry, Organic Chemistry, Physics, Math, English, and one course in sociology or psychology.

If a student wishes, he or she could take one upper division biology course at another institution, perhaps over a summer. Most biology courses at other colleges or universities are conducted with lecture and lab combined.

Current statistics indicate that nationally, the average grade point average of applicants accepted to medical school is 3.68 overall and 3.63 in the sciences.

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

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

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

The current MCAT covers three areas: Verbal Reasoning, Physical Sciences, and Biological Sciences. The Verbal Reasoning section is scored 3-15, 15 being the highest. The Physical Sciences and Biological Sciences sections are scored 3-15, 15 being the highest. The national average for accepted applicants in each of these areas is between 9 and 10.

**Beginning in April of 2015, AAMC will administer a new MCAT.** The new MCAT will cover four areas: biological and biochemical foundations of living systems; chemical and physical foundations of biological systems; psychological, social, and biological foundations of behavior; and critical analysis and reasoning skills. The new MCAT will also introduce a new scoring system. Students planning to take the MCAT in April 2015 or any time thereafter, should complete the following courses prior to taking the MCAT: BIOL 4101, PSYC 1001, and SOCI 1001 in addition to the previous MCAT preparatory coursework (general biology, general chemistry, organic chemistry, and physics).

The MCAT should ideally be taken 15+ months before an applicant wishes to enter medical school. There are advantages to taking the test in early spring (January or April):

1. It allows students who are not satisfied with their scores to retake the test later that year and still have time to apply that year.
2. The spring test date allows scores to be available by the end of June. Results from August tests are generally not sent to medical schools until late October. The review of the application could be delayed.

Online registration for each testing date will open six months prior to the exam date.

[https://www.aamc.org/students/applying/mcat/](https://www.aamc.org/students/applying/mcat/)
4.7 Dental School Course Requirements

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

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>MU courses which satisfy requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology or Zoology with laboratory</td>
<td>8-10</td>
<td>BIOL 1001, BIOL 1002, BIOL 2001, BIOL 4101 ◆</td>
</tr>
<tr>
<td>General Chemistry with laboratory</td>
<td>8-10</td>
<td>CHEM 1001 and CHEM 1002</td>
</tr>
<tr>
<td>Organic Chemistry with laboratory</td>
<td>8-10</td>
<td>CHEM 2111 and 2112; or 2113 and 2114 ◆</td>
</tr>
<tr>
<td>General Physics with laboratory</td>
<td>8-10</td>
<td>PHYS 1001 and PHYS 1002; or PHYS1003 and PHYS 1004; or PHYS 1013 and PHYS 1014 ◆◆◆</td>
</tr>
<tr>
<td>Math (algebra, trigonometry, analytic geometry, calculus)</td>
<td>6</td>
<td>MATH 1410 or MATH 1450 is acceptable. ◆◆◆◆</td>
</tr>
<tr>
<td>English composition</td>
<td>6</td>
<td>ENGL 1001 and ENGL 1002; or [ENGL 1301 and ENGL1302 Honors English]</td>
</tr>
</tbody>
</table>

◆ BIOL 4101 required by some schools
◆◆ CHEM 2113 and CHEM 2114 are courses for Chemistry majors.
◆◆◆ PHYS 1013 and PHYS1014 are designed for Physics majors.
◆◆◆◆ Although calculus is recommended by some dental schools, few require it. If required, either MATH 1410 or MATH 1450 is acceptable.

AP credit in any of the above science courses should be treated with caution. Not all dental schools accept AP credit in these courses. It is strongly recommended that any science courses be taken at MU, even if the student has AP credit. Refer any questions to the Health Professions Advisor. Some dental schools admit students after three years of college work (usually 90 credits), allowing them to complete their bachelor's degree at the end of their first year of professional school.

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

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

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

4.8 Dental Admission Test (DAT)

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

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

The DAT is now available only as an online test source. It should be taken 12 to 18 months before applicants wish to enter dental school. Results are now available immediately after the test is completed. Students may retake the DAT after a 90-day wait if they are not satisfied with
their scores. The day, time and place of the test may be arranged by following instructions given online at www.ada.org.

Although a student must complete physics in order to enroll in dental school, it is not covered in the DAT. The test can, therefore, be taken as early as the spring of the sophomore year. Registration materials for the DAT are available in the Office of Pre-Professional Studies or the General Office of the Marquette School of Dentistry.

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

- Most students should complete BIOL 1001 and BIOL 1002 and CHEM 1001 and CHEM 1002 in their freshman year. Students who have had BIOL 1001 and CHEM 1001 should enroll in BIOL1002 (not 1009). BIOL 1001 is not offered during the spring semester.
- Science majors should declare their major as soon as they have decided.
- Students should learn the admission requirements for medical or dental school as soon as possible. (Freshman year is preferred.)
- Students interested in pre-medical or pre-dental studies should meet with the Health Professions Advisor as soon as possible and register with the Office of Pre-Professional Studies.
- After consulting with the Health Professions Advisor, students should establish a timetable for completing all pre-professional requirements, taking the MCAT/DAT, and applying to medical or dental school.
- Pre-medical students should plan to take the MCAT in spring of their junior year. Since physics is not included in the DAT, pre-dental students can take this test either in the fall or spring of their junior year, or as early as the spring semester of the sophomore year if they plan on applying after three years of undergraduate studies.
- Students with weaknesses that necessitate a reduced schedule should be referred immediately to the Office of Pre-Professional Studies.
- In pre-medical advising, it is becoming increasingly important to encourage students to establish a solid record of community service with direct patient contact. Students should be made aware of courses designated as "Service Learning Courses" through which they can earn course credit for volunteer work. They should also consider taking humanities courses that cover health issues (such as Medical Ethics, Sociology of Medicine, Sociology of Gerontology, etc.).
- "Early Admission" means the student is seeking admission to dental school after three years of college and without a bachelor's degree. Students seeking admission to dental school at the end of three years should follow a regular degree schedule for the freshman year at least to give them time to decide whether a three-year admission is prudent.
- Students admitted to the Pre-Dental Scholars program who are interested in pursuing a Biological Sciences or a Physiological Sciences major should contact Dr. James Maki, Department of Biological Sciences, as early as possible.
- Timing is very important in the application process for medical and dental schools. Students need to apply 15 months before they plan to enroll in professional school (e.g., a student who plans to enter medical or dental school the August after senior year/graduation should apply in June of their junior year.

4.10 Pre-Physical Therapy

As stated on the university’s Physical Therapy website, The Doctor of Physical Therapy (DPT) curriculum is designed to develop the student completely as a person and as a professional. A
foundation of courses in the humanities and sciences challenges the students personally by focusing not only on the intellect, but also upon the character of the student. During this six-year program, the students spend the first three years satisfying the majority of the University Core of Common Studies (UCCS) and College curriculum requirements, completing most or all of their major, and fulfilling DPT prerequisites. In the fourth year, the students begin the professional phase of the program and fulfill the 128-credit requirement for a Klingler College of Arts and Sciences bachelor’s degree. The students who are accepted into the program as freshmen are referred to as Direct-Admission Physical Therapy (DIRP) students. These students have guaranteed admission into the professional phase, assuming they maintain at least a 2.4 in the DPT prerequisite courses and fulfill the expectations listed in their student handbook.

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

Students who already have a degree can apply for admission to the DPT professional phase; however, preference will be given to students who have completed 11 credits of DPT prerequisites at Marquette University. Furthermore, they will need to complete a minimum of 12 credits of humanities courses at Marquette University or elsewhere. Students who have a degree and want to fulfill DPT prerequisites at Marquette University should apply as non-degree seeking students. All DPTs and PPTs must complete a minimum of 80 hours of volunteer or paid service in a physical therapy setting supervised by a licensed physical therapist. These hours must be documented and signed by the supervising physical therapist upon completion. While the hours can be conducted at various sites, the hours must then be documented separately, for a total of at least 80 hours. An official form is available on the Physical Therapy Department website for PPT applicants.

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

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

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

**DPT Prerequisites**

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

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

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

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

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

During the regular semester, Study Abroad 101 sessions are held every Friday at 2:30 p.m. Call our OIE front desk at 414-288-7289, or stop by our office located on the fourth floor of Holthusen Hall to confirm the Study Abroad 101 session location for a specific Friday.

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

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

Deadlines and Eligibility
- **October 1** for spring semester programs
- **March 1** for fall semester, academic-year, or summer programs

Students can participate in semester programs as soon as their second semester of sophomore year (typically the fourth semester at Marquette) and can participate in summer programs immediately following their freshman year.

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

5.1 Academic and Registration Procedures for Study Abroad

Course approvals and academic scheduling is very important for a successful study abroad experience. The purpose of this information is to guide Marquette University students regarding the academic procedures for participating in a study abroad program.
Advising
Students should discuss plans to study abroad with an academic advisor, or department/college representative, as soon as arriving at Marquette. Specifically, OIE encourages students to work with their advisor to outline a complete 4-year academic plan. A 4-year plan will prove useful when researching study abroad programs.

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

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

Course Approval Process
When seeking transfer credit for any course to be taken abroad, students must provide the course name, a basic course description (or syllabus), and completed course approval form to the appropriate faculty or staff (see the back of the Course Approval Form for contact information).

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

Transfer credit is guaranteed based on the following conditions:
- The course has been approved by the appropriate faculty or staff.
- A student earns an equivalent grade of "C" or better. Pass/fail courses will NOT transfer. Students are responsible for confirming that the study abroad program awards letter grades.
- An official program transcript is sent to the MU Office of the Registrar. Certificates of attendance or completion do NOT meet the requirements for credit transfer.
- Students are NOT permitted to audit courses abroad.

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

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

The course approval form must be submitted to OIE prior to departure. Be sure to keep a copy for your own records and reference!

Credit Hours
Grading systems at institutions abroad will vary greatly. Not all credit hours are a one-to-one match with Marquette credits. For example, ECTS credits (European Credit Transfer System) are a two-to-one match. This means eight ECTS credit hours are equivalent to four Marquette credit hours. Likewise, the equivalent grade of "C" (or better) varies by country. Program specifics will be discussed during your pre-departure orientation by your study abroad coordinator.
In-Country Course Changes
Due to the nature of education systems abroad, it is possible students might be required to change course enrollment after arriving abroad. Students sometimes find not every course they had pre-approved is being offered that semester, or that two pre-approved courses are being offered at the same time. With these considerations in mind, we strongly encourage students to pre-approve more courses than they plan on taking abroad. This will give you “back-up” course options and minimize the need to be in contact with Marquette about course changes while abroad.

If you enroll in a new class abroad that was not pre-approved, you will still need to request approval from your department representative via e-mail. To request approval, you should e-mail the appropriate MU staff member with these items:
- The subject line should read “Course Approvals,” along with first and last name, as well as the MU ID number.
- The course name and numbers, and complete description of the courses abroad.
- The course names and numbers of the requested MU course equivalent and which academic requirement they would like it to fulfill.
- Any related readings, textbooks, or completed coursework, if applicable.

Once a student has received approval by e-mail for the new courses, they should forward that approval e-mail message to Ms. Pauline Thomas, Director of Student Records in the College, and to studyabroad@marquette.edu.

CheckMarq “Placeholder Course” Registration for Study Abroad
(registration for the term students will be abroad)

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

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

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

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

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

- Students who are currently on disciplinary probation may not apply to study abroad the following term. Students may only begin the application process for study abroad after their disciplinary probation period has been completed.
- Students who have been approved by Marquette to study abroad must remain in good standing for the remainder of the term prior to studying abroad.
- Students must adhere to Marquette program-application deadlines and requirements:
  - All students must submit the OIE online application and supporting documents by October 1 for the spring semester and March 1 for the summer, fall semester, or following academic year;
  - Upon being accepted to study abroad by Marquette, students will be required to complete program-specific requirements for the selected study abroad program;
  - There is no general Marquette application fee to study abroad, though some specific programs may require an application fee or deposit.
- All students planning to study abroad are required to attend a Study Abroad 101 session, offered Fridays 2:30-3:30.
- All students planning to study abroad must complete the general pre-departure orientation materials, within their study abroad account, prior to studying abroad. In addition, attendance at the in-person program-specific orientation is required.
- Students are responsible for obtaining: all necessary travel documents including, but not limited to passports, visas and airline tickets.
- All students’ Bursar accounts will be billed for the mandatory overseas insurance plan for the duration of their program abroad.
- Students are personally responsible for coordinating any and all housing arrangements at Marquette for the semester/year they are away and for the semester they return to campus.
- Students are responsible for informing OIE in writing (e-mail) of any changes or cancellations to their study abroad plans that may occur after their acceptance.

6 University Resources

6.1 Campus Ministry

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

6.2 Career Services Center

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

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

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

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

- **MU Career Manager:** Online system to search posted internship and position openings, managing resumes for referral to employers, and coordinate on-campus recruiting activities.
- **Reference USA:** A database of 13 million companies and organizations. Searchable by geographic location, SIC codes, company size, etc.
- **NACE Salary Calculator:** Compensation data for students and alumni.

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

CAREER FAIRS:

- **Fall Career Fair:** Three-day job fair conducted by CSC for Marquette students and alumni. Held in early fall. Employers: 100+
- **WorkForce Fair:** Wisconsin Private Colleges Fair held at the Wisconsin State Fair Grounds for all students and alumni of private colleges in Wisconsin. Held in early spring. Employers: 100+
- **Big East Career Consortium Virtual Career Fairs and Networking Events:** Virtual career fairs and onsite networking event for students and alumni of schools in the Big East Conference. Held in early spring.

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

6.3 Center for Psychological Services

The Center for Psychological Services is a training center for doctoral students in clinical psychology that offers some services not available in the Student Counseling Center. These services include psychological and disability assessment and long-term psychotherapy for selected conditions. The Center is located in Cramer Hall, Room 307, and the contact person for this office is Ms. Linda Edenharder, Administrative Assistant. 414/288-3487.

6.4 Community Information Line (Also Known as 2-1-1 Impact)

Crisis line offering free, 24-hour, seven days a week, confidential, and anonymous help for a wide variety of problems; IMPACT, P.O. 14083, West Allis, WI, 53214 (414/773-0211). This organization also deals with family, health and social services issues.
6.5 Commuter Student Programs

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

6.6 Computers

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

6.7 Counseling Center

(See University Counseling Center)

6.8 Dental Clinic

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

6.9 Disability Services

Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of campus life through the services provided by the Office of Disability Services (which has been designated to coordinate this process in accordance with the University’s compliance responsibilities under the law). The assistance, called accommodations, provided to students with identified and documented disabilities is determined on a case-by-case basis. Examples of possible accommodations include providing classroom interpreters, note takers, textbooks in audio formats, special testing arrangements, and advocacy. It is important for students to identify their accommodation needs as early as possible and advisors are encouraged to refer any student suspected or known to have a disability to the Office of Disability Services for assistance.

Faculty may find other resources and information for working with students with disabilities at [http://www.marquette.edu/disability-services/](http://www.marquette.edu/disability-services/). Additionally, you may contact the Director of Disability Services, 707 Building - 5th Floor, 414-288-1645.

6.10 Educational Opportunity Program (EOP)

EOP provides an opportunity for students from low-income or first-generation families to attend Marquette. Program provides a network of services designed to increase each student's probability of success including financial assistance, a required pre-freshmen summer program, academic counseling, specialized courses, developmental seminars and tutoring, as well as personal and career counseling. For more information call 414/288-7593, or come to Coughlin Hall, 3rd floor.

6.11 Freshman Frontier Program (FFP)

The Freshman Frontier Program (FFP) is an academic support program especially designed for incoming freshmen who want a jump-start on the Marquette University experience in a close-knit community. Students self-selecting to participate in this unique program not only work ahead by earning three credits during the summer, but they also benefit from academic support and personalized advising throughout their freshman year and beyond. Supportive services are
Summer:
During the summer, FFP students build their college learning skill set by enrolling in one three-credit course and two college-prep courses.

College-prep courses offered in the past have included topics in mathematics/calculus, biology, chemistry, logic, college reading and study strategies, and writing. After consulting with each student, program administrators will design a summer program that meets the needs of each individual.

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

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

6.12 Health Services (see: Marquette University Medical Clinic / Section 6:16)

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

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

Phi Beta Kappa: The oldest and most prestigious of American honor societies, Phi Beta Kappa's Marquette chapter elects approximately fifty students each year, of which a small number may be juniors. Election is carried out by members of the Chapter, based on academic achievement, rigorous pursuit of the liberal arts and sciences, and good character. Unsolicited applications or nominations for membership are not considered.
6.14 Information Center
General University Information: 414/288-7250. The information desk is located in the Alumni Memorial Union, 2nd floor.

6.15 McNair Scholars Program
The McNair Program provides preparatory services to students who wish to go to graduate school. Services include graduate school admissions counseling, GRE preparation, campus visits, application fee waivers, mentoring, conference travel grants and paid summer research internships. For more information, call 414/288-1771, visit Coughlin Hall, 3rd floor.

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

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

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

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

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

For medical emergencies during or after hours call Public Safety at 414/288-1911.

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

Cost of Service: Full-time undergraduate students (i.e., those carrying at least 12 semester hours of classes) are assessed a per semester health fee as part of their tuition and fees. The 2014-2015 semester health fee is $150. This entitles you to unlimited physician, physician assistant, nurse, and dietician visits as well as core laboratory studies and services. There are no co-pays for visits. Additional fees apply for medications, non-core lab tests, injections, intravenous fluids, vaccines or orthopedic supplies. The health fee does not cover charges incurred for referrals or care delivered elsewhere. Additional charges can be paid at the time of service by cash, check, Marquette Cash, Visa Card, Master Card or bank credit/debit card. The MU Medical Clinic is unable to do third party billing.

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

Clinical Services include:

- Primary/acute care
- Urgent care
- Women’s care services

- Physicals
- STD screening
- Confidential HIV testing
Suturing and minor surgical procedures  Eating disorder evaluation
Allergy injections  Laboratory services
Immunizations and TB testing  Sports medicine, including x-rays services
Limited pharmacy

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

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

6.18 Office of Financial Aid
The Office of Student Financial Aid provides undergraduate and graduate students with resources about types of financial aid and student employment.

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

International Students and Scholar Support
OIE is responsible for the recruitment, admission, and advising of approximately 600 international students from about 70 countries who bring their own vibrant national and cultural heritages to Marquette to share with the rest of the Marquette community. OIE also advises students and scholars on visa processes and provides English language placement testing and instruction.

Study Abroad
Marquette students have access to programs around the world and resources that make studying and living abroad as easy as it will ever get. OIE is the central coordination for students who would like to study overseas, no matter where they want to go. OIE provides advising and pre-departure services.

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

OIE also administers the OIE Program Center located in Holthusen Hall (4th floor) which promotes international interaction among students, faculty, and staff via a variety of program options. The center is open six days a week throughout each semester and may be reserved by Marquette groups for their functions. For more information about OIE and its programs and services, you can subscribe to the Marquette Global e-newsletter by contacting us at 414/288-7289.
6.20 Office of the Registrar
The Office of the Registrar is the official keeper of academic records including course registrations, grade, transcripts and diplomas. Students can find assistance with transcripts, CheckMarq Registration Helpline (414/288-5808), change of address, change of name, readmissions/transfer/change of status, diplomas, certificates of graduation, veterans' counseling, and classroom reservations for special events found at Marquette Central http://www.marquette.edu/mucentral/registrar/. Zilber Hall, Room 221, 414/288-4000.

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

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

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

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

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

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

The Office of Student Affairs houses the vice president for Student Affairs, associate vice president, and assistant vice president who oversee the activities of the five areas that comprise the Division of Student Affairs. The five areas include the Counseling Center, Student Health Service, Recreational Sports, Residence Life, and Student Development. Together, these areas complement the academic mission of the University by providing a range of programs and activities that help students grow personally, socially, spiritually and physically. Alumni Memorial Union, Room 437, 414/288-7206. See also individual area listings.

6.23 Office of Student Development

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

These beliefs impel us to:

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

Specific functional responsibilities of the Office of Student Development include:

Alcohol Initiatives
Commuter Programs
Community Service
Fraternity and Sorority Life
Intercultural Engagement
Late Night Programming
Leadership Programs
Music Programs (band, chorus, gospel choir, orchestra, and carillon)
New Student and Family Programs (including Preview and Orientation)
Student Conduct
Student Government Advising
Student Organizations
Vocation Programs

The Office of Student Development is located in the Alumni Memorial Union, Room 121, 414/
288-7205; and, Room 329, 414/288-1412. Services and support are also provided through the Center for Leadership, Service, and Involvement (CLSI), AMU 137, 414/288-1598.

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

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

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

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

6.27 Student Educational Services
The Office of Student Educational Services (OSES), located in Room 317 of the Alumni Memorial Union, offers a wide range of academic support offerings at no charge (http://www.marquette.edu/oses/). During the fall and spring semesters when classes are in session, the office is open: Monday - Thursday, 8 am to 9 pm // Friday - 8 am to 4:30 pm.

Services offered by OSES to Marquette University students include:

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

**College Success Offerings:** The Office of Student Educational Services provides free individual and group study skills sessions that include time management, test taking strategies, and other study strategies. These sessions are conducted by professional staff members. Call 414/288-4252 or go to Room 407 of the Alumni Memorial Union for more information.

**Individual Study Skills Assistance:** For students who feel they need a personal and detailed assessment of their individual study skills strengths and weaknesses and recommendations for improving grades, one-on-one study skills assistance is available. To schedule an appointment with one of the study skills specialists, call 414/288-4252 or stop by AMU 407.

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

**Student Retention Services:** Where should students go when they don’t know where to go next? Try AMU 407. Our goal is to assist students in obtaining whatever University services they may need to successfully navigate their Marquette University experience. We offer students help
in figuring out the next step for resolving their concerns, and interacting successfully with the different offices on campus. No concern is too small to bring to this office.

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

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

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

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

Indicators of Possible Need for Counseling
Knowing the more apparent indicators of maladjustment can be helpful to the faculty advisor in making a judgment about referring a student for counseling. To prevent possible over-interpretation of single, isolated behaviors, it is more useful to look for clusters of signs appearing at the same time. The following signs may indicate that a student could benefit from a referral to the University Counseling Center.

Stated Need for Help: The need may be stated directly or indirectly. It is important not only to hear the student, but also to understand the intentions and feelings underlying his or her message to you.

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

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

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

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

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

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

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

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

- Withdrawal from social interaction
- Mood shifts, as when someone who is usually friendly becomes sullen or cynical
- Agitation, such as restlessness, pacing, incessant talking
- Unexplained absences from class or work
- Marked drop in academic commitment or performance
- Recurrent physical ailments (e.g., stomach pains, headaches)
- Obsessive thoughts or ritualistic behavior
- Abuse of alcohol or drugs
**Emotional Blocks to Learning:** Psychological conflicts can interfere with our ability to concentrate, to reason, to solve problems, to remember, to simply get things done. Familiar examples of such blocks include:

- Excessive fears of criticism and/or rejection
- Perfectionism
- Chronic procrastination on certain tasks
- Incapacitating test anxiety
- Distractibility, inability to focus
- Loss of motivation
- Crippling feelings of inadequacy and expectation of failure
- Persistent flashbacks of traumatic events of the past
- Sexual harassment

**Significant Life Changes and Crises:** Life presents all of us with sudden, unexpected and often unavoidable changes and crises that can interfere with our ability to work, study and participate fully with others. These crises usually interfere only temporarily, but discussing them with a professional is often helpful; and if they interfere longer than just "temporarily," consulting a professional is definitely indicated. Examples of such life crises that many students encounter include:

- Death or illness of a family member or close friend
- Divorce of parents
- Traumatic injury to self or someone close
- Breakup of significant relationship
- Inability to accomplish an important professional and academic goal

**Eating Problems:** Anorexia (self-imposed starvation) and bulimia (binging and purging food) are increasingly common on campus. Most often women are afflicted, but men can also have eating problems. Signs to watch for are:

- Preoccupation with thinness
- Progressive weight loss, weight fluctuations or maintaining a low body weight
- Preoccupation with food, calories, fat intake and dieting
- Purging by vomiting, laxative/diuretic use or excessive exercise
- Excessively restricting food intake
- A brochure, useful for faculty and staff, is available.

**When to Refer:** Aside from the signs or symptoms that may suggest the need for counseling, there are other guidelines that may help the faculty member define the limits of his or her involvement with a particular student's problem. A referral is usually indicated:

- When a student presents a problem or requests information that is outside your range of knowledge.
- When you feel that personality differences that cannot be resolved between you and the student will interfere with your helping the student.
• If the problem is personal, and you know the student on other than a professional basis (friend, neighbor, relative, etc.).

• If a student is reluctant to discuss a problem with you for some reason.

• When you do not believe your support for the student has been effective.

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

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

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

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

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

### 6.30 Veterans

Contact Mr. Alex Kaleta, Associate Registrar - Office of the Registrar, Zilber Hall, Room 221. 414/288-6311.

### 6.31 Writing Center

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

7 Scholarships and Fellowships

Prestigious Scholarships and Fellowships

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

Fellowship/Scholarship Reference Guide for Undergraduate Studies:

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<tr>
<td>DAAD Scholarship</td>
<td>Dr. John Pustejovsky</td>
</tr>
<tr>
<td>Goldwater (Barry M.) Scholarship</td>
<td>Dr. William Donaldson</td>
</tr>
<tr>
<td>Rotary Scholarship</td>
<td>Mr. Brock Price</td>
</tr>
<tr>
<td>Udall (Morris K.) Scholarship</td>
<td>Dr. Jame Schaefer</td>
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Fellowship/Scholarship Reference Guide for Graduate Studies:

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</tr>
<tr>
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<tr>
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<td>Dr. Sebastian Luft</td>
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<tr>
<td>Davies-Jackson</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>Ford Foundation</td>
<td>Dr. Heather Hathaway</td>
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<tr>
<td>Fulbright U.S. Student Program</td>
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</tr>
<tr>
<td>Gates/Cambridge</td>
<td>Dr. Amelia Zurcher</td>
</tr>
<tr>
<td>Jacob K. Javits</td>
<td>Dr. Heather Hathaway</td>
</tr>
<tr>
<td>James Madison</td>
<td>Dr. Ellen Eckman</td>
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<tr>
<td>Marshall Scholarships</td>
<td>Dr. Amelia Zurcher</td>
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<tr>
<td>George Mitchell</td>
<td>Dr. Timothy McMahon</td>
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<tr>
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<tr>
<td>Rotary Scholarship</td>
<td>Mr. Brock Price</td>
</tr>
<tr>
<td>Paul &amp; Daisy Soros Fellowships for New Americans</td>
<td>Dr. Heather Hathaway</td>
</tr>
<tr>
<td>Harry S. Truman Scholarship</td>
<td>Dr. Paul Nolette</td>
</tr>
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Additional fellowships that are not assigned a specific faculty advisor are listed below:

Primarily for Undergraduate Education

National Hispanic Scholarship Fund: The scholarship will assist Hispanic American students (U.S. citizens or permanent residents of Hispanic parentage) in completing higher education. Awards range from $1,000 to $5,000. Applicants are expected to already be a full-time student at an accredited college or university in the States or Puerto Rico. Deadlines for these scholarship applications will vary. See www.hsf.net.
Primarily for Graduate Education

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

Hertz Fellowships: Approximately 15 Hertz Fellowships are offered to graduate school candidates who seem likely to become leaders in scientific and technological advances or teachers of applied physical sciences. Renewals are normally made for a total tenure of three academic years. The foundation continually evaluates the quality of applied science education at leading educational institutions, approves a list of schools and permits the recipient to hold tenure only at these selected schools. There are two scholarship types. The Five-Year-Hertz consists of a stipend of approximately $31,000 and full tuition coverage. A second Five-Year Coordinated scholarship is also offered. Approximately 30 fellowships are awarded each year. See www.hertzfndn.org.

Howard Hughes Medical Institute Predoctoral Fellowships in Biological Sciences: At least 80 five-year fellowships are awarded for full-time study toward a Ph.D. in biological sciences. See http://www.nationalacademies.org/.

Mellon Fellowships: Mellon Fellowships are awarded to candidates who show outstanding promise for careers as teachers and scholars in the humanities: American Studies, Art History, Classics, Comp. Literature, Cultural Anthropology, English Literature, Foreign Languages and Literature, History, History and Philosophy, Musicology, Philosophy, Pol. Philosophy, and Religion. Personal characteristics considered likely to contribute to effective teaching are “breadth of interest, liveliness of mind and spirit, and the ability to communicate.” The Fellowship supports the first year of graduate school only, paying full tuition and an approximately $17,500 stipend. About 80 Mellon Fellowships are awarded each year. See http://www.mellon.org/grant_programs/programs/higher-education-and-scholarship/.

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

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

1103 W. Wisconsin Avenue
Milwaukee, WI 53201-1881
Office Hours: 8:00 a.m. - 4:30 p.m. Monday-Friday

  • Sensenbrenner Hall, Suite 103

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

College Student Records Office: 414-288-5314
  • Sensenbrenner Hall, Suite 004

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

Ms. Kim Patterson, Assistant to the Dean - Ext. 8-7230
Arts and Sciences Web Page Maintenance & Updates
Dean’s Schedule
New Faculty Orientation
Faculty
  • General Questions
  • Promotion and Tenure
  • Receipt of Degree
  • Sabbaticals
  • Way Klingler Fellowships
  • Way Klingler Young Scholar Awards
Dr. Rosemary Stuart, Associate Dean for Planning – Ext. 8-6993
Administrative Assistant: Linda Flaskrud – Ext. 8-6993
Administrative Oversight of College Special Events (e.g., research colloquium, interdisciplinary events)
Administrative Oversight of the College-wide Strategic Plan, including Implementation of the University Strategic Plan within the College
Admissions and College Recruitment Events: Discovery Days, Scholarship Competition, Admitted Students Days, Blue and Gold Day, Preview, New Student Orientation, and Class Visitations
Chair of Interdisciplinary Program Committee, includes Interdisciplinary Program Development
College Liaison for Pre-Dental Scholars
College Publications
College Scholarships and Financial Aid Inquiries
Faculty Advisor to the Arts and Sciences Student Council and the Arts and Sciences MU Student Government Senators
Liaison to Department Directors of Graduate Studies; Promotion of Graduate Programs and Curriculum
Mellon Grants (applications and award process)
Prestigious Fellowships and Scholarships for Students
Space Requests to the University
Summer School Schedule Building; Summer School Contracts

Dr. James South, Associate Dean for Faculty – Ext. 8-6729
Office Assistant: Peggy Jones – Ext. 8-3224
College Liaison for Mission and Ministry, Faber Center, and Center for Teaching & Learning
College Liaison for Mitchem Fellows
Dean’s Liaison to Department Chairpersons
Dean’s Liaison to Lawrence G. Haggerty Faculty Award for Excellence in Research
Faculty Activities Database
Faculty Development and Mentoring
For faculty concerns, liaison to the Office of the General Counsel
MU Online Course Evaluation System (MOCES)
Prestigious Fellowships and Grant Funding for Faculty, including oversight of College and University awards (e.g., Way Klingler Fellowships, Way Klingler Young Scholar Awards, University Sabbatical Fellowships, Raynor and Haggerty Teaching Excellence Awards, Haggerty Research Awards, College Faculty Development Awards)

Dr. Susanne Foster, Associate Dean for Academic Affairs – Ext. 8-7120
Office Associate: Susan Steinhart – Ext. 8-5310
Academic Misconduct and Dishonesty
College Policies and Procedures
CourseLeaf
Grade Appeals
Independent Study approvals (undergraduate 4995 course form)
Interdisciplinary Majors and Minors
Internship for Bioethics (ARSC 3986)
Marquette Credit by Examination
Outstanding Senior Nomination
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Study Abroad Course Approvals (for courses in A&S)
Temporary Grades (I, X, IX); and, NG Grade (Registrar Assigned Grade)
Undergraduate Bulletin

Office Assistant: Peggy Jones – Ext. 8-3224
Class Rosters and Current Term Registrations
College Forms
College Graduation Awards
Due Dates and Deadlines
Grade Rosters/Grade Submission Process
Withdrawals (single course)
Ms. Mary Dunnwald, Associate Dean for Academic Business Affairs - Ext. 8-7472
Administrative Timekeeping
Alumni in the Classroom Program
Computer Replacement Program
Faculty Contracts and Salary Authorizations
General Operating Budget
Grant Proposal Registrations
Marquette Budget System (MBS); Marquette Financial System (MFS)
Mellon Grant Disbursements
Payroll
Student Employees

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

Ms. Pauline Thomas, Director of Student Records – Ext. 8-5314
Office Assistant: Brenda Luttrell – Ext. 8-5314
Records Coordinator: Katie Hemmer – Ext. 8-5316
Advanced Placement Credit Program (AP)
Advanced Standing Admissions
Approval of Non-Marquette University Courses
CheckMarq Academic Advisement Module
College Level Examination Program (CLEP)
Grade Changes
Graduation Certification
International Baccalaureate Credit (IB)
Readmission, Internal Transfer, and Change of Status Applications
Student Records
Transfer of Credit
Waivers (Departmental and College)

College Academic Advising Center – Sensenbrenner Hall, Suite 005
Administrative Assistant: Anne Bartelt – Ext. 8-5989

<table>
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<tr>
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<th>Pre-Professional Advisors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Minson</td>
<td>Pre-Health Professions Advisor: Rebecca D’Amore</td>
</tr>
<tr>
<td>Rebecca D’Amore</td>
<td>Pre-Physical Therapy Advisor: Mónica Lloyd</td>
</tr>
<tr>
<td>Mónica Lloyd</td>
<td>Pre-Law Advisor: Kimberly Snow</td>
</tr>
<tr>
<td>Megan Wiznerowicz</td>
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<tr>
<td>Cara Zalaznik</td>
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<tr>
<td>Elisabeth Witkowski</td>
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<td>Julia Heinrich</td>
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Honors Program – Sensenbrenner Hall, Suite 002
Dr. Amelia Zurcher, Director of Honors Program
Mrs. Maria Cooper, Assistant Director – Ext. 7516
9 Academic Calendar for Fall Semester

ACADEMIC CALENDAR FOR FALL 2014 - IMPORTANT DATES TO REMEMBER
FIRST SEMESTER / TERM 1460 August 25 THROUGH December 13, 2014 (16 WEEKS)

August 25 Monday Classes Begin/Your Preliminary Class Roster(s) is available in CheckMarq

Sept. 1 Monday Labor Day Holiday / Classes Excused
Sept. 2 Tuesday 12 Midnight – Late Registration Ends
ALSO:
• Last Day to Drop a Class Without Grade of “W”
• Last Day for CR/NC Grading Option (credit/no credit)
• Last Day to Change to Audit Status “AU”
• Last Day to Submit Independent Study Forms (4995 form) for Fall Semester

Sept. 3 Wednesday Print and Review your FINAL Class Roster(s) via CheckMarq and Return to your Department Office with Attendance

Sept. 12 Friday Chairpersons will send Final Class Rosters w/Attendance Checks to the College

Oct. 3 Friday University Deadline for Students to Clear Temporary Grades (I, X, IX) from the Spring 2014 and Summer 2014 Terms


Oct. 16-19 Thurs-Sun Mid-Semester Break / Classes Excused

Oct. 17 Friday Deadline for College Office to submit all Temporary Grade Changes (I, X, IX) to the Office of the Registrar (from Spring 2014 and Summer 2014 terms)

Oct. 20 Monday Classes Resume

Oct. 21 Tuesday 12 Noon Mid-Semester Grades (Enter in CheckMarq and Save in “Approved Status”)

Oct. 27-31 Mon-Fri Advising for Spring 2015 Term

Nov. 14 Friday Last Day for Students to Withdraw – “W”

Nov. 14 Friday Last Day for Instructors to Assign “WA” (withdrawal for absences)

Nov. 26- Nov. 30 Wed-Sun Thanksgiving Holiday / Classes Excused

Dec. 1 Monday Classes Resume

Dec. 6 Saturday Last Day of Regular Classes for Session 1

Dec. 8-13 Mon-Sat Final Examinations http://www.marquette.edu/mucentral/registrar/cal_Fall14exams.shtml

Dec. 16 Tuesday 12:00 Noon All Final Grades (Enter in CheckMarq and Save in “Approved Status”)
10 Academic Calendar for Spring Semester

ACADEMIC CALENDAR FOR SPRING 2015 – IMPORTANT DATES TO REMEMBER
SECOND SEMESTER/TERM 1470                                           JANUARY 12 THROUGH MAY 9, 2015 (16 WEEKS)

Jan. 12  Monday  Classes Begin/Your Preliminary Class Roster(s) is available in CheckMarq
Jan. 19  Monday  Dr. Martin Luther King, Jr. Holiday / No Classes
Jan. 20  Tuesday  12 Midnight - Late Registration Ends
ALSO:
  • Last Day to Drop a Class Without Grade of “W”
  • Last Day for CR/NC Grading Option (credit/no credit)
  • Last Day to Change to Audit Status “AU”
  • Last day to Submit Independent Study Forms (4995 form) for the Spring Semester
Jan. 21  Wednesday  Print and Review your FINAL Class Roster(s) via CheckMarq and Return to your Department Office with Attendance
Jan. 30  Friday  Chairpersons send Final Class Rosters w/Attendance Checks to the College
Feb. 13  Friday  University Deadline for Students to Clear Temporary Grades (I, X, IX) from the Fall 2014 Term
Feb. 27  Friday  Deadline for College office to submit all temporary grade changes (I, X, IX) to the Office of the Registrar (from Fall 2014 term)
Mar. 2-6  Mon.-Fri.  Mid-Semester Examinations
Mar. 10  Tuesday  12 Noon Mid-Semester Grades  (Enter in CheckMarq and Save in “Approved Status”)
Mar. 8-15  Sun.-Sun.  Spring Break / Classes Excused
Mar. 16  Monday  Classes Resume
Mar. 16-20  Mon.-Fri.  Advising for the Fall 2015 Term
Mar. 23  Monday  “Arts and Sciences Majors Fair” at the Alumni Memorial Union
Apr. 10  Friday  Last Day for Students to Withdraw – “W”
Apr. 10  Friday  Last Day for Instructors to Assign “WA” (withdrawal for absences)
Apr. 2-6  Thurs-Mon.  Easter Holiday / Classes Excused
May 2  Saturday  Last Day of Regular Classes for Session 1
May 4-9  Mon.-Sat.  Final Examinations
May 12  Tuesday  12 Noon All Final Grades  (Enter in CheckMarq and Save in “Approved Status”)
May 11-15  Mon.-Fri.  Senior Week
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