

FACULTY ADVISER HANDBOOK
BUCKNELL UNIVERSITY



AUGUST 2009

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NOTICE OF NONDISCRIMINATORY POLICY

Bucknell University does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards, athletic or other University administered programs or employment. The Affirmative Action Officer, 202 Judd House, (570/577-1149) is the designated coordinator for compliance with Commonwealth and federal regulations and requirements.

INTRODUCTION

The following pages are intended to provide a reference guide for faculty advisers. An attempt has been made to compile that information which might be helpful as a supplement to the *Catalog* and which is most likely to be relevant for advising students. From time to time, during the course of the academic year, it is our intention to supplement this information as appropriate. We would welcome your comments and suggestions at any point as to the need for modification and additions.

The following statement was approved by the faculty and appears in the *Faculty Handbook*.

The advising of students on their academic programs and in their career plans normally is the responsibility of the full-time continuing members of the Faculty. Each student in the University is assigned a faculty adviser; until the student declares a major formally, it is possible that the adviser will not be a member of the department in which the student plans to major. The Office of the Dean of each College has primary responsibility for the assignment of advisees and the coordination of academic advising.

The primary responsibility of the faculty adviser is to help students plan their academic programs and select courses during preregistration each semester. The faculty member should help the advisee meet the requirements of the degree program in which the student is enrolled, making sure the student understands the educational principles underlying the rules and regulations in each program of study. Advisers receive information about their advisees from the Office of the Registrar several times each year, including mid-semester and final grades and Degree Progress Reports. Advisers are expected to discuss these records with their students as part of planning each semester's work and monitoring their progress.

An integral part of faculty advising is providing information about educational options open to the student and ways in which these options may relate to the student's academic goals, career plans, and personal interests. Often, the faculty member will want to refer the student to other members of the University community who have information regarding postgraduate study or employment opportunities.

The faculty adviser and the student should engage in dialogue about the pursuit of a higher education, the student's understanding of his/her own reasons for joining in this pursuit, and ways in which Bucknell's resources may be employed in making the pursuit a worthy one. The faculty adviser is in a position to offer support to the student; this support should be the core of the system of advising at Bucknell.

Student Psychological Services, the Office of the Dean of Students, the Offices of the Deans of the Colleges, the department chairpersons, the Career Development Center, the Office of International Education, and the Graduate Adviser are additional sources of assistance to academic advisers and to students. If tutoring assistance is required, advisers are encouraged to take the initiative in suggesting tutors or in encouraging students to locate suitable tutoring assistance with the help of the department chairperson and the Dean of the College.

While there are certain obvious times when a student "must" see the faculty adviser (such as the preregistration and registration periods, the time to choose majors in the sophomore year and after mid-term grades) it is to be hoped that advising may be somewhat broader than the performance of "card-signing" and other perfunctory chores. We recognize that style, method, and attitude are crucial ingredients in the quality and extent of the adviser-advisee relationship. Nonetheless, it is possible for the faculty adviser to assist the student in exploring alternatives and options, and in gaining appropriate perspective on a variety of educational matters.

If at any time we can be of assistance in this common endeavor, please let us know.

Keith Buffinton, Interim Dean (Engineering)
Karen T. Marosi, Associate Dean (Engineering)
Elaine R. Hopkins, Associate Dean (Arts and Sciences)
Rich Robbins, Associate Dean (Arts and Sciences)
Christopher J. Zappe, Dean (Arts and Sciences)

August 2009

EXPECTATIONS

Student expectations of advisers:

As the introductory comments in this Handbook indicate, the faculty adviser's role and responsibilities are crucial to enhancing the advisee's educational experiences. While students may occasionally make inappropriate demands, a summary of appropriate expectations from a student's perspective-arising from our literature, previous experiences in high school, and common campus lore-includes the following:

Availability - posted office hours and provisions for making appointments, especially during pre-registration periods.

Interest - concern and caring about the advisee's educational program, plans, and potential; familiarity with the student's academic records.

Awareness - recognition that the student is an individual with complex educational, personal, and social dimensions; appreciation of non-academic experiences and difficulties; efforts to assist advisee in relating to all aspects of University life.

Knowledge - familiarity with degree programs and requirements and appropriate referrals to other offices and colleagues.

Assistance - reasonable efforts to help the student make sound decisions, find appropriate courses and programs, locate information, and, as appropriate, act as advocate for the student with others.

Rapport - opportunities to know the adviser as a member of the faculty outside of the classroom and to further appreciate the role, interests, and values of those who have chosen to work closely with students in a relatively small, liberal arts setting.

Adviser expectations of advisees:

Just as it is understandable that students will have expectations about the faculty adviser, it is also appropriate that advisers will have expectations of their advisees. The following would seem to be common expectations at Bucknell University.

Availability - timely scheduling of appointments, appearance for scheduled appointments or cancellation of such arrangements in advance.

Knowledge - reasonable familiarity with the Catalogue, the class schedule, and the materials provided by the Registrar so that degree requirements, policies, and procedures are understood.

Preparation - identification of issues, questions, and problems to be raised with the adviser, as a result of prior review of appropriate materials.

Intellectual interest - an appreciation of education and intellectual inquiry, and a willingness to expand and explore the unfamiliar.

Openness - a willingness to go beyond discussions of requirements and card-signing; a willingness to discuss one's educational experiences, problems, and hopes.

The fulfillment of the expectations of advisers and advisees rests, in the final analysis, upon the mutual respect and good faith of both.

Calendar of Events – Fall Semester 2009-2010

*Orientation event schedule is subject to change;
please log into *myBucknell* for updated information.

Friday, August 21

8 a.m. - 12 Noon	Arrival and Check-in
8 a.m. – 1p.m.	Technology Desk Consultants (TDCs) will be available in the halls to assist students with problems connecting to the network
8:30 a.m. – 10:30a.m.	New Faculty Adviser Orientation, Taylor Room 113
11a.m. – 12 Noon	Writing Center Welcome Reception - Roberts Hall Lobby
11 a.m. – 1 p.m.	Resource Fair, Ground Floor – Langone Center
11 a.m.– 1:30 p.m.	Lunch – Bostwick Dining Hall, Terrace Room, Walls Lounge and Room 256, Langone Center
11:15 a.m. – 12:15 p.m.	“Chips Off the Ol’ Block” Alumni Parent and Student Reception, Hunt Formal
11:30 a.m. – 1p.m.	DiversiTea, Cultural Center Lounge, Vedder Hall
11:30 a.m. – 1:30 p.m.	Religious Life Open Houses, St. George Street
1:30 p.m. – 3:30 p.m.	Residence Hall Meetings with Resident Assistant, Orientation Assistant, and Junior Fellows - Part I, Students meet in their hall
1:45 p.m. – 3:30 p.m.	Orientation for Parents, Family, and Friends – Weis Center (Overflow - Trout Auditorium)
3:30 p.m. – 4:30 p.m.	University Welcome Reception for Parents, Students, Family, and Friends – Rooke Chapel Lawn (Rain Location: Gerhard Fieldhouse)
5 p.m. – 6 p.m.	Family and Friends depart
6:30 p.m. – 8 p.m.	Class of 2013 Welcome Dinner, Dana/Olin Science Quadrangle (Rain Location: Kenneth Langone Athletics and Recreation Center)
8 p.m. – 9 p.m.	Matriculation Ceremony for the Class of 2013 – Rooke Chapel
9 p.m. – 10 p.m.	Playfair! – Football Field (Rain Location: Gerhard Fieldhouse)
10:30 p.m. – midnight	Entertainment

Calendar of Events, Fall Semester (continued)

Saturday, August 22

7:30 a.m. – 9:30 a.m.	Breakfast, Bostwick Dining Hall
9 a.m. – 10 a.m.	Engineering College Meeting, Trout Auditorium, Vaughan Literature
9 a.m. – 10:15 a.m.	College Meeting: Arts and Sciences, Weis Center
10:30 a.m. – 12 Noon	Achieving Academic Success at Bucknell –First Meeting of Foundation Seminars in classrooms
11:30 a.m. – 1:30 p.m.	Lunch – Bostwick Dining Hall
12:30 p.m. – 2:00 p.m.	ENGR 100: Exploring Engineering First Meeting, Dana/Olin Science Quadrangle (Rain location: Gerhard Fieldhouse)
1 p.m. – 2 p.m.	Foreign Language Study at Bucknell: A Sound Investment, see locations below: Arabic – Coleman 150 Chinese – Vaughan Literature 104 Classics and Ancient Greek – Coleman 118 French – Gallery Theatre, Elaine Langone Center German – Vaughan Literature 102 Italian – Vaughn Literature 201 Japanese – Vaughan Literature 103 Russian – Coleman 151 Spanish – Vaughan Literature 101
2:30 p.m. – 4:30 p.m.	Color Games, Intramural Fields
5:30 p.m. – 7 p.m.	Many Nations One Bucknell, Sojka Lawn (Rain location: Sojka Pavilion)
7 p.m.	Residence Hall Meetings with Resident Assistant, and Junior Fellows Part II, Students meet in their hall
7 p.m. and 8 p.m.	Community Expectations and Standards - (see orientation schedule for updates on time and location)
9:30 p.m. – Midnight	Old Bison Street Festival, Walker Street in front of 7 th Street House (Rain location: Sojka Pavilion)
9:30 p.m. – Midnight	Late Night at the Craft Center – Room Essentials
11 p.m. – 1 a.m.	Pancakes and Eggs Late-night Breakfast, Bostwick Dining Hall
Midnight – 2 a.m.	Midnight Madness at Wal-Mart (Buses leave from Smith Hall Parking Lot)

Calendar of Events, Fall Semester (continued)

Sunday, August 23

10 a.m. – 4 p.m.	Transfer Student Arrival and Check-In, Room 207, Langone Center
10 a.m. – 5 p.m.	Technology Desk Consultants (TDCs) will be available in the halls to assist you if you have problems connecting to the network.
10:30 a.m. – 12:30 p.m.	Jewish Student Bagel Brunch, Berelson Center, St. George Street
10:30 a.m. – 1 p.m.	Brunch, Bostwick Dining Hall
11 a.m. - Noon	Worship Service, Rooke Chapel
1 p.m. – 2 p.m.	Health, Safety, and Success, Weis Center
2 p.m. – 2:30 p.m.	Class of 2013 Photograph, Christy Mathewson Memorial Stadium (Rain location: Sojka Pavilion, Kenneth Langone Athletics and Recreation Center)
2:30 p.m. – 3:30 p.m.	First-year Student survey A-Fa Harvey Powers Theatre, Coleman Hall Fe-H Terrace Room, Elaine Langone Center I-L Olin Science 268 M-O Rooke Chemistry 116 P-V Trout Auditorium, Vaughn Literature W-Z Gardner Lecture Hall, Dana Engineering
4 p.m. – 5 p.m.	Catholic Mass, Rooke Chapel
4 p.m. – 5 p.m.	Transfer and Exchange Student Parent and Family Orientation, Walls Lounge, Langone Center
5 p.m. – 6 p.m.	Campus Tour, Students meet in their hall
5 p.m. – 6 p.m.	Transfer and Exchange Student Meeting with Orientation Assistants, Walls Lounge, Langone Center
6:30 p.m. – 8 p.m.	Class of 2013 and Transfer Student BBQ in the Grove (Rain location: Sojka Pavilion)
8 p.m. – 9:30 p.m.	Diversity Speaker: Maura Cullen – Weis Center
10 p.m. -12:30 a.m.	The Library Unbound – Bertrand Library

Calendar of Events, Fall Semester (continued)

Monday, August 24

6 a.m. – midnight	Breakfast and Lunch, Bostwick Dining Hall, Langone Center – Regular hours begin
8 a.m. - 8:30 a.m.	Bachelor of Science, Bachelor of Music, BSED, and BSBA Group Meetings (as per schedule following this fall semester calendar)
8 a.m. – 12 Noon	All Arts & Sciences Students Individual Advisee Appointments
9 a.m. – 10 a.m.	Transfer Student Academic Meeting, Walls Lounge, Langone Center
9:30 a.m. – 11:30 a.m.	Student Group Meetings with Engineering advisers (as per schedule following this fall semester calendar)
10 a.m. – Noon	Transfer student Individual Adviser and Writing Center Meetings
10 a.m. – 4 p.m.	Music Department Ensemble Auditions
12 Noon – 1 p.m.	Transfer and Exchange Student Luncheon, Walls Lounge, Elaine Langone Center
12 Noon – 4 p.m.	First-year student Hold Clearance –Registrar’s Office Noon A-G 1 p.m. H-M 2 p.m. N-S 3 p.m. T-Z
Noon – 5 p.m.	Welcome to the Neighborhood: Lewisburg Day, Downtown Lewisburg
1 p.m. – 2 p.m.	Transfer and Exchange Student Books, Tour, and More
2:15 p.m. – 4:30 p.m.	Transfer Student Individual Adviser and Writing Center Appointments
5 p.m. – 9 p.m.	Welcome Back BBQ/ Activities Unlimited –Langone Center uphill lawn (Rain Location: Gerhard Fieldhouse)
6 p.m. – 7 p.m.	Graduate Student Late Registration and Hold Clearance – Registrar’s Office
7 p.m. – 8 p.m.	Transfer to Transfer Connections, Walls Lounge, Elaine Langone Center
7 p.m. – 8 p.m.	Stadler Center for Poetry Student Reading and Open Mic, Bucknell Hall
9 p.m. – 10 p.m.	‘Ray for the Orange and the Blue, Sojka Pavilion
10:15 p.m. – 11:30 p.m.	Hypnotist Keith Karkut, Weis Center

Tuesday, August 25

10 a.m. – 10:30 a.m.	Transfer Student Hold Clearance – Registrar’s Office
10 a.m. – 4 p.m.	Music Department Ensemble Auditions
11 a.m. - Noon	Speed Meet, Football Stadium (Rain location: Gerhard Fieldhouse)
11 a.m. - Noon	Transfer and Exchange Student Community Expectations, Walls Lounge, Langone Center

Calendar of Events, Fall Semester (continued)

Noon – 4:30 p.m.	Upperclass Hold Clearance, Registrar’s Office
Noon – 1 p.m.	Transfer and Exchange Student Lunch, Bostwick Dining Hall
1 p.m. – 2 p.m.	Meeting with OAs – Students meet in Residence Halls
1:30 p.m. – 3 p.m.	Transfer and Exchange Student Resources and More, Walls Lounge, Langone Center
6:15p.m. – 7:30 p.m.	Dessert Receptions with Foundation Seminar and Engineering 100 Instructors
8 p.m. – 9:30 p.m.	Convocation (with Candlelighting immediately following) - Weis Center & Academic Quad
10 p.m. – 11 p.m.	A Little Night Music – Smith Quad (Rain location: Harvey Powers Theatre)
<u>Wednesday, August 26</u>	
8 a.m.	Classes begin
8:30 a.m.	Drop/Add period begins (forms available at the Registrar's Office) Completed drop/add forms returned to Registrar.
5 p.m. – 7 p.m.	CHOICE Kickoff Bash, Lawn in front of Harris Hall (Rain Location: Harris Hall Basement)
<u>Thursday, August 27</u>	
6 p.m. - 8 p.m.	Interfaith BBQ, Taylor House Lawn (Rain location: Hunt Hall Formal)
<u>Friday, August 28</u>	
5:30 p.m. – 7:30 p.m.	Shabbat Services, Berelson Center, St. George Street
<u>Tuesday, September 8</u>	
	Drop/Add period ends (also last day to change credit/audit)
<u>Tuesday, September 22</u>	
	Last day to drop a course, provided the student will still be carrying 3.0 courses and provided approval is obtained from the faculty adviser and dean. (In two of the student's eight semesters, as exceptions to this limit, dropping a course may be permitted through the 10th week of classes)
<u>Friday and Saturday, September 25 – 27</u>	
	Family Weekend
<u>Friday, October 9 (5 p.m.)</u>	
	Fall Recess begins
<u>Wednesday, October 14 (8 a.m.)</u>	
	Fall Recess ends
<u>Wednesday, October 14 (3 p.m.)</u>	
	Mid-semester grades due
<u>Friday, October 16</u>	
	Interdepartmental Major Forms Due

Calendar of Events, Fall Semester (continued)

<u>Friday & Saturday October 23-25</u>	Homecoming
<u>Monday, October 26</u>	Academic Advising Period begins
<u>Monday, November 2</u>	Registration for spring semester begins
<u>Thursday, November 5</u>	Last day to drop a course as <u>an exception</u> to normal four week deadline, provided the student will still be carrying 3.0 courses and provided that approval is obtained from the faculty adviser and dean.
<u>Tuesday, November 24 (10 p.m.)</u>	Thanksgiving Recess begins
<u>Monday, November 30 (8 a.m.)</u>	Thanksgiving Recess ends
<u>Tuesday, December 8</u>	Classes end
<u>Wednesday, December 9 (8 a.m.)</u>	Reading Period begins
<u>Thursday, December 10</u>	Final Examinations begin
<u>Thursday, December 17</u>	Reading Period and Final Examinations end
<u>Tuesday, December 29 (3 p.m.)</u>	Final Grades due in Registrar's Office

Schedule for Group Meetings
Monday, August 24

Arts and Sciences

8 a.m. - 8:30 a.m.

BS	Animal Behavior	Biology 101
	Biology	Olin Science 268
	Cell Biology/Biochemistry	Rooke Chemistry 101
	Chemistry	Rooke Chemistry 102
	Computer Science	Dana Engineering 113
	Economics and Mathematics	Coleman Hall 150
	Environmental Studies	Coleman Hall 120
	Geology/Environmental Geology	O'Leary 232
	Mathematics	Olin Science 372
	Neuroscience	Biology 222 Seminar Room
	Physics	Olin Science 255
BSBA	Management	Rooke Chem Aud. 116
	Accounting	Rooke Chem Aud. 116
BSED	Education	Olin Science 451
BMUS	Music	Sigfried Weis Music Building 116

Individual Appointments

All Arts and Sciences students will have the opportunity to meet with their faculty adviser(s) individually. Appointments will be between **8 a.m.-12 p.m.** Each student will be notified via the Adviser Assignment Sheet (received when checking into the Residence Halls) as to the time of his/her individual appointment.

Engineering

9:30a.m. - 11:30a.m.

If you are in the College of Engineering, you will meet with your faculty adviser as a group according to engineering major.

9:30 – 10:30 a.m. – Declared Engineering Students

Bio-Medical Eng.	Prof. Kathleen Bieryla	BRKI 264
Chemical Eng.	Prof. Brandon Vogel	DANA 134
Civil and Environmental Eng.	Prof. Michael Toole	BRKI 65
Computer Engineering	Prof. Michael Thompson	DANA 116
Computer Science & Eng.	Prof. Stephen Guattery	DANA 132
Electrical Eng.	Prof. David Kelley	BRKI 366
Mechanical Eng.	Prof. Steven Shooter	BRKI 165

10:30 a.m. – 11:30 a.m. --Undeclared Engineering Students

Prof. Thomas Rich	DANA 319
Prof. Jie Lin	BRKI 366
Prof. Michael Toole	BRKI 65
Prof. Tim Raymond	BRKI 66
Prof. Felipe Perrone	BRKI 166
Associate Dean Karen Marosi (5-year & 5-year Engr/Mgt)	DANA 231

Students are welcome to attend any department session at 9:30 a.m. for declared engineering students. However, undeclared students **MUST** attend their scheduled 10:30 a.m. session (location of this session can be found on the *Important Advising Information* sheet which each student receives when checking into the residence halls).

CALENDAR OF EVENTS--SPRING SEMESTER 2009-10

<u>Monday, January 18</u> 6 p.m.-7 p.m.	Graduate Late Registration and Hold Clearance, Registrar's Office
<u>Tuesday, January 19</u> Noon – 4:30 p.m.	Undergraduate Hold Clearance, Registrar's Office
<u>Wednesday, January 20</u> 8 a.m.	Classes begin
8:30 a.m.	Drop/Add period begins (forms available at the Registrar's Office) Completed drop/add forms returned to Registrar
<u>Tuesday, February 2</u>	Drop/Add period ends (also last day to change credit/audit)
<u>Tuesday, February 16</u>	Last day to drop a course, provided the student will still be carrying 3.0 courses and provided approval is obtained from the faculty adviser and dean. (In two of the student's eight semesters, as exceptions to this limit, dropping a course may be permitted through the 10th week of classes)
<u>Friday, March 5</u>	Interdepartmental Major Forms Due
<u>Friday, March 12 (5 p.m.)</u>	Spring Recess begins
<u>Wednesday, March 17 (3 p.m.)</u>	Mid-semester grades due
<u>Monday, March 22 (8 a.m.)</u>	Spring Recess ends
<u>Monday, March 29</u>	Academic Advising Period begins
<u>Monday, April 5</u>	Registration for fall semester begins
<u>Tuesday, April 6</u>	Last day to drop a course as <u>an exception</u> to normal four week deadline, provided the student will still be carrying 3.0 courses and provided that approval is obtained from the faculty adviser and dean.
<u>Friday, April 30-May 1</u>	Arts Weekend
<u>Tuesday, May 4</u>	Classes end
<u>Wednesday, May 5 (8 a.m.)</u>	Reading Period begins
<u>Thursday, May 6</u>	Final Examinations begin
<u>Thursday, May 13</u>	Reading Period and Final Examinations end
<u>Monday, May 17 (3p.m.)</u>	Final grades due in Registrar's Office
<u>Sunday, May 23</u>	Commencement

REQUIREMENTS

Writing Requirement

All students whether in the College of Engineering or the College of Arts and Sciences must successfully complete three writing courses, to be selected from courses designated W1 (one course) and W2 (two courses). The required W1 course must be taken in the first year.

General Requirements for all students in the College of Arts and Sciences

Common Learning Agenda

I. A Foundation Seminar

II.* Disciplinary Breadth

1. Humanities--four courses (no more than two in one department)
2. Social Sciences--two courses (in different departments)
3. Natural Sciences and Mathematics--three courses (two laboratory sciences and one other course in natural sciences or mathematics or computer science.)

III.** Broadened Perspectives for the 21st Century

1. Perspectives on the Natural & Fabricated World
One course which focuses on (a) the influence and impact of technology on society and the environment or (b) principles that help us live harmoniously with the natural world.
2. Perspectives on Human Diversity
One course which addresses themes of human diversity either within or across national borders. This requirement may also be satisfied by a semester of study abroad.

IV. Capstone Experience

One integrative course or equivalent experience during the senior year. (The capstone experience may be completed during the second semester of the junior year provided that spaces are available in these courses.)

*The Disciplinary Breadth requirements may be fulfilled by any courses in the appropriate division. (Note that two of the courses in natural sciences must have laboratories.)

** Courses which fulfill the Broadened Perspectives requirement are noted on the Course Information page on the Registrar's office web site.

Note Concerning the Foundation Seminar requirement:

Transfer students from other institutions to the Bucknell College of Arts and Sciences with one semester or less as a full-time student elsewhere, or receiving four Bucknell transfer course credits or less, must elect a Foundation Seminar during the first semester of enrollment at Bucknell. Those entering with more than one semester as a full time student elsewhere, or receiving more than four Bucknell transfer courses credits, are not required to elect a Foundation Seminar. (AP credits do not count as credit "elsewhere.")

College of Arts and Sciences students who fail a Foundation Seminar during the first semester of the first year must elect a Foundation Seminar during the second semester of the first year. Those failing a Foundation Seminar during the second semester of the first year are not required to elect another Foundation Seminar. (Engineering students who transfer into the College of Arts and Sciences during the first semester must elect a Foundation Seminar during the second semester. Engineering students who transfer to the College of Arts and Sciences during the spring semester are not required to take a Foundation Seminar.)

Requirements (continued)

General requirements for all students in the College of Engineering

Engineering 100
1 English course
4 course credits in mathematics
4 courses in science (specified by department)
5 courses in social sciences and humanities
(see the *Catalog* for additional details)

MAJORS, DEGREES AND COLLEGES

*Change of Major, Change of Degree, Change of College
(Declaration of Major, "Double Major," etc.)

DEGREE PROGRAMS AND MAJORS WITHIN DEGREES

*B.A. Degree-Major

Declaration of Major (B.A. degree)

Students in the B.A. degree program formally declare a major during the spring semester of the sophomore year. That procedure is initiated by a mailing from the Office of the Dean and involves obtaining the approval of the Chair of the Department of the intended major. Students are invited to attend information sessions held in February by each department.

Declaration of the Economics major within the BA degree

Admission to the Economics major is limited. Sophomores who wish to declare the major have two opportunities to do so in September and in February. Students interested in applying to the major must attend an interest meeting and must submit the application to the department as directed. The interest meeting in the fall is held on the first day of the class, while the interest meeting in the spring is held in early February. Questions about this process should be directed to the department chair.

Change of Major (B.A. degree)

After the initial declaration of major in the second semester of the sophomore year (see above), information and forms for initiating a change of major are available in the Registrar's Office and the Dean's Office.

Double Major (B.A. degree)

It is possible to formally declare a second major under the B.A. degree if both majors are available under that degree program. (Management and Engineering are fields which may not be majors under the B.A. degree structure.) Information and forms for initiating a double major request are available in the Registrar's Office. As in the case of a single declaration of major, the Department Chair must approve the second major.

Please note that it is possible to also declare a second major from a different degree program. See "Double Majors Within and Across Degree Programs" on following pages.

*B.S.B.A. Degree

Sophomores who wish to seek the **BSBA** degree, with a major in either management or accounting, and who were not directly admitted to that degree when admitted to the University, must submit a completed application to the department by the deadline established by the department and the Dean's Office. The department will invite applications from all potential majors in the fall, and will meet with sophomores in a short assembly on the first day of class in the fall to explain the application process. When the number of applications reaches the threshold established by the department and the dean's office, criteria for acceptance will emphasize academic achievement, especially in the four core courses noted in the following paragraph. Questions regarding this process should be directed to the department chair.

By the end of the sophomore year, students ordinarily will have completed four core courses: **MATH 192 or 201, MGMT 101, MGMT 160, and ECON 103**. It should be noted that admission to the **BSBA** degree program is possible without having completed all four core courses; students should complete them by the end of the sophomore year. Beginning with the second semester of the sophomore year, **BSBA** students pursue courses required to complete a major in accounting or management and may elect advanced courses within program areas such as finance, marketing, management information systems, operations management, human resources, or accounting.

Change of Major, Change of Degree, Change of College (continued)

Prospective applicants are encouraged to meet with management or accounting faculty during their first year of study to discuss important advising issues.

BSBA candidates are encouraged to sample among courses offered in all divisions of the university, in the conviction that an effective foundation for continuing professional development in any discipline is built upon the ideas of a liberal education.

* "See Note on Enrollment Problems . . ." at the end of this Section

***B.S. Degree-Major**

Major (B.S. degrees)

Students in the various B.S. degree programs in the natural sciences, mathematics, and computer science are already in a particular major as noted in the title of the program (e.g., B.S.-Biology). It is also possible to formally declare a second major under the B.S. degree if both majors are within that degree program (i.e., Animal Behavior, Biology, Cell Biology/Biochemistry, Computer Science, Chemistry, Environmental Studies, Geology, Mathematics, Neuroscience and Physics), if no courses in one major have to be "double-counted" in the second major, and if the Department Chair and the Dean approve the request. Information for initiating a double major request is available in the Office of the Dean.

Please note that it is possible to also declare a second major from a different degree program. See "Double Majors Within and Across Degree Programs" on following page.

***BSBA, B.S. Ed., B. Music Degrees-Major**

Change of Major (BSBA, B.S. Ed., B. Music)

Students in the B.S. degree programs in Education, the B.S. degree program in Business Administration, and the Bachelor of Music degree program are admitted into a major as well as into the degree program (e.g., BSBA-Accounting or B.S. Education-Elementary). Students in these programs who wish to change to another major within the degree (e.g., "Accounting" to "Management") may obtain the necessary form in the Registrar's Office or the Office of the Dean.

Degrees in Engineering

Engineering students are admitted into one of the four-year degree programs in Biomedical Engineering, Chemical Engineering, Civil Engineering, Computer Engineering, Computer Science and Engineering, Electrical Engineering or Mechanical Engineering; or five-year degree programs in either combined Engineering/Bachelor of Arts degree with an arts major or combined Engineering/Bachelor of Management degree. First year students need not select a major before entering the ENGR or AENG programs, but are encouraged to do so in the spring semester after consultation with an instructor of ENGR 100 and Dean Marosi. Students who wish to change from one engineering program to another from Arts & Sciences to Engineering, or from Engineering to Arts & Sciences may obtain the necessary form from Dean Marosi.

***CHANGE OF COLLEGE**

Students who wish consideration for transfer between the Colleges or into the 5 year engineering program must confer with Associate Dean Karen Marosi and Associate Dean Elaine Hopkins. (Forms for application are available from and must be returned to the Office of the Registrar.) The policy on transfer from the College of Arts and Sciences to the College of Engineering is provided at the end of this section.

* "See Note on Enrollment Problems . . ." at the end of this Section.

***DOUBLE MAJORS WITHIN AND ACROSS DEGREE PROGRAMS**

Double Major Within Degrees

Students may receive only one undergraduate degree from Bucknell. However, as noted above, it is possible to formally declare a second major under the B.A. degree when both majors are available within that degree program. It is also possible (with the approval of the Department Chairs and the Dean) to formally declare a second major under the Bachelor of Science degree when both majors are within that degree program (i.e., Animal Behavior, Biology, Cell Biology/ Biochemistry, Chemistry, Computer Science, Environmental Studies, Geology, Mathematics, and Physics). Management and Engineering are not part of the B.A. or the B.S. degree; they are pursued under separate degree designations (e.g., “Bachelor of Science in Business Administration”, “Bachelor of Science in Civil Engineering”).

Double Major Across Degrees: i.e., Satisfying a Second Major From a Different Degree Program

While a student may earn only one degree, and formally declare major(s) available within that degree program, it is also possible for a student enrolled in one degree program to pursue a second major offered in a different degree program.

A student wishing to do this should obtain a “Bachelor of Arts Declaration of Academic Major” form (even if the second major is not within that degree program) from the Dean’s Office and submit it with appropriate signatures. This will permit the student to be treated like a formally declared major within the degree program, including the following:

- -assignment of an adviser for the second major
- -recognition on the academic record (transcript)
- -monitoring of the second major requirements by the Registrar’s office on the Acad. Prog. Report
- -priority with other majors when particular courses are limited to majors

When a student has officially declared a second major from a different degree program, a notation will be made on the official academic record (transcript) as follows:

“Coursework fulfilling the _____ major in the Bachelor of _____ degree program also is being pursued.

When a student has graduated, having officially completed a second major from a different degree program, the notation of the official academic record (transcript) will read as follows:

“Coursework fulfilling the _____ major in the Bachelor of _____ degree program also has been completed.”

***CHANGE OF DEGREE**

Students who wish consideration for changing degrees may obtain appropriate forms in the office of the Registrar or the Office of the Dean.

Change of Major, Change of Degree, Change of College (continued)

***NOTE ON ENROLLMENT PROBLEMS IN CERTAIN PROGRAMS**

It must be noted that a student is admitted to the University in a particular degree program and that there is accordingly no guarantee that approval will be granted to change to another degree program or to another college. Similarly, there is no guarantee that a student may declare a particular major within his or her degree program. Applicants to the University are advised of these facts and sign the following statement when admitted:

"I accept the reservation offered to me by the Admissions Committee for the academic year 2009-2010. Admission to the University, to a college, to a degree program or to a major does not guarantee enrollment in any individual course, transfer from one college or another, or registration in a particular degree program or declaration of a particular major. Registration and/or transfer from one degree program to another, or declaration of the major, is authorized only with the approval of the University through the Office of the Deans. The University reserves the right to cancel or limit enrollment in any individual course. The course of study as designated in my letter of admission is agreeable to me."

Due to limitation of course offerings and of faculty members, there are currently enrollment restrictions in the following:

<u>College of Arts and Sciences</u>	<u>College of Engineering</u>
1. Bachelor of Science, Biology	
2. Bachelor of Arts, Biology	
3. B.S. in Business Administration	
4. Bachelor of Arts, Economics	

(The above list is illustrative of current known problems. Other areas may have or may develop limitations at any time.)

Requests to change into or declare majors in any of these restricted areas may be submitted to the appropriate college Office of the Dean at the appropriate times (e.g., during the Bachelor of Arts declaration of major process in the spring semester of the sophomore year; during the first three semesters for engineering programs). Requests will then be evaluated by the appropriate department and Dean. Approval will be given only when space is available and when the student has the ability and the demonstrated performance which supports the request; when limited space does exist, decisions will be made competitively, with the best of the qualified candidates being selected.

MINORS

Minors are optional on both the part of faculty and students; no department or group of faculty members is required to offer a minor and no student can be required to elect a minor.

Purpose of the Minor

A departmental minor could enable students to achieve the goal of better balance between depth and breadth in their educational programs. Its potential value can be seen in several areas:

1. A minor could promote more balance between liberal and professional education. For example, a student majoring in a preprofessional field might choose a minor in the humanities in order to serve intellectual or career goals. Likewise, a student in the humanities might minor in a social science or a natural science in order to serve intellectual interests or career possibilities. Whether the specific intent is intellectual or instrumental, the result would be complementary and broadening with respect to a student's major.
2. A minor could allow students to achieve some depth outside of their majors while still satisfying the distributional guidelines. In other words, a minor could complement, not compromise, the breadth which the guidelines encourage.
3. A minor that allows crossing between B.A./B.S. degree programs could enable, and even encourage, students to diversify their education. For example, a student taking a B.S. degree in one of the natural sciences or management would be able to pursue, and receive formal recognition for, work in some field in the B.A. curriculum.

An established interdepartmental minor may encourage meaningful interdisciplinary study.

Regulations for Minors

A departmental minor consists of 4, 5, or 6 courses in a department; it must be proposed by a department and approved by the College Curriculum Committee. An interdepartmental minor consists of 5 courses, with none of the 5 being in the student's major department and no more than 3 of the 5 being in a single department; faculty members make proposals to the Curriculum Committee of the College of Arts and Sciences. Once approved, all minors are available to all students in the College of Arts and Sciences.

The following stipulations pertain to a minor:

1. Courses may not be double counted in majors and minors; however, corequisite or major related courses outside the student's major department may be counted toward a minor. Note that students majoring in chemical engineering are not eligible for the chemical and biological studies minor nor for a minor in chemistry.
2. Courses in a minor may also satisfy Common Learning Agenda requirements, except for the major.
3. Students in one degree program (e.g., B.A.) may complete a minor in a department offering a different degree (e.g., B.S.)

Approved Minors

A list of all minors can be found in the current *Catalog* under the Optional Minor. Requirements for each departmental minor are found in the current *Catalog* under each department heading. Requirements for each interdepartmental minor can be found under its own heading or under the interdepartmental major description.

Minors (continued)

Declaring a Minor

It is the student's responsibility to know and monitor the minor requirements. To declare a minor, a student should obtain a Declaration of Minor form in the Registrar's Office, fill it out and have it signed by the chair of the department offering the minor or by the coordinator for the particular interdepartmental minor. The completed and signed form should be returned to the Registrar's Office only after the minor is completed, except that seniors must submit the form by the published deadline. Students planning on a summer graduation must also have the form filed by the preceding February.

It should be noted that it is not possible to substitute courses for those on the approved list of requirements. Students who have not elected the specific minor requirements may not propose waivers or modifications unless approved by the department chair and the dean.

COURSELOADS

All students are expected to carry 4.0 - 4.5 academic course credits each semester. Elections of military science do not carry academic credit and are to be in addition. Similarly, if music lessons and ensembles are not elected for credit, such is to be in addition to the regular course load. (Music lessons and ensembles may be elected for credit or for audit, depending upon the conditions set forth in the text of the current *Catalog*.) Five courses may be approved by the academic dean only when the student has previously demonstrated exceptional academic performance at Bucknell.

Students will be encouraged to elect four courses each semester inasmuch as that is usually a reasonable workload and inasmuch as it is only in rare circumstances that a student will be permitted more than eight semesters (and intervening summers) in order to earn the 32-34 credits required for the degree. Occasionally, however, a student and adviser may feel that 3.0 or 3.5 credits "make sense" for curricular reasons, or due to unusual but reasonable extracurricular obligations. Further, The Office of the Dean, Psychological Services, Student Health Services and/or the Admissions Office may occasionally also recommend a 3.0 or 3.5 credit program. Anyone electing fewer than 4 credits must secure permission of their academic dean.

Students who elect fewer than 4.0 credits in any given semester should be cautioned as follows:

1. Full tuition and fees are charged whether the student elects 3.0 or 5.0 credits.
2. Normally, credit deficits will need to be "made up" during the ensuing summer (see the Academic Standing section of the *Catalog*) in order for a student to remain in good academic standing and thereby be eligible for continued enrollment in the next academic year. Overloads of 5 credits are usually not permitted in succeeding semesters in order to erase credit deficits.
3. Financial aid packages are not likely to be extended or redefined to cover extra summers or semesters when the student elects a less than average courseload (thereby requiring additional periods of enrollment). (Questions concerning the Financial Aid ramifications of "less than average" courseloads should be pursued by the student directly with the Office of Financial Aid.)

All students may drop and add courses during the first two weeks of the semester. (See the page concerning Drop/Add.) After that period students are expected to complete the commitment (of both student and instructor) to the elected program. Withdrawal from courses without penalty after the two week drop/add period will be permitted only if the remaining courseload will be not less than the 3.0 courses required and only if the faculty adviser and the academic dean approve. If the forgoing conditions are fulfilled, and in unusual circumstances approved by the student's academic dean, withdrawing from a course may be permitted through the fourth week of the semester. In two semesters, as exceptions to this limit, withdrawing from a course may be permitted through the tenth week of classes. Exceptions to these deadlines may be approved only if there are serious health difficulties or similar extenuating circumstances. Poor performance, anticipation of poor performance, and extra curricular obligations are not considered extenuating circumstances. A "W" grade is assigned for course withdrawals after the drop/add period.

Except for authorized health reasons, students may not elect less than or drop below the minimum 3.0 academic courses.

WRITING REQUIREMENT

The University Writing Requirement

Every candidate for any undergraduate degree must successfully complete three writing courses. These courses must be selected from those designated W1 and W2. Students are required to take one W1 and two W2 courses. Students must take their W1 course in their first year. W2 courses should be taken throughout the four undergraduate years; at least one W2 must be taken after the first year. A W2 course will count toward the University requirement when it follows a W1 (or in exceptional cases, when it is concurrent with a W1).

Entering students, including those with Advanced Placement in English, who wish to substitute a W2 for the W1, must petition the associate dean of their college to be assessed individually for permission. If the substitution is approved, such students will take three W2 courses. Advanced Placement is not a substitute for a W-1 course because the focus of W courses is on writing, where AP English is often focused on the study of the English language and literature.

W courses are regular course offerings in most departments. A complete list of W1 and W2 courses offered is available online at www.departments.bucknell.edu/writing_center/ and from the Registrar at pre-registration each semester. W courses taken in any discipline count toward fulfilling the writing requirement.

Writing Referral System

A writing referral system is available to assist faculty with writing instruction to help students improve their writing. Faculty members should identify as early as possible any student who needs significant assistance and who would benefit from additional one-on-one tutoring in writing. The faculty member should meet with the student to explain the referral and to identify the areas of writing with which the student needs the most assistance. The instructor and student should jointly complete a referral form. The referral form is available on the Writing Center website.

The student should deliver the completed form to the Writing Center and make an appointment with a Writing and Teaching Consultant. Following this initial meeting, subsequent tutoring sessions may be arranged between the student and either professional staff members or with trained student writing consultants. With the student's permission, Writing Center session report forms will be sent to the faculty member following each tutoring session. The faculty member should continue to monitor the tutoring arrangement during the remainder of the semester, in consultation with the student. If deemed useful, the relationship between the student and the Writing Center may continue past the end of the semester.

The Writing Center

The Writing Center supports Bucknell's Writing-Across-the-Curriculum Program by providing a variety of resources to students and faculty. The goal of these resources is to help faculty incorporate writing into their courses as a way of teaching the content of their discipline and to help students write better. Anyone may go to the Writing Center for help with all stages of writing--getting started, composing, revising. The Writing/Teaching Consultants and peer consultants work with students individually and provide students with useful feedback about their writing. Faculty members are assured that consultants and peer tutors in no way write the assignments for students. The Writing Center's main office is located in Roberts Hall (extension 73141) and evening tutoring hours are also available in Vedder and the Library.

GRADING

Evaluation and return of exams, papers, and other assignments:

Inasmuch as instructor evaluation, including grading and comments, is significant feedback to student learning, the timely return of all assignments is essential. Instructors are urged to make provision for appropriate evaluation measures--e.g., quantitative scores, comments, suggestions, class discussion--which will permit students to benefit from such reports as they move on to ensuing assignments. Students should also be invited to consult with the instructor following the return of such evaluations in order to gain clarification and further assistance. Where the actual return of exams is detrimental to the future use of exam questions, provision should be made for the student to review the exam with the instructor.

The return of assignments due at the very end of the semester--such as the final exam, final project, or term paper--often poses difficulties as the students are no longer on campus. Many instructors find it helpful to permit students to submit self-addressed, stamped envelopes for the return of such works by mail. Others prefer to make these final items available, in their offices or in the department office, upon the students' return for the ensuing semester. In either case, end-of-the-semester grading and comments should be important to learning, and students should be encouraged to seek such information as a means of better understanding their overall course performance, as well as for guidance in future, similar assignments. (For this reason it is suggested that instructors retain unreturned and unclaimed assignments for at least one semester.)

Incomplete grades:

The temporary grade of incomplete will be authorized in the event of serious illness or personal emergency when requested by a student and approved by the course instructor and the Associate Dean of the student's college prior to the end of the examination period. Such a request will be in the form of a written petition (petition forms are available in the Dean's office) which will specify the date for its resolution, usually not later than three weeks after the end of the semester. The grade to which the incomplete will revert if the required work has not been completed by the specified date will be assigned by the instructor at the time the incomplete is authorized. Extension of the deadline must be approved by the Associate Dean of the student's college before the petition is filed. Likewise, extension of the established deadline requires permission of the instructor and Associate Dean.

Following completion of course requirements by the student, faculty should submit an Incomplete/In Progress Grade Change Request to the Registrar's office. Incomplete/In Progress Grade Change request forms may be obtained from the department Academic assistant.

Grade changes:

Occasionally errors occur in the transmission of grades. When these occur, they may be corrected upon recommendation of the instructor and the approval of the Associate Dean of the College in which the course is given. Grade change forms may be obtained from the department Academic assistant and submitted to the Dean's office for approval.

Grade Disputes:

Students who have questions about their grades, or the basis upon which their grades were determined, should consult first with the instructor concerned, and should questions remain, with the appropriate department chair and then with the academic Associate Dean. The academic Associate Dean may, in unusual circumstances, seek further advice from an academic advisory committee, an ad hoc group made up of faculty and administration.

Student-initiated requests for changes in a final course grade must be submitted by the first day of classes of the second academic year following the year in which the course was originally taken. For example, if a course was taken in spring 2008, the student's request for a grade change must come to the faculty member by the first day of the fall 2009 semester. Such a time period allows for individuals to appeal grades if they have been away from campus for study abroad, leave-of-absence, or other separations from the University.

GRADE POINT AVERAGE

Overall GPA

A student's overall or cumulative grade point average is calculated by dividing the total number of quality points received at Bucknell by the number of course credits attempted at Bucknell.

+ & - Grades/Quality Points

Superior achievement	A	= 4.00
	A-	= 3.67
	B+	= 3.33
High pass	B	= 3.00
	B-	= 2.67
	C+	= 2.33
Pass	C	= 2.00
	C-	= 1.67
Low pass	D	= 1.00
	F	= 0.00
	WF	= 0.00

Overall GPA Calculation:

The GPA calculation is carried to three places beyond the decimal point (i.e., thousandths) and is NOT rounded off, but is truncated to two places beyond the decimal point (i.e., hundredths) in order to establish the official grade point average. Thus, for example, a student with a calculation of 2.799 has an official grade point average of 2.79.

Several Important Points to Note

- a) Grades earned in college courses taken at other institutions do not affect Bucknell GPA.
- b) Failing grades of F or WF are included in the GPA.
- c) Failing grades are not replaced by the subsequent grade in repeated course. Both the "F" and the second grade count in the GPA computation.

A student cannot repeat for credit a course in which a grade of "D" or higher was received, unless the course is designated as repeatable.

MIDSEMESTER GRADES

Faculty members are strongly encouraged to submit mid-semester grade reports (on October 14, 2009 and on March 17, 2010) for those students experiencing difficulties in their classes. Although it may seem reasonable to assume that students "know" their status in a given course, experience suggests that it is often not the case. Not infrequently, students erroneously assume that deficient test or paper grades have been (or will be) offset by other factors; this fact is often an issue at the conclusion of the term when students and their parents maintain that they were not "warned" of the impending disaster. (These misunderstandings are most likely with first year students and their parents.) For this reason, submission of appropriate deficient grade reports for all students is requested.

Advisers receive copies of the mid-semester grade report, as do students, and it is helpful if the adviser can consult with each advisee regarding the problems involved. Letters are sent to all first year students and to selected upper-class students with deficient grades by the appropriate college Office of the Dean. These letters acknowledge the mid-semester grades and suggest that the student consult faculty and others to gain a clearer understanding of their status and what they should do to improve. In some instances, students are required to meet with the appropriate Associate Dean of their college for further discussion of their particular situation.

LANGUAGE PLACEMENT

French, German, Spanish

Placement will be made according to the results of an on-line placement test. For details on how to access the test, please refer to the following web pages:

French and Francophone Studies Program web page: <http://www.departments.bucknell.edu/french/>
German Studies Program web page: <http://www.departments.bucknell.edu/german/>
Spanish Department web page: <http://www.bucknell.edu/spanish/>.

Incoming students filling out their registration form should simply write “French”, “German”, or “Spanish” in the list of Humanities courses and they will be placed in the proper level by the program director or department chair. Continuing students should take the placement test and then contact the program director or department chair to discuss their placement.

Italian, Russian

Placement is made on the basis of the College Board SAT II Test in the language or, if the student has not taken the SAT II test, according to the number of years of study. *Not all courses are offered every semester; please refer to the Course Schedule for course availability.*

Years Studied	OR	SAT II Score Range	Placement
0-1		0-325	101
2		326-425	102
3		426-525	103
4		526-625	104
5 or more		626 or above	200 level

Latin

Years Studied	OR	SAT II Score Range	Placement
0-1		0-400	101
2		401-425	102
3		426-600	151
4 or more		601 or above	201

Chinese, Greek, Japanese

Courses in Chinese, Greek, and Japanese are also offered; please see the *Catalog* or the on-line course guide for course descriptions. Incoming students should choose the course that is most appropriate to their ability. Individual evaluation of their placement will occur at the beginning of the semester. Continuing students should consult with the department chair of Classics or East Asian Studies about placement.

FIRST-YEAR STUDENT COURSE ASSIGNMENTS

Course Assignments:

The Registrar's office attempts to give first-year students courses which they selected as their first choices. However, enrollment difficulties or course conflicts often make it impossible to honor first choices. All courses assigned were among those the student had selected on the on-line registration form.

Residential Colleges:

The students in each residential college, Arts, Humanities, Global, Environmental, Social Justice, and Society and Technology, will be required to take one course in their respective college during the first semester. See the Residential Colleges web page for specific course listings.

<http://www.bucknell.edu/x1251.xml>

General education selection:

All students in the College of Arts and Sciences must elect a Foundation Seminar and most will also begin to meet some of the distribution requirements of the Common Learning Agenda. All students in the College of Engineering must elect ENGR 100, PHYS 211 and MATH 201.

Major Course Selection:

B.A. students who indicated that their major would be in a science or mathematics under the B.A. program sometimes select the wrong choice of science courses (usually by electing a science course for non-majors). Inasmuch as students planning to major in a science may later face sequence problems, changes may have been made to place the student in the appropriate course for his or her intended major. The appropriate beginning major courses in the disciplines indicated this year are as follows:

Animal Behavior:	Animal Behavior 266 (Biology 205 and Math 201 are recommended)
Biology:	Biology 205 Math 201 (Chemistry 211 -- may be taken during the first year or sophomore year)
Chemistry:	Chemistry 211 Math 201
Computer Science:	Computer Science 203 Mathematics 201 (co requisite)
Environmental Studies:	Geology 106
Geology or Environmental Geology:	Geology 103
Mathematics:	Mathematics 201 (unless the Registrar's office places them higher because of AP credits)
Physics:	Physics 211 Mathematics 201

First year student Course Assignments (continued)

Potential science or math majors under the B.A. program who have been assigned to a foundation seminar instructor for advising purposes should consult also with a faculty member in the department of their intended major early in the fall semester.

Students who enroll in a Bachelor of Science program in a science or mathematics fill out an on-line course enrollment form that is specific to the department, and the required courses for the first semester are already indicated on it. They are also assigned an adviser in their department. Foundation Seminar instructors serve as informal advisers for these students for the fall semester of the first year.

Major Course Selection - Management or Accounting:

Bucknell admits some first-year students directly into the BSBA degree program. The students who were admitted as **BSBA** students fill out an on-line course enrollment form specific to the department, but there are no required courses for the first semester. In fact, most **MGMT** courses are not open to first-semester students, but it is recommended that they take the following courses during the first three semesters: **ECON 103, MATH 192 or 201**, a technology elective, **MGMT 101**, and **MGMT 160**. These students have been assigned an adviser in the **MGMT** department and the Foundation Seminar instructor serves as an informal adviser for the fall semester of the first year.

A limited number of slots have also been reserved for students who decide after they arrive at Bucknell that they want to pursue the **BSBA**. These students may formally apply to enter the program at the beginning of the fall semester of the sophomore year. Students interested in entering the **BSBA** Program are encouraged to take the same courses that are listed above during the first three semesters.

FIRST-YEAR STUDENT COURSE CHANGES

First-year students, like upperclass students, may change their course selections during the drop/add period at the beginning of the semester if such a change seems desirable or necessary. The drop/add period for first-year students for the 2009-2010 fall semester will begin on Wednesday, August 26 and end on Tuesday, September 8. In those instances where a first-year student is seeking reassurance with regard to course elections, or where there is some doubt, it would be well to encourage the student to begin the program to which he or she has been assigned in an effort to fully explore that program. If after such attempts, a change seems desirable or necessary, the student may initiate a change through the regular drop and add procedure after classes begin.

If in discussing the student's schedule and program on Monday, August 24, the student expresses a strong desire to make a change, or the adviser feels that a change in the original schedule is required, a note should be written to Associate Dean Hopkins (Arts and Sciences) or Marosi (Engineering) and the student should hand carry it to Hold Clearance in Marts Hall on Monday afternoon. An attempt to facilitate such recommendations will be made, however, as many courses and sections are closed, the student should be alerted to the possibility that the request may be impossible to fulfill. (Please reassure students that a desired course which is full this fall may be elected in a later semester.)

**FIVE-YEAR DEGREE PROGRAM
IN LIBERAL ARTS AND ENGINEERING**

The five-year program in liberal arts and engineering offers a student the opportunity to obtain a broader education in the arts or sciences while completing the requirements for a degree in Engineering. For example, a student may complete majors in electrical engineering and East Asian studies. Upon successful completion of this program, the single degree, bachelor of science in electrical engineering and bachelor of arts, is awarded.

A student may enter this program at any time during the first five semesters of one of the engineering BS programs. A student also may apply to enter this program from one of the programs in the College of Arts and Sciences. The timing for this change is critical because of the sequential nature of the courses in the engineering programs. Students interested in making this academic change should consult the Associate Dean of the College of Engineering as early as possible.

Students in this program must fulfill the distribution requirements and the major requirements for the degrees of bachelor of arts and either the bachelor of science in chemical, civil, electrical, or mechanical engineering, or bachelor of science in computer science and engineering. Suggested course sequences for each five-year program are available from the Office of the Associate Dean of Engineering.

A new five-year dual degree program between engineering and management was created in November 2005. This program combines the traditional BS degree in any engineering discipline with a new Bachelor of management for Engineers degree. This new degree consists of eight management courses that were selected to complement the engineering degree programs. Currently enrollments in this dual degree program are limited to ten students per class year. Students will be enrolled through the admission process with direct admission to the dual degree program. If fewer than ten students matriculate into the degree program for a given class year, any remaining spaces will be made available through an application based process through the Office of the Dean of Engineering. Students with questions about this dual degree program should contact the Associate Dean of Engineering.

TRANSFER STUDENTS

All incoming transfer students are provided with an "Academic Progress Report" form by the Registrar's Office (which is an official evaluation of credits) after the final transcript is received. Often a student will have questions regarding the meaning of this document and the following information may be helpful.

Quantitative credits transferred:

Generally speaking, course work from other colleges is transferable as long as it is in one of the departments of the student's Bucknell college (Arts and Sciences or Engineering) and represents work which would be permitted if the student had been at Bucknell. Audits and Pass/Fail courses are not acceptable for credit. A grade of "C" or better must be earned for transfer credit consideration. Courses in inapplicable professional or specialized fields, courses from professional schools, mathematics at a level lower than our introductory calculus course, and language courses which are repetitious of high school work are not transferable.

Most students transfer to Bucknell from schools which employ the semester hour credit system in which 120-128 semester hours of credit are required for a degree; this means that the student typically would take 15-16 semester hours each semester for a normal full-time load. For transfer purposes, we view one of our courses as equivalent to four semester hours of work.

In determining the number of Bucknell course credits, students from schools on a semester hour credit system may earn 2.0 Bucknell course credits for a maximum of two 3 semester hour courses. Additional accepted course work will be credited on a 4:1 formula: 4 semester hours are equivalent to 1.0 Bucknell course. Students from schools on a quarter hour system may earn 2.0 Bucknell course credits for coursework totaling nine quarter hours. All additional accepted coursework will be credited on a 6:1 formula: 6 quarter hours are equivalent to 1.0 Bucknell course.

Disciplinary Breadth requirements:

The Registrar attempts to indicate on the "Academic Progress Report" whether or not distribution requirements have been fulfilled. This is generally clear in the case of the humanities or in the case of the social sciences. However, occasionally there are questions with regard to the laboratory science requirement, when the student's transcript and catalog information may not indicate whether a laboratory was associated with a particular science course. If the laboratory science requirement is listed as remaining to be fulfilled, and the student believes that it has been met, he or she should provide evidence of laboratory course work (syllabus) involvement to the Office of the Registrar.

Common Learning Agenda requirements:

Transfer students are responsible for all Common Learning Agenda requirements. However, if the student has more than four Bucknell course credits upon initial enrollment, the Foundation Seminar requirement is waived.

Writing requirement:

As the University's across-the-curriculum writing requirement is fairly unique, a transfer student is not likely to have met any of the three "W" courses required. However, it is quite possible that the student's writing experiences may permit waiving of one or more of the required courses. Therefore, each transfer student must consult with the staff of the Writing Center for a precise assessment.

Major requirements:

The applicability of courses elected at another institution toward the major often is not clear and the student is usually directed on the "Academic Progress Report" to check with the adviser and the department of the chosen major. After consultation between the student and the adviser, the adviser should send a

Transfer Students (continued)

memorandum to the Registrar's Office indicating those specific course requirements for the major which are considered as having been fulfilled.

Adviser assignments:

All transfer students in the B.S. degree programs and B.A. transfer students with 11.5 or fewer Bucknell credits are assigned faculty advisers per the usual procedure. B.A. transfer students with 12.0 or more Bucknell credits are asked to consult with the chair of the department of the intended major in order to formally declare the major and obtain a major adviser assignment. This procedure is identical to that used in all adviser assignments in the College of Arts and Sciences. (See "Adviser Assignments" in this handbook.)

Transfer course changes:

Transfers, like first year and continuing students, may change their course selections during the first two weeks of the semester if such a change seems desirable or necessary. (The drop/add period for the 2009 fall semester will end on Tuesday, September 8, and spring semester will end on Tuesday, February 2.) In those instances where a transfer student is seeking reassurance with regard to course selections over the summer, or where there is some doubt, it would be well to encourage the student to begin the pre-arranged schedule. If, after such an effort, a change seems desirable or necessary, the student may initiate a change through the regular drop and add procedure after classes begin.

However, if in discussing a transfer student's pre-arranged schedule, the student expresses a strong desire to make a change, or the adviser feels a change is required, a note should be written to Associate Dean Hopkins (Arts and Sciences) or Associate Dean Marosi (Engineering), and the student should hand carry it when reporting for enrollment. An attempt will be made to facilitate such recommendations insofar as possible.

Special problems:

Special problems or questions regarding transfer students should be referred to Associate Dean Hopkins or Associate Dean Robbins (Arts and Sciences) or Associate Dean Marosi (Engineering).

ACADEMIC STANDING

All students are expected to achieve and maintain good academic standing as has been defined for their class. To be in good academic standing (and to be eligible for continued enrollment) a student must normally pass a minimum number of courses and earn a minimum cumulative grade point average as follows:

<u>Beginning of Semester</u>	<u>Minimum Number of Courses Passed</u>		<u>Cumulative Grade Point Average</u>
	<u>Arts and Sciences</u>	<u>Engineering</u>	
2	3	3	1.80
3	7	7	1.80
4	11	**	1.90
5	15	**	1.90
6	19	**	2.00
7	24	**	2.00
8	28	29.5	2.00

** Students must have earned within one (1) course credit of the credits required for their curriculum (see Academic Standing section of the *Catalog*).

Overall GPA

The GPA calculation is carried to three places beyond the decimal point (i.e., thousandths) and is NOT rounded off, but is truncated to two places beyond the decimal point (i.e., hundredths) in order to establish the official grade point average. For example, a student with a calculation of 1.799 has an official grade point average of 1.79; thus a first year student with such an average is not in good standing.

At the conclusion of the fall semester, the appropriate college Office of the Dean also will review academic records.

1. Students who have a credit deficiency will be notified that they are not in good academic standing and will be placed on "credit warning." Such credit deficits will need to be made up during the following summer (see above) at Bucknell or elsewhere.
2. Students who have a cumulative grade point average below that required at the end of the academic year -- that is, 1.80 for freshmen, 1.90 for sophomores, and 2.00 for juniors and seniors--will be notified that they are on "University warning and/or Engineering warning," or are subject to dismissal.
3. Note that seniors must be in good standing (both in terms of grade point average and passed courses) in order to be eligible to enroll in the final semester.
4. Engineering students who have not met the minimum grade point average in all courses in the College of Engineering are placed on "Engineering grade point warning" and may be advised to withdraw, or may be subject to dismissal, depending on the severity of the difficulty. Minimum Engineering grade point averages are 1.80 at the start of the third semester, 1.90 at the start of the fourth semester, and 2.00 at the start of the fifth and subsequent semesters.

At the conclusion of the spring semester, the appropriate college Office of the Dean determines the eligibility of students to continue into the next academic year.

Academic Standing (continued)

1. Students who have earned the minimum grade point average required but who have not passed the minimum number of courses required are placed on "credit warning." Such students must make up their credit deficits either by attending Bucknell summer session or by attending another accredited institution (provided that prior approval of both the institution and the course(s) is obtained from the adviser, department chair and Office of the Registrar).
2. Students who have not earned the minimum grade point average required are either subject to dismissal from the University or (if the average is close to the minimum) are placed on University "grade point warning." Such students must take two six-week courses in the summer session and earn sufficiently high grades so as to reduce significantly their grade point deficit before the beginning of the next academic year. Three-week courses may be taken by those students only with permission of an Associate Dean of the student's college.
3. Engineering students who have not met the minimum grade point average in all courses in the College of Engineering are placed on "**Engineering grade point warning**," and may be required to attend the Bucknell summer session to earn sufficiently high grades so as to reduce significantly their Engineering grade point average deficit or may be subject to dismissal from the Engineering degree programs. Minimum Engineering grade point averages are: 1.80 at the start of the third semester, 1.90 at the start of the fourth semester, and 2.0 at the start of the fifth and subsequent semesters.

All of the foregoing provisions are those normally followed in instances of grade point or credit deficits. However, it should be noted that occasionally a student may be technically in good academic standing and yet subject to academic dismissal. Such instances might include a disastrous performance in the most recent semester and/or a pattern of decline in performance over several semesters. Similarly, grade point or credit deficiencies may be so great as to eliminate the possibility of continuation "on warning" either in a spring semester or during the summer.

(Conversely, in exceptional circumstances, the definition of normal progress toward the degree in terms of passed credits may be altered by the appropriate college Office of the Dean to allow a student to extend his or her undergraduate career to nine semesters.)

Students are frequently well advised to consider withdrawing from the University or not continuing, regardless of the technicalities of their standing, if academic difficulty persists or seems likely to occur. Consultation with the appropriate college Associate Dean may be helpful in such instances so that all concerned may be aware of impending difficulties.

CREDIT AT BUCKNELL

International Baccalaureate and credit

IB Diploma recipients, with a minimum score of 5 on each of the six subject examinations, will be awarded six course credits toward their degree requirements at Bucknell. Diploma recipients, not meeting the minimum score requirements, will receive course credit for only those higher level courses passed with a score of 5 or higher. IB Certificate students (non-diploma) will receive course credit for each higher level course passed with an examination score of 5 or higher. No credit is awarded for standard level courses except as noted for IB Diploma recipients above.

Advanced Placement Credit At Bucknell (continued)

The Advanced Placement (AP) program allows students to begin college work at a higher level, and it may shorten the time required to complete an undergraduate degree. Students receiving AP credits may enroll, as first-year students at Bucknell, in advanced courses in those subjects, or they may elect courses in other subjects. A student's performance on the AP tests of the College Entrance Examination Board will determine whether advanced placement and credit will be granted by Bucknell. The following provides a guide to AP credit and placement.

Examinations	AP Score for Which Credit Is Granted	When Credit Granted, Number Credits Granted	Adjustments
Art: History Studio	3,4,5 3,4,5	1.0 1.0	
Biology	4,5	1.0	Lab credit for BIOL 121 or 111
Chemistry	4,5	1.0	No lab credit Do not take CHEM 201/221
Computer Science A/AB		0	No credit is awarded
Economics: Micro Macro	4,5 4,5	1.0 1.0	Credit is awarded for only 1 economics exam
English: Lang. & Comp. Lit. & Comp.	4,5 4,5	1.0 1.0	Credit is awarded for only 1 English AP exam
Environmental Science	4,5	1.0	
Human Geography	4,5	1.0	
Government: American Comparative	4,5 4,5	1.0 1.0	Does not count toward a political science major
History: American European World	 4,5 4,5 4,5	 1.0 1.0 1.0	
Languages: French Lang. or Lit. German Lang. or Lit. Italian Lang. and Culture Latin Vergil or Lit. Spanish Lang. or Lit.	 4,5 4,5 4,5 3,4,5 4,5	 1.0 1.0 1.0 1.0 1.0	
Mathematics: Calculus AB Calculus BC Calculus Subset Statistics	 3 4,5 3 4,5 3,4,5 4,5	 0.0 1.0 1.0 2.0 1.0	Take MATH 205 Placement — 202 Placement — 202 Placement — 211 (Same as AB test) Do not take MATH 216
Music: Listening/Lit. Theory	3,4,5 3,4,5	1.0 1.0	
Physics: B C-Mechanics C-Elec & Magnetism	4,5 4,5 4,5	1.0 1.0 1.0	No lab credit Credit is awarded for B or C, not both Credit is awarded for both C tests
Psychology	4,5	1.0	Do not take PSYC 100

ACADEMIC RESPONSIBILITY

The faculty voted to endorse the Honor Code at the April 4, 2005 faculty meeting. It does not change the University's policies and procedures governing academic responsibility cases, which are detailed at <http://www.bucknell.edu/AcademicResponsibility.xml>

Bucknell University Honor Code

As a student and citizen of the Bucknell University community:

1. I will not lie, cheat or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.
3. I will let my conscience guide my decision to communicate directly with any person or persons I believe to have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

DROPPING/ADDING (CHANGE OF COURSE)

All students may, with the adviser's approval, change their course elections for the fall semester beginning on Wednesday, August 26. The last day for such changes is Tuesday, September 8. (The corresponding dates for spring semester are Wednesday, January 20 through Tuesday, February 2, 2010.)

The student needs to secure a Drop/Add form at the Registrar's Office, Room 102, Marts Hall, obtain the signatures of the adviser and the instructor of the course being added. The completed form is to be returned to the Registrar's Office where the course change will be entered into the student's schedule.

Closed courses:

Courses listed officially as "closed" may not be reopened to a student without permission of the faculty member, or associate dean and then only if there is physical space in the classroom.

Students desiring entrance into a closed class during the registration period may indicate their desire to be placed on a "waitlist" providing the student has not registered for another section of the same course. Waitlists are purged at the beginning of the semester at which time entry into all courses is by instructor's or associate dean's permission only.

Section changes:

Changes of section within the same course number may be made only if the section to which a student wishes to change is smaller in enrollment. Such changes may be initiated directly with the Registrar at Room 102, Marts Hall, and do not require the approval of the adviser.

Late drops:

Students are expected and should be encouraged to complete the commitment (of both student and instructor) to the elected program which exists at the conclusion of the drop/add period. If the remaining courseload will be the minimum 3.0 courses required, in unusual circumstances approved by the student's academic dean, dropping a course may be permitted through the tenth week of classes twice during the student's Bucknell career. Exceptions to these deadlines may be approved only if there are serious health difficulties in which case the student should seek an authorized health withdrawal from Student Health Services or Psychological Services, or if there are similar extenuating circumstances. Poor performance or extra curricular obligations are not considered extenuating circumstances.

ATTENDANCE POLICIES

Principles

The academic goals and achievements of individual students are the University's primary purpose. The University also recognizes the significant contribution of other activities to the academic and personal development of Bucknell students. It is inevitable that conflicts will arise between the pursuit of extra-curricular activities and students' academic schedules. With the emphasis on active learning in the College of Engineering and the Common Learning Agenda of the College of Arts and Sciences, class attendance has taken an even more vital role in the instructional goals of the University.

It is desirable, when conflicts do occur, that students have a policy available to guide their decisions concerning class attendance. The present policy states the expectations placed on faculty members, students, and extra-curricular advisers, so that students may know their options and the ramifications of their choices. In addition, faculty are encouraged to include a statement about their individual expectations for class attendance in course syllabi.

Policy

I. Responsibilities about class attendance:

- A. Students are expected to attend the regularly scheduled meetings of the courses for which they are enrolled.
- B. Classes scheduled during regular class hours should be given priority over other activities. "No student who participates in an extra-curricular event, team, or program can be penalized solely for missing such extra-curricular activities when they are scheduled in conflict with regularly scheduled meeting times of the student's courses." (Action of the faculty, October 1993)
- C. Faculty should provide, on the first day of classes, a clear statement of:
 - i. The consequences of any absences.
 - ii. Scheduled time commitments outside of class.
- D. Students should not be required to attend extra or rescheduled academic events that conflict with other classes or other important commitments.

II. Responsibilities about non-class activities:

- A. Extra-curricular advisers should, during the first week of classes, inform students of those dates upon which they will be asked to miss a class due to an extra-curricular activity.
- B. Students should give faculty as much advanced warning of a class absence as possible.
- C. University units regularly sponsoring extra-curricular activities are urged to develop guidelines about the appropriate level of demands to place upon student participants with respect to missing class.

III. General responsibilities:

- A. Since students are ultimately responsible for their education at Bucknell, they must be the ones to weigh the consequences of missing classes or other activities, and make their choices accordingly.
- B. Both faculty and advisers of extra-curricular activities are encouraged to be as flexible as possible in addressing attendance requirements.

Attendance Policies (continued)

Students and faculty may seek advice in these matters from their College Dean.

Adopted by Committee on Instruction and Committee on Complementary Activities; reported to University faculty, March, 1994.

POLICY FOR MEDICAL EXCUSES FROM CLASS: (Taken from the *Student Handbook*)

Each professor has his or her own attendance policy, and if it's not printed on your syllabus, you should ask about it. It's your responsibility to know each professor's policy and what counts as an excused absence.

If you are too sick to go to class, you should notify your instructor. If you go to Student Health Services and the doctor determines that you need to be out of class for three days or more, s/he will call the appropriate Dean's Office so that we can notify your instructors that you will be out. The doctors will not provide excuses for routine illnesses that don't require you to miss class. If you want to give your professors permission to call SHS and verify that you were seen, you need to sign a form at SHS that will be kept in your file for one week. You will need to fill out a new form every time with the names of your current professors.

If you miss an exam or other significant academic exercise for health reasons, you should notify your professor that you are ill and go to Student Health Services for treatment. If the doctor agrees you are too sick to take the exam, s/he will call your academic Dean's Office (Engineering or Arts and Sciences) and they will send a memo to your instructors.

Routine illnesses (headache, cold, sore throat, nausea, cystitis, etc.) may not be sufficient to excuse a student from an exam. This is at the discretion of the faculty member, who (with your permission, as detailed above) can call SHS to verify that you were seen. **Please note that the deans will not be able to provide medical excuses to your professors unless they are notified by a doctor.**

If you need to leave campus for treatment, please call your academic Dean's Office to let them know when you are leaving and how long you will be gone. They will send a notice to your professors. Please have your doctor(s) at home contact Dr. Stechschulte so that he can keep important information about your medical history in your file here on campus.

If you need to leave campus for a non-medical reason such as a funeral, wedding, graduation, or family emergency, please call your academic Dean's Office as soon as possible so they can alert your professors.

NOTE CONCERNING CANCELING CLASSES

In the context of faculty concern about missed class days by athletes, musicians, or other students who ask to be excused from scheduled classes, it is important that faculty not send counter-messages by canceling their own classes prior to vacation periods. It is expected that no classes will be canceled on the day(s) preceding breaks. Students have been told that all classes will be held as usual through the afternoon and have been reminded of their obligation to attend all of their classes. Our active learning goals assume each lost class session is a lost opportunity.

Fall Break begins at 5 p.m. on Friday, October 9; Thanksgiving break begins at 10 p.m. on Tuesday, November 24; Spring Break begins at 5 p.m. on Friday, March 12.

Please be aware that students may miss classes for religious observances and celebrations. Please refer to: <http://www.bucknell.edu/x4677.xml>

ADVISER ASSIGNMENTS

Arts and Sciences

Adviser assignments are made by the Associate Deans on the basis of arrangements with each academic department. Students and advisers are notified of such assignments as they occur.

Normally, students who enter and remain in one of the B.S. curricula or on the B. Mus. curriculum will be assigned a faculty member from the specific degree program and will retain the same academic adviser throughout the four years. (Their Foundation Seminar instructor will serve in an informal advisory capacity.)

B.A. first-year students are assigned for the first two years to the instructor of the Foundation Seminar. Changes are not normally made in such assignments until the middle of the second semester of the sophomore year when the B.A. student formally declares the major in consultation with the department chair of the intended field of study. At that time the student will be assigned an adviser within that department.

Questions relating to adviser-advisee assignments should be directed to the appropriate Associate Dean.

Engineering

<u>Biomedical Engineering</u>	<u>BS</u>	<u>BME/Chem-Bio Studies Minors</u>
Professor Ebenstein	'10	
Professor Cavanagh	'11	
Professor Tranquillo	'12	
Professor Bieryla	'13	
Professor King		All classes
 <u>Chemical Engineering</u>	 <u>BS</u>	 <u>AB-BS</u>
Professor Prince	'10	'11
Professor Gross	'11	'12
Professor Wakabayashi	'12	'13
Professor Vogel	'13	'14
 <u>Civil & Environmental Engineering</u>	 <u>BS</u>	 <u>AB-BS</u>
Professor R. Ziemian	'10	
Professor Malusis	'11	
Professor Buonopane	'11	
Professor Crago	'12	
Professor Toole	'13	
Professor Evans		All classes
 <u>Computer Engineering</u>	 <u>BS</u>	
Professor Thompson	'12	
Professor Thompson	'13	
 <u>Computer Science & Engineering</u>	 <u>BS</u>	
Professor Meng (BCSE)	'10	
Professor Perrone (BSCS & BA)	'10	
Professor Wittie (BCSE)	'11	
Professor Haggard (BSCS & BA)	'11	
Professor Zaccone (BCSE)	'12	
Professor Hyde (BSCS & BA)	'12	
Professor Guattery (BCSE)	'13	
Professor Steinhurst (BSCS & BA)- Fall semester	'13	
Professor Markstrom (BSCS & BA) –Spring semester	'13	

Adviser Assignments (continued)

<u>Electrical Engineering</u>	<u>BS</u>	<u>AB-BS</u>
Professor Aburdene	'10	
Professor Kozick	'11	
Professor Nepal	'12	
Professor Kelley	'13	
Professor Kozick		All classes + transfer students & Bio-Chemical Studies

<u>Mechanical Engineering</u>	<u>BS</u>	<u>AB-BS</u>
Professor Stryker (A-L)	'10	
Professor C. Ziemian (M thru Z)	'10	
Professor Beninati	'11	
Professor Kim	'12	
Professor Shooter	'13	
Professor J. Baish		All classes

Advisers for First-Year Undecided Engineering Students:

Professors Lin; Perrone; Raymond; Rich; Toole

NOTE: First year students in the 5-year AB-BS program are given the same class year as the 4-year students. After completion of five semesters, their class year is shifted. Therefore, the 5-year students entering in the fall 2009 will have a class year of 2013 until January 2012, when their class year will be changed to 2014.

5-Year ABEG and AMEG first year engineers are assigned to Associate Dean of Engineering. Undecided first-year engineers will be assigned to one of five advisers representing the departments. This information is available in the Office of the Associate Dean of Engineering.

SERVICES FOR STUDENTS WITH DISABILITIES

A number of students at Bucknell have physical, psychological, health, sensory, or learning disabilities. Some students come well aware of their particular needs, while others discover them as they progress through the university. These students have been admitted to Bucknell by the same criteria as other students; they have met the same rigorous standards.

It is important to know that although Bucknell is committed to providing students with disabilities with a strong support system, we do not have special classes or a remedial specialist. However, we are committed to ensuring "reasonable accommodations" to all students who are diagnosed with disabilities. (Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992).

It is the responsibility of students with disabilities to identify themselves to the appropriate Associate Dean, to provide the appropriate documentation, including assessment of their needs, and to discuss the types of accommodations that may be needed. Given the many types, dimensions and complexities of disabilities, "reasonable accommodations" must be determined on an individual basis and will be worked out with the assistance of the Associate Dean in consultation with the student and faculty members and/or University staff, as needed. In order to provide the most appropriate services the University reserves the right to review the diagnosis provided and to suggest that a new or updated diagnosis may be needed.

Once a student's request for accommodations has been approved, the Dean's Office sends a memo to the faculty members designated by the student. The student should meet with the faculty members individually to discuss the logistics of the accommodations, particularly if they include extra time for tests and quizzes, testing in a separate location, or essay testing on a laptop, well in advance of the first test. Faculty members should not provide extra time or other accommodations to students unless they receive a memo from the Dean's Office. Students who make such requests should be referred to the Associate Dean of their college:

- College of Arts & Sciences, Marts Hall--Associate Dean Elaine Hopkins (71301)
- College of Engineering, Dana Engineering--Associate Dean Karen Marosi (73705)

Students who need non-academic accommodations should contact Dan Remley, Assistant Dean of Students and Director of Housing and Residential Life (71195)

For additional information, please go to the Disability Services and Resources web site:

<http://www.bucknell.edu/x7056.xml>

NON-TRADITIONAL STUDY

Recognizing that there may be meaningful educational endeavors outside of the scheduled course or conventional independent study (which usually emphasizes library, laboratory, or field work), individual non-traditional study projects may be proposed. While such projects may be related to work experiences or internships, whether on or off-campus, the student must also propose goals and procedures, and ultimately produce materials for faculty evaluation, which give evidence of significant learning and advancement in an academic discipline at Bucknell (and thus justify degree credit). Please note, however, that students may not receive credit for any paid work or internship experiences.

Non-traditional study projects may be arranged with any instructor; they must be approved by the department or program chair and by the academic dean. Approved projects are normally for 1.0 course credit; it is possible to propose 2.0, 3.0 or 4.0 credits. Projects are numbered according to level as follows: elementary (1NT), intermediate (2NT), and advanced (3NT). The means of evaluation must be determined before the project is begun; grading may be either conventional (A-F) or pass-fail.

Proposal forms are available in the college deans' offices and on-line at <http://www.bucknell.edu/x4998.xml>

I. Guidelines for Proposals for Non-traditional Study:

- A. The project must contribute to the individual student's cognitive and affective development in an organized and systematic fashion. Usually these projects will relate to a major concern or concerns arising out of conventional study on campus.
- B. "Organized and systematic fashion" assumes the prior preparation of a comprehensive proposal showing (1) the relationship of the work to one or more areas of inquiry or disciplines, (2) how the activities relate both to the field of study and the student's growth in that field, and (3) the method of evaluation. Developing a proposal of this type will require the assistance of one or more faculty advisers.
- C. The University must have at least one faculty member qualified to evaluate or certify the intellectual integrity of the project and the adequacy of the procedures. The faculty member must be knowledgeable in the proposed area of study but need not be a specialist in the field. He or she may call on colleagues either on or off campus for assistance with project evaluation.
- D. All projects must have the prior approval of at least one Bucknell faculty member, the Department chair and the Dean.
- E. The amount of credit must be arranged in advance by the student, adviser, Department chair and Dean. This precludes applying for credit for work already done or in progress. This credit will be certified to the Registrar by the adviser on completion of the project. The amount of credit to be earned under this program should not exceed the amount of credit he or she could earn in a comparable period of study on campus. This program does not allow earning credits between the fall and spring semesters.
- F. The type of grading to be used is also to be agreed upon in advance (i.e., P-F, or A, A-, B+, B, B-, C+, C, C-, D, F).
- G. Normally, the site of such projects is off campus. However, seniors in the program can be understood not to be violating the senior resident requirement insofar as Bucknell faculty are still integral parts of the evaluation process and hence the campus has extended to the site of study. Second semester seniors are responsible for meeting the deadlines of grades for graduation.

Non-Traditional Study (continued)

- H. Nothing in these guidelines excludes the possibilities of (1) residing on campus and receiving credit for one, two, or three courses in a regular fashion concurrent with this program; (2) taking courses at another university which may be transferred concurrent with this program.
- I. Proposals based on internship experiences must contain substantive educational goals and procedures that go beyond the terms of the internship. Again, students may not earn credit if the internship is paid.
- J. The non-traditional study is a credit and, as such, a fee is charged for NTS credits in the summer. This fee is determined on a yearly basis.

II. Procedures for the Initiating Student:

- A. A student interested in non-traditional study should be referred to the Office of the Dean where a copy of the policy statement and appropriate application forms may be obtained.
- B. The student is to select the field of non-traditional study and appropriate adviser(s).
- C. The student must present to the adviser(s), in writing, a complete proposal that satisfies the guidelines. A possible minimum outline of such a proposal would include the following items:
 - 1. the goals the student is pursuing
 - 2. the exact nature of the study
 - 3. the location of the study
 - 4. the length of time to be spent on the study
 - 5. the amount of credit which the completed study is to receive
 - 6. the means by which the study is to be evaluated
 - 7. the type of grading to be used.
- D. After the details of the study have been agreed upon by the student and the adviser(s), the proposal is to be submitted to the appropriate Department chair and Dean for final approval.
- E. Due to the time that will be required for the approval of non-traditional study proposals, the student is strongly urged to present the proposal to the Dean no later than two weeks before preregistration prior to the semester in which the study is to be undertaken. This will assure that the student will be able to register for the non-traditional study program during the regular registration period.

III. Policy on Student Compensation and Course Credit

It is University policy that the students are not permitted to receive financial remuneration and academic credit for the same experience. Paid work should be distinguished from the expectations or work for course credit. Work for course credit must be supervised by a Bucknell professor.

Internships are an exception to this policy only in so far as an external agency may pay the student for work done for it. Bucknell may award academic credit for the intellectual work related to an internship if that work is supervised by a Bucknell professor and the requirements for credit to be awarded have received prior approval from the Associate Dean in the appropriate college in accordance with the procedures for Non-traditional Study Credit.

Any exceptions to this policy must be approved in advance by the dean of the college. Questions regarding the relationship of this policy to specific internships or experiences may be directed to Dean Elaine Hopkins or Dean Rich Robbins, College of Arts and Sciences or Dean Karen Marosi, College of Engineering.

NON-PAID INTERNSHIP EXPERIENCES
PARTIAL CREDIT FOR UNIV INT

I. Guidelines for proposals for UNIV INT Credit.

As approved by the College's Curriculum Committee, the Non-Traditional Study Program and the University Course Program now includes a quarter credit option for non-paid internships. The course designated for the partial credit is UNIV INT. The UNIV INT program recognizes that the University has a strong interest in and commitment to facilitating more opportunities for students in the liberal arts interested in exploring opportunities in fields such as medicine, broadcast journalism, nonprofit agencies, law, government, and publishing and advertising. Such internships round out formal academic experiences, particularly when completed within a structure that emphasizes self-reflection.

Proposal forms are available in the Arts and Sciences dean's office or go to *myBucknell*, select Quick Links, Academic Information, Student Forms – Dean of Arts and Sciences.

Specific guidelines include the following:

- The number of opportunities is limited to two per student or one-half credit toward the degree. Students may complete additional UNIV INT experiences and have those recorded on the transcript; however, this then extends the student's total Bucknell credits needed for the degree beyond 32 (e.g., 32.25 if a student were to complete 3 UNIV INT experiences).
- The program is open to any Bucknell student and is not restricted to students in specific colleges, degree programs, or majors. This program is not available to students after graduation.
- Students may earn only pass/fail grades.
- The UNIV INT program is exclusively for non-paid internships. Students may not receive UNIV INT credit for participation in an internship for which they receive financial remuneration.
- The Associate Dean of the College of Arts and Sciences, will oversee the program, working in consultation with the Career Development Center.
- The UNIV INT is a credit and, as such, a fee is charged for UNIV INT credits in the summer. This fee is charged in the amount of one-quarter of the cost of a full NTS summer credit. Those charges will vary annually as determined by the Office of Finance.
- Some students may wish to include a more substantive and extensive academic component in their internship experience. In these cases, students may wish to pursue a full credit NTS under the existing NTS program. Students interested in such an option should be referred to the Office of the Dean to obtain a copy of the NTS policies and procedures and make an appointment with the Associate Dean responsible for the Non-traditional study program.
- Upon completion of the internship, the site of the internship must provide to the overseeing faculty member a report (e.g., letter from the Personnel services division or internship supervisor) on the types of activities the student undertook as an intern and an assessment of the student's performance.

Partial Credit for Non-Paid Internship Experiences (continued)

- In each instance, following review of the student reflective essay and the site report, the Associate Dean overseeing the program is to recommend the awarding of the one-quarter credit of UNIV 1NT.
- The administrators of the program are to be provided with reasonable assurance that the number of hours required for the internship is appropriate for the academic goals of the experience.

II. Procedures for the Initiating Student

- A student interested in UNIV 1NT should be referred to the Office of the Dean of the College of Arts and Sciences where a copy of the policy statement may be obtained. The policy statement along with the application form is available on-line through myBucknell, Quick Links, Academic Information, Student Forms – Dean of Arts and Sciences.
- The student must describe how the proposed internship experience relates to his or her academic experiences and interests, and include a brief overview of the activities that will be completed during the internship.
- The student must provide the name, address, and other contact information of the person supervising the internship.
- Due to the time that will be required for the approval of proposals, the student is strongly urged to present the proposal to the Associate Dean overseeing the program no later than two weeks before registration prior to the semester in which the internship is to be undertaken. This will assure that the student will be able to register for the UNIV 1NT quarter credit during the registration period.
- Upon completion of the internship, students are to submit a two-to-three page essay discussing in a self-reflective manner the relevance of the internship for their academic progress.
- Upon completion of the internship, it is the responsibility of the student to insure that the site of the internship provides to the overseeing Associate Dean a report (e.g., letter from the Personnel Services division or internship supervisor) on the types of activities the student undertook as an intern and an assessment of the student's performance.

TRANSFER TO THE COLLEGE OF ENGINEERING FROM THE COLLEGE OF ARTS AND SCIENCES - POLICY ON APPLICATION

Revised February 2003

Prior to matriculation as a student at Bucknell, any accepted student can request to be reevaluated by the Office of Admissions as an applicant to the College of Engineering. If the student qualifies for admission to the College of Engineering and the degree program (or undecided category) specified, he or she will be admitted to the College of Engineering providing:

1. The College enrollment target of 175 students has not been reached or exceeded, *and*
2. The enrollment target in the degree program (or undecided category) has not been reached or exceeded.

Requests will be reviewed by the Office of Admissions in the order in which they are received.

After the matriculation of students for a given year, applications for transfer to the College of Engineering will be considered at the end of each semester based on the space available in each degree program. Students who apply to transfer to the College of Engineering will be subject to a review of their academic performance at Bucknell for entrance into any engineering program.

If a student would like to transfer during his/her first semester, or is denied transfer prior to matriculation, the student should enroll, at a minimum, in ENGR 100 and MATH 201 during their first semester, enrollment in PHYS 211 is also recommended. A minimum of a B- will be required in both ENGR 100 and MATH 201 for entrance into any engineering program. Students who elect to take ENGR 100, MATH 201 and PHYS 211 and meet or surpass the minimum B- grade in all three classes will be given priority should enrollment space within the programs be limited. The grade requirements do not apply to students with AP math credit and/or AP physics credit. If a student meets these requirements, transfer into a specific degree program will be authorized providing:

1. The degree program has 34 or fewer first-year majors (15 in the BME program),
or
2. The degree program has 35 or more first-year majors and the department and Dean elect to accept additional majors (does not apply to the BME program at this time).

Once admitted subsequent transfers into programs that would not have accepted transfer students due to enrollments will not be authorized. Selection for transfer approval will be based on GPA if enrollment limits prevent transfer of all eligible applicants.

If a student has not taken both ENGR 100 and MATH 201 by the end of the first semester and would like to apply to the College of Engineering, they may apply at the end of the second semester. During the second semester the student should enroll, at a minimum, in a math or science course required by the degree program of interest, and an engineering course in that discipline. At the end of the semester the student's academic record will be reviewed by the appropriate department chair and Associate Dean of Engineering. If the student's academic record is satisfactory, transfer into a specific degree program will be authorized providing:

1. It is still possible for the student to graduate in a total of 8 semesters and the student has discussed a tentative course plan to complete the specified degree with the Associate Dean of Engineering.
2. The degree program has 34 or fewer first-year majors (15 in the BME program, with priority given to students in the College of Engineering), *or*
3. The degree program has 35 or more first-year majors and the department and Dean elect to accept additional majors (does not apply to the BME program at this time)

Once admitted subsequent transfers into programs that would not have accepted transfer students due to enrollments will not be authorized. Selection for transfer approval will be based on GPA if enrollment limits prevent transfer of all eligible applicants.

The Associate Dean of Engineering and the appropriate Department Chair will evaluate students who wish to apply for transfer to the College of Engineering following their second semester on a case-by-case basis.

WITHDRAWAL, READMISSION, AND LEAVE OF ABSENCE (revised 7/09)

Voluntary Withdrawal

A student who, **during any semester**, is unable to meet the demands of his or her academic program should contact the office of the dean of the appropriate college to discuss possible options. Such a student may be well advised to consider a voluntary withdrawal. Withdrawals after the second week of the semester will result in the recording of WP (withdraw passing) or WF (withdraw failing) grades for each course. *It should be noted that grades of WF will be factored into the student's GPA.* Starting on the first day of classes, withdrawals will result in the loss of some or all tuition (see Credit and Refund Policies below). A voluntary withdrawal must be initiated by the last day of classes for the semester.

A student who does not plan to continue at the university, for whatever reason, following the conclusion of a given semester, should be referred to the office of the dean of the appropriate college to complete the necessary forms for effecting a voluntary withdrawal.

A student who withdraws from the university during a semester or at the end of a semester may apply for readmission. A written request should be sent to the associate dean of the student's college before June 1 for the fall semester, before November 1 for the spring semester, or by March 1 for the summer session. Normally, a student who withdraws after the first four weeks of the semester will not be considered for readmission for the next regular semester. A student who enrolls full-time (more than two courses per semester) at another university and wishes to return to Bucknell University must apply as a transfer student.

Health Withdrawal

Psychological Services

Psychological Services will consider supporting a student's request for a withdrawal from the university during a semester based on psychological or mental health reasons if the student has been actively engaged in counseling either with Psychological Services or with another clinician/agency. If a student has not been engaged in counseling, thereby lacking the documentation needed to support a withdrawal, Psychological Services will assist the student to obtain the necessary assessment or diagnosis. This might be with Psychological Services, with a clinician in the community, or with a clinician at home. Normally, a student must initiate a health withdrawal at least two weeks before the end of the semester and have all supporting documentation to Psychological Services before the last day of classes. A student who withdraws for psychological or mental health reasons after the first four weeks of the semester will normally not be considered for readmission for the next regular semester.

Student Health Services

Physical health concerns may also interrupt a student's ability to fulfill his or her academic obligations. A health withdrawal for physical health reasons must be initiated through Student Health Services and can occur at any time during the semester. Once the health withdrawal is initiated, the medical reason for the withdrawal must be addressed before the student can return.

Whether the health withdrawal is initiated through Psychological Services or Student Health Services, grades of W (withdraw) will be recorded for all courses for the semester. A health withdrawal may result in the loss of some or all tuition unless the student has purchased tuition insurance that is offered before the start of each academic year (see Credit and Refund Policies below).

To apply for **readmission** after a health withdrawal, the student must submit a letter to the associate dean of his/her college asking to be readmitted. At the same time, the student must provide to the director of Psychological Services or Student Health Services the following documentation from his/her treating clinician(s) or physician(s): 1) Diagnosis or clinical assessment, 2) Summary of treatment, including progress in treatment and resolution of the issues that prompted the withdrawal, 3) Current medications, 4) Evaluation of the student's readiness to resume his/her university responsibilities, and 5) Any recommendations for follow-up treatment or support. Once these criteria are satisfied and the student is deemed ready to return, readmission procedures can be initiated. The deadline for submission of these materials is June 1 for fall semester, November 1 for spring semester, and March 1 for summer session.

Financial Aid Information

If you are a financial aid recipient and have a voluntary withdrawal, a health withdrawal, or a leave of absence, please be aware that financial aid cannot be guaranteed if you return. You will be expected to meet the April 15 financial aid application deadline just like any other returning student. The Office of Financial Aid will certainly try to award as much financial aid as possible, but due to limited funding, we may not be able to award as much aid as we did in a previous year. In addition, please be aware that any Federal Stafford Loans you have borrowed in the past will go into repayment six months after you drop below half-time enrollment, unless you are in an approved leave of absence status. If you have any questions, please contact the Office of Financial Aid as soon as possible.

Credit & Refund Policies

Full or partial refund of tuition and room fees will be credited to students' accounts who give written notification of withdrawal from the university, subject to the conditions as outlined under the "Credit & Refund Policies" in the Bucknell University *Catalog* and on the Finance Office web page. The date of receipt of the written notice by the Office of the Registrar will be considered the official date of withdrawal. If you have questions regarding the policy, please contact Accounts Receivable in the Finance Office at 570-577-3733 or email acctrec@bucknell.edu.

Protection for health-related withdrawals: Bucknell is pleased to offer a way to help families protect their substantial financial investment in a college education. The Tuition Refund Plan is an optional private insurance plan through [A.W.G. Dewar, Inc.](#), that assures subscribers who withdraw for illness or accident a refund throughout the semester according to the terms of the policy, even if Bucknell's own refund policy has expired. For costs, benefit levels, further information, or an application form, please contact John Strain at Dewar, 4 Batterymarch Park, Suite 320, Quincy, MA 02169-7468, 617-774-1555.

Academic Dismissal and Consideration for Readmission:

A student who has been dismissed from the University for academic reasons must normally wait until one year has passed before applying for readmission and must then provide convincing evidence of being able to complete degree work satisfactorily. A student in such a situation should submit a written request to the Associate Dean of the student's college. He or she should consult with the Associate Dean of the appropriate College so that evidence of readiness to return may be considered. If the student is readmitted, it is customary to require summer school enrollment at Bucknell as a condition. Therefore, requests for readmission consideration should be initiated in March or April.

Transfer out and Readmission:

The student who has withdrawn voluntarily and has attended another college or university without the express permission of the Dean of the College must submit an application for readmission under the regulations governing transfer students. Such a student must apply as a transfer student through the Admissions Office.

Leave of Absence

Students in good standing who wish to temporarily interrupt studies may apply to the Associate Dean of their College for a leave of absence, which will be granted under the following conditions:

- The student must intend to complete degree requirements at Bucknell.
- Courses for the semester immediately preceding the effective date of the leave must be satisfactorily completed and the student identified as being in good standing. Where it is determined that the student is not in good standing as determined by the Associate Dean of their College or Dean of Students, the leave of absence will be nullified and the student so notified by the Registrar.
- A leave of absence will be for one semester. Students who wish to interrupt their studies for more than one semester must withdraw from the University. (see voluntary withdrawal above)

Withdrawal, Readmission, and Leave of Absence (continued)

- Requests for leaves of absence will not be granted if for health, academic, or disciplinary reasons.

Official leave status will be granted by the Registrar after approval by the Associate Dean of the student's College, the Director of Financial Aid, and by the Dean of Students.

A student on leave of absence will receive registration materials for the semester of expected return at the time they are distributed to students in residence. It is the student's responsibility to consult the adviser concerning course registration, by telephone or mail if a personal conference is not feasible.

Arrangements for University housing upon return from the leave of absence must be discussed directly with the Office of Housing and Residential Life.

Students on approved leave of absence who subsequently enroll at another institution, unless with the express written permission of the Dean of the College, automatically forfeit their leave status, and if they wish to return to Bucknell, are required to submit an application to the Director of Admissions as transfer candidates.

Applications for leave of absence will normally be submitted by August 1 for fall semester, and by January 1 for the second semester. In no case will applications be accepted after the student has completed the first day of class for a given semester. Students not wishing to continue their course work after the first day of class will be processed as a voluntary withdrawal.

PREPROFESSIONAL PREPARATION

Pre-Health Professions (Medical (Allopathic and Osteopathic), Dental, Veterinary, Physician Assistant, Physical Therapy, etc):

Students interested in the health sciences may select any Bucknell major; there are no pre-health professions majors offered. Although most students do major in a science, approximately 25% of the students major in the social sciences or humanities. The course requirements for most medical (MD and DO), veterinary and dental schools are: 2 semesters of organic chemistry, 2 semesters of inorganic or general chemistry, 2 semesters of biology, 2 semesters of physics, 2 semesters of math, and 2 semesters of English. Many schools have fewer or additional requirements, so it is always advisable to check with the individual schools you may be interested in to be certain of their requirements.

Pre-health students generally apply to their respective professional schools 12-14 months prior to matriculation. Application in the summer following junior year would allow for entry into professional school in the fall following graduation from Bucknell. Application later than this is acceptable, and sometimes advisable, but will delay matriculation.

The entrance exams for professional school are generally taken around the time of application. The MCAT's (for medical school admission) are offered April through September with an additional administration in January. Earlier exam dates are preferred, as long as there is suitable time for preparation. The DAT (for dental school) and GRE (for veterinary school and physical therapy programs) are given year-round. Ideally, all relevant coursework will be completed before attempting the exam. Spreading out the courses is acceptable, but may delay matriculation. Summer school is a viable option for many students who come to the decision to pursue pre-health later in their Bucknell career.

Students interested in the health professions should contact Bucknell's Pre-health Professions Adviser, Dr. Alison Patterson at apatters@bucknell.edu. She has appointment times throughout the week, and appointments can be scheduled through the Career Development Center at 577-1238. Meeting with Dr. Patterson as soon as possible after making a decision to pursue a pre-health path is strongly advised. Students should also be encouraged to visit the pre-health website at <http://www.bucknell.edu/premed> and to add the Pre-Health channel to their myBucknell. Instructions can be found at <http://www.bucknell.edu/x2230.xml>

Preprofessional Preparation (continued)

Pre-law

If you are thinking about law school, you are taking the essential first step toward a potentially rewarding career involving law. Embarking on a legal education requires a great deal of thought as well as a sizable investment of time, money and energy.

Students should be aware that there is no pre-law academic “track,” and thus, there is no required major. Law schools want students who can think critically and write well, and who have some understanding of the forces that have shaped the human experience. These attributes can be acquired in any number of college courses, whether in the arts and humanities, the social sciences, the natural sciences, or engineering.

An undergraduate career that is narrowly based or vocationally oriented may not be the best preparation for law school. As long as you receive an education which includes critical analysis, logical reasoning, and written and oral expression, the range of acceptable college majors is very broad. What counts is the intensity and depth of your undergraduate program and your capacity to perform well at an academically rigorous level.

Bucknell pre-law students major in a range of subjects including among others, political science, international relations, economics, English, sociology, management, philosophy, history, biology, psychology, accounting, and engineering. The legal studies minor at Bucknell allows students to learn how law fits within the overall culture; it is not a path to law school.

It is important to keep in mind that a principal factor of admission to law school is a student’s grade point average. As a result, it is important to take majors and courses you find intellectually stimulating, because these are the classes in which you are likely to excel.

Be sure to meet and discuss your law school plans with Bucknell’s Pre-Law Advisor, John P. Fernsler, Esq. His office is located at the Career Development Center at 104 Botany Building. While walk-ins are accepted, appointments are preferred and appointments are open to all class years. Please call the Career Development Center at ext. 71238. Professor Fernsler can also be reached via e-mail at john.fernslers@bucknell.edu.

TEACHER CERTIFICATION

All grade levels and content areas:

Students interested in teacher certification have several options. The following table shows the areas of certification that are available and the majors that correspond with each certification.

Area of Certification	Major
Elementary (K-6)	Elementary Education
Early Childhood (B - 3)	Early Childhood Education
Art (K-12)	Art
Biology (7-12)	Biology
Chemistry (7-12)	Chemistry
Communications (7-12)	English, Theatre or Education
Earth and Space Science (7-12)	Geology
English (7-12)	English
Environmental Education (K-12)	Environmental Studies
French (K-12)	French
German (K-12)	German
Latin (K-12)	Classics
Spanish (K-12)	Spanish
General Science	Biology, Chemistry, Geology, or Physics
Mathematics (7-12)	Mathematics
Music (K-12)	Music
Physics (7-12)	Physics
Social Studies (7-12)	Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology
English as a Second Language (ESL) Letter of Eligibility	Elementary Education, English, Foreign Language, or Mathematics.

In order to become certified, students must sign up for the Education Department's Pre-CIP (Pre Certification Initial Preparation) program. Signing up for this program allows students to be assigned an additional adviser in the education department and also creates a certification APR for the student so it becomes easier to track their progress toward certification.

By the end of there sophomore year students interested in certification should have completed the following steps:

1. Completed application to Pre-CIP
2. Have a GPA of 3.0 or better
3. Have completed a W1 and an English Lit. course¹
4. Have completed two math courses
5. By the end of the senior year, in addition to meeting university requirements, students must have completed all of the courses required for certification in their desired area as well as:

¹ Currently the W1 and English Lit. and two math courses are defined as follows:

- W1 and English Lit.: 1 course in English Literature and a W1 course (not including the English Literature course, not necessarily in English). English Literature can be any ENGL course labeled as literature by the English Department. The W1 course may or may not be ENGL, but two courses MUST be taken. English AP credit can be accepted for 1 of the ENGL requirements.
- Math: 2 math intensive courses (can include EDUC 362 or PSYC 215, AP credit in Mathematics, transfer credits in Mathematics, CLEP exam or other distance education courses in College Mathematics)
- Questions should be directed to the Education Department Chair (currently Lynn Hoffman)

Teacher Certification (continued)

1. Have GPA of 3.0 in all courses required for certification
2. Have received passing scores on the required PRAXIS tests
3. Be recommended by the Certification Officer (currently Asst Provost Midkiff)
 - a. The Certification officer must attest to the following:
 - i. The candidate has completed an approved program and has successfully demonstrated role competencies to qualify for a certificate in the subject(s) or field(s) indicated.
 - ii. the candidate is a “person of good moral character”
 - iii. The candidate “possesses those personal qualities and professional knowledge and skills which warrant issuance of the requested certificate”

It is the candidate's responsibility to satisfy all three criteria, as well as all course work. It is the recommending officer's responsibility to recommend only those candidates for certification who she/he judges to satisfy all of the criteria. Graduation from Bucknell and having successfully completed all of the requisite courses for certification in a given area does not assure the candidate that she/he will be recommended by the certifying officer for certification.

Early Childhood and Elementary Education:

Students seeking to teach Early Childhood (Birth to Grade 3) or Elementary Education (K to grade 6) should enroll in the BS in Education Degree program prior to registration for spring coursework in the first year so that they can take ENGL 218 and MATH 117 as one of the mathematics courses.

K-12 and 7-12 content areas:

First year students seeking to teach at the secondary level should begin work toward the majors listed in the chart above. The specifics of the certification requirements related to each of these majors, and suggested course sequences for meeting these requirements are provided at the Education Department Web Site:

<http://www.bucknell.edu/x905.xml>

Typically the EDUC courses required before student teaching include:

- EDUC 101 (fall and spring) – Social Foundation of Education
- EDUC 201 (fall and spring) – Educational Psychology
- EDUC 334 or 335 (335 is required for K-12 cert. areas) – Later Childhood and Adolescence or Child and Adolescent Development
- One of the following pedagogy courses depending on area of preparation:
 - ENGL 297 (fall only) – Teaching of English
 - LING 241 (spring only) – Teaching of Foreign Language
 - MATH 207 (spring only) – Teaching of Math
 - EDUC 355 (spring only) – Teaching of Science
 - EDUC 354 (Contact Ed. Dept. Chair) – Teaching of Art
 - EDUC 343 (fall and spring) – Teaching of Social Studies
- EDUC 240 (spring only) – Literacy and Learning
- The final courses in the secondary certification sequence are EDUC 349 and EDUC 359 (fall and spring) – Student Teaching and Professional Seminar.

Recommended sequences for the various certification areas can be found at:

<http://www.bucknell.edu/x17815.xml>

INTERNATIONAL EDUCATION

As noted in the *Catalog*, there are several opportunities for students to request permission to study off campus. For unusual academic needs that cannot be met in regular programs, a student and the adviser may wish to consider the opportunities available under the Non-traditional Study program (see material relating to Non-traditional Study in this handbook).

I. General Comments

Undergraduates may wish to consider supplementing their education at Bucknell by studying off campus for one or two semesters. In order to participate in off-campus study, students must meet the Bucknell eligibility requirements of a 2.8 GPA and a history of good conduct and citizenship, as well as any program-specific eligibility requirements. Programs offered by the Office of International Education seek to contribute to the applicant's personal growth and intellectual development. In most instances, though not exclusively, an off-campus program offers expanded opportunity for pursuing the student's major field of study. Without denying the vast cultural opportunities resulting from traveling and living in a foreign culture, it should be understood that this program is primarily an academic program and is administered accordingly. For additional eligibility requirements and general regulations governing off-campus study, please refer to the International Education Section of the *Catalog*.

II. Role of Adviser

- **Discuss the possibility of off-campus study with first year advisees.** In order to accommodate off-campus study, **some students may need to** take required courses for the major out of sequence, or they may wish to delay fulfilling Common Learning Agenda/General Education Requirements so that one or more of these requirements may be taken off campus.
- **Encourage sophomore and junior advisees to contact the Office of International Education in Taylor 105** for advice and information. Although the office alerts all sophomores and juniors in September to procedures and due dates, we need your help in stressing that they follow the guidelines and attend a required group advising session before scheduling an individual appointment with the director or the advising staff.
- **Remind advisees that they may only select programs from those approved** by the Office of International Education. Refer to the office website at www.bucknell.edu/InternationalEducation for a list of approved programs. Should one of the approved programs not meet the student's academic needs, students may request special permission to attend a non-approved program. It is rare that this permission is granted and it must be granted one full semester prior to the application deadline.
- **Encourage students to research** when they wish to study off campus and which program is most appropriate for them. Discuss your advisee's choice of programs and selection of courses to be taken off campus.
- **Ensure that the student will be able to incorporate one or two semesters off campus into his or her degree requirements**, all of which must be met in eight semesters. You will be asked to indicate this on the academic adviser's form of the Application for Approval to Study Off Campus that the student will give you.
- **Advise applicants for off-campus study on which courses may count** toward the major(s) by carefully reviewing the Transfer of Credit Form that the student will give you, either in October or March.
- **Please remind students that all financial aid (with the exception of work study awards) can be applied to approved off-campus study**, if the appropriate arrangements are made.
- **Alert us if you have any questions or anticipate any academic problems** the student may encounter in studying off campus. Our goal is to work closely with academic advisers to ensure that students have a successful academic experience off campus.

III. Summer Study Abroad

Currently, the Office of International Education has information on both Bucknell summer programs abroad and non-Bucknell programs. For procedures on gaining transfer credit please see the section "Summer Session."

SUMMER SESSION

Bucknell

During the summer of 2010, Bucknell will offer students the opportunity to elect up to two courses, selected from among regular course offerings, independent study, and non-traditional study. The dates for 2010 summer session are June 14 - July 23. Specific inquiries about summer school courses at Bucknell should be directed to the Office of the Director of Summer Session, Marts Hall, Room 228 (extension 73655). Preliminary listings of courses are available in March; the *Summer Catalog* and registration materials are usually available just after spring break and can also be found on the summer session web page < <http://www.bucknell.edu/summersession/> >.

Bucknell students who are required to attend summer session due to grade point deficit must attend the Bucknell summer session, as grades obtained at other institutions are not transferred and cannot affect the student's grade point average. No three-week courses may be taken by those students unless approved by the Associate Dean of the student's college. Bucknell students who are required to attend summer session due to credit deficit(s) and not due to grade point deficit(s) may attend either the Bucknell summer session or may apply for approval to remove the deficit "Elsewhere" - (see below.)

Elsewhere

Students desiring to attend summer session elsewhere must obtain prior approval of their course selection(s). Approval of the adviser, the chair of the department of the proposed course, and of the Assistant Registrar is required. A copy of the "Application for Transfer Credit" form may be obtained from the Registrar's office, the Dean's office or on-line at <http://www.bucknell.edu/Documents/Registrar/off-campus%20study.pdf> This form should be completed prior to taking the summer session course to insure acceptance of credit at Bucknell.

MILITARY SCIENCE CREDIT

Students in the College of Arts and Sciences may not earn credit for Military Science elections.

Students in the College of Engineering may petition the dean of the college for credit consideration. The dean may grant, upon request, academic credit equivalent to one course credit, for successful completion of the advanced course of Military Science. This academic credit may be used in place of a free elective in fulfillment of requirements for a degree or may be listed on the student's transcript as an additional course for which credit is given. The grade assigned to the student for the course will be that assigned as the overall evaluation of the student's achievement in the Military Science program. The student must have taken all four advanced courses, must then write a letter to the Dean's office requesting approval, the Dean of Engineering may then direct the Registrar to assign credit.

CREDIT BY EXAMINATION

It is possible for full-time, resident students to earn undergraduate credits toward graduation for certain courses on the basis of an examination administered by the department. Full mastery of the subject must be demonstrated. In no case may students earn credit-by-examination for a course for which they would otherwise be ineligible (e.g., must meet prerequisites, etc.).

Situations in which Credit by Examination may be approved include:

- A. Cases in which Credit by Examination will permit students to accelerate in their major program.
- B. Cases in which the course experience can be demonstrated to be redundant.
- C. Cases in which Credit by Examination allows students to make up deficits incurred, for example, through transfer, leave of absence, change of curriculum or major.
- D. Cases in which Credit by Examination will enable students to complete a degree program interrupted near completion for non-academic reasons. Exceptions to the senior residence requirement (all candidates for a degree are required to be in residence for a minimum of two semesters during the junior and senior years, including the final semester) will be approved by the dean only if three-quarters of the major requirements and a minimum of 16 courses in residence have been completed satisfactorily as a resident student.

REGULATIONS AND PROCEDURES

1. In general, Credit by Examination is available to full-time undergraduate students; it is not available to graduate students, special students, students who have previously audited or failed the course in question, students on exchange from other universities, or persons who have never attended Bucknell University.
2. The total number of credits-by-examination and credits for non-conventional courses together is in no case to exceed six (6). A student qualifying for Credit by Examination under "D" above will be allowed to finish degree requirements via this option by taking a maximum of four courses under Credit by Examination.
3. While in residence, a student is expected to carry the normal course load of 3 - 4.5 courses each semester exclusive of credit for which application is made in this program.
4. Registrations for Credit by Examination will be accepted the first week of the semester and for four (4) weeks following the pre-registration period. Tests shall be administered as follows:
 - a) For courses registered in the first week of the semester, the testing period will be the second week of the following November or April.
 - b) For courses registered in the weeks following preregistration, the testing period will be the first week of the following semester (September or January).
5. Applications for Credit-by-Examination may be obtained from the registrar. They require the signatures of the student, the instructor who will administer the examination, the department chair, and the student's appropriate academic Associate Dean.
6. The student will take the approved application to the Cashier and pay a non-refundable fee of \$225.00. The receipted application must be submitted to the registrar to complete registration and establish eligibility to take Credit by Examination.

Credit by Examination (continued)

7. A Permit to Earn Credit by Examination will be mailed by the registrar to the student, who will present it to the instructor.
8. A Grade Report Form will be prepared by the registrar when the Permit is issued and will be forwarded directly to the instructor. To be posted for a given semester the grade must be received in the Registrar's Office not later than two weeks before the last day of classes. Only passing grades will be entered on the student's record.
9. A Permit to Earn Credit by Examination is valid only for the week for which it is issued and may not be extended or postponed.
10. Courses regularly offered for Credit by Examination are listed below. Other courses may be approved if a course following the one in question in departmental sequence is to be taken the following semester.
11. Exceptions to any of these regulations and procedures must be approved by the appropriate Associate Dean.

ARTS AND SCIENCES

Art 101, 102, 103, other courses in history of art by permission

Chemistry 201

Education 101

Geography 101

Geology 103, 104

German 204, by permission only

Greek 101, 102; other courses only under extraordinary circumstances with the permission of the department chair

Latin 101, 102; other courses only under extraordinary circumstances with the permission of the department chair

Mathematics - any course by permission

Music - 101, 102, 141, others by permission

Philosophy - 103, 201

Physics - by permission

Psychology - by permission only

Russian - 101, 102, 103, 104, 201

Sociology 100, but only under extraordinary circumstances; permission of the instructor required

The following departments do not offer Credit by Examination courses except under extraordinary circumstances; permission of the department chair is required: Biology, Classics, East Asian Studies, Economics, English, Environmental Studies, French, History, Linguistics, Management, Political Science, Religion, and Spanish.

ENGINEERING

Any, by permission of the appropriate department chair.

Computer Science does not offer any credit by examination.

GRADUATE SCHOOL ADVISING

The University Graduate School Advising Coordinator is Prof. Andrea Halpern (ahalpern@bucknell.edu). She is available to assist students with general information about graduate school and the application process. She can also provide an overview of various fellowships available for post-Bucknell travel and study. Each department and program also has a Departmental Graduate School adviser, and a number of fellowships have on-campus advisers to give information, and to assist with the on-campus application process when that is relevant. Names of Departmental Advisers, Fellowship Advisers, and links to many fellowship sites can be found at the Graduate Advising website:

<http://www.bucknell.edu/GradSchoolAdvising.xml> Information sessions on graduate school applications are offered once each semester jointly by the coordinator and CDC staff.

Many graduate programs require an applicant to take the Graduate Record Examination. All general exams are now computer-based and taken at an off-site location of your choice. Subject area tests are still in paper and pencil format, and are given at Bucknell several times a year. Further information may be found at the CDC website: <http://www.bucknell.edu/x2573.xml> The CDC also has listings for advisers for law, medical/health, and business school.

In addition to these resources, the Writing Center offers occasional workshops on writing essays for graduate school applications. Also, all faculty members are happy to discuss graduate school with students.

GRADUATE STUDY AT BUCKNELL

Graduate study at Bucknell is available to students interested in pursuing master's-level work, in achieving professional competence or certification, or in continuing their studies beyond the bachelor's level in non-degree programs. Master's degrees can be earned in animal behavior, biology, chemistry, education, engineering (chemical, civil, electrical, environmental, mechanical), English, mathematics, and psychology. The *Graduate Catalog* and application forms for admission and financial aid are available from the Graduate Office, 228 Marts Hall, and on the Graduate Studies web page www.bucknell.edu; click on Academics and then on Graduate Studies.

A student is admitted to graduate standing by the Dean of Graduate Studies after consultation with the department in which the student plans to specialize. Financial assistance is available to well qualified degree candidates. Graduate assistantships are available in most programs and are awarded on a competitive basis. Students who qualify may also be granted scholarship aid. Undergraduate students who have arranged to complete all undergraduate degree requirements and maintain a GPA of 3.0 or better may, with prior approval, take up to two courses for graduate credit. An application for graduate credit by undergraduate students may be obtained from the Office of Graduate Studies or the Office of the Registrar.

ESTABLISHED TEACHING TIMES

Monday	Tuesday	Wednesday	Thursday	Friday
8:00	8:00	8:00	8:00	8:00
9:00		9:00		9:00
	9:30		9:30	
10:00		10:00		10:00
11:00	11:00	11:00	11:00	11:00
12:00	12:00 No classes	12:00	12:00 No classes	12:00
1:00	1:00	1:00	1:00	1:00
2:00		2:00		2:00
	2:30		2:30	
3:00		3:00		3:00
4:00	4:00	4:00	4:00	4:00
5:00 No Classes	5:00 No classes to be held Tuesday evening	5:00 No classes	5:00 No classes	5:00 No classes to be held Friday evening
7:00		7:00	7:00	
10:00		10:00	10:00	

1. Monday, Wednesday, Friday 8 a.m. – 5 p.m. = 1 hour time blocks.
2. Tuesday, Thursday 8 a.m. – 11 a.m. and 1 p.m. – 4 p.m. = 1 ½ hour time blocks.
3. Tuesday, Thursday 11 a.m. – 12 noon = 1 hour time blocks for half credit and 4 p.m. – 5 p.m. = courses or conversation hours.
4. Monday, Wednesday, Friday 2 p.m. – 5 p.m. = 3 hour seminars or lab courses.
5. Tuesday, Thursday 1 p.m. – 4 p.m. = 3 hour seminars or lab courses.
6. Monday, Wednesday, Thursday 7 p.m. – 10 p.m. = evening class times.
7. Monday/Wednesday, Wednesday/Friday, or Monday/Friday 8:30 – 10 a.m. or 3 – 4:30 p.m.
8. Illegal class times = Tuesday, Thursday 12 noon – 1 p.m.
Monday, Wednesday, Thursday 5 p.m. – 7 p.m.
Tuesday, Friday after 5 p.m.
Saturday and Sunday
9. Scheduling classes which cut across established time blocks results in both underutilization of classrooms and denial of enrollment opportunities for students.

EXAMINATION POLICIES

Hourly Examinations

Faculty members are encouraged to use the following schedule for hourly examinations during both semesters of the 2009-10 academic year.

Monday	for classes meeting	MWF 10:00, 1:00, 4:00 M/F 8:30, 3:00, M/W 3:00
Tuesday	for classes meeting	TR 8:00, 11:00, 1:00
Wednesday	for classes meeting	MWF 8:00, 11:00, 3:00 M/W 8:30, W/F 8:30, 3:00
Thursday	for classes meeting	TR 9:30, 2:30
Friday	for classes meeting	MWF 9:00, 12:00, 2:00

NOTE: CONCERNING EXAMINATIONS OUTSIDE OF CLASS HOURS

No evening examinations may be given for regularly scheduled day courses without special permission from the Associate Dean of your College. All requests should be submitted in writing. You will recall that, by Faculty action, a professor's intention to give examinations outside of the scheduled class sequence is to be announced in advance to the students in the *Bucknell Course Guide* and in *Course Information* on-line.

FINAL EXAM POLICY

The University faculty adopted the following policy on December 6, 2004, regarding the scheduling of the final examinations:

THE FACULTY RECOMMENDS THAT ALL COURSES BE CONCLUDED WITH A FINAL EXAMINATION that stresses the integration of the course material unless inapplicable to the subject matter.

1. From 7 a.m. the Wednesday following the last day of class to the end of the period of final examinations, no student events of any kind other than voluntary review sessions may be scheduled either officially or unofficially; including: additional class hours, meetings, seminars, social events, athletic games, professional interviews, special programs, or any examinations beyond the final exams scheduled through the Registrar's office.
2. The dates for the examinations are given in the University Calendar. In no case may a final examination, including a take-home examination, be administered or fall due in advance of the time appointed for the final examination. Students are expected to lodge a complaint with the Associate Dean of the appropriate college should their instructor violate this regulation.
3. Individual faculty members may not reschedule final exams for individual students without approval of the Associate Dean of the student's college. In such cases, make-up examinations will be given at such time as the instructor appoints.
4. A student may be excused from a final examination in the case of serious illness or other grave emergency. Such excuses can only be authorized by the Associate Dean of the student's college. In such cases, make-up examinations will be given at such time as the instructor appoints.
5. **A student who has three final exams that begin and end within a 24-hour period may ask to have one of the exams rescheduled.** The student must consult with the Associate Dean of his or her college.
6. Students who wish to reschedule an exam in order to participate in a culminating academic event or culminating varsity-level athletic event may be allowed to do so upon the agreement of the Associate Dean of the student's college and the faculty member whose exam conflicts with the event; the event must be scheduled by a non-Bucknell organization; and there must be no suitable alternative to the event.
7. The University policy regarding the last week of classes and the final examination period will be posted each semester on the Registrar's office web page.

STUDENTS' RIGHTS

Privacy of Student Records

Faculty should be aware that federal law (the Family Educational Rights and Privacy Act of 1974, as amended "Privacy Act") limits the information concerning students which the University can make available to third parties, including parents, unless the student's consent has been obtained and/or prior arrangements have been made (e.g., mailing grades or bills to parents). While the University is always interested in addressing parent concerns regarding student welfare, it must be guided in its actions by the provisions of the Privacy Act, also known as the Buckley amendment. We have included below a summary of the University's official policy statement on the release of the student information to parents and others and the reasons for this policy. Please read it carefully:

1. Bucknell University communicates with the student directly and releases information about a student to others, including parents, only with the student's consent. If a faculty member receives an inquiry directly from a parent about a student, the faculty member should not provide any information to the parent unless they have a signed release from the student consenting to the release of such information. The faculty member should ask the parent to contact the appropriate associate dean of the student's college (Karen Marosi in the College of Engineering; Elaine Hopkins or Rich Robbins in the College of Arts and Sciences) for assistance with their request.
2. The University transmits bills and academic status reports (grade reports and official letters concerning academic standing) as directed in advance by the student.
3. Faculty members who observe or become privy to questionable behaviors, suspicious activity or potentially dangerous threats or disturbances of students **should** discuss such instances with appropriate personnel, such as the college Deans or Deans of Students, Psychological Services, Student Health Services, or Public Safety. If a faculty member is unsure of his or her ability to discuss a matter which might affect the health or well-being of a student or students, the faculty member is urged to discuss those concerns with General Counsel. If the faculty member prefers, he or she may also discuss the situation without naming the student with an appropriate Dean to seek further guidance regarding broader disclosure.
4. Exceptions to the above, as permitted by the Family Educational Rights Privacy Act of 1974, are:
 - (a) Directory information
 - (b) Release of information in an emergency where such information is necessary for the protection of health or safety.
 - (c) Release of information to Bucknell staff or faculty who have a legitimate educational need for the information.
 - (d) In connection with financial aid for which the student has applied.
 - (e) To comply with a judicial order, a lawfully issued subpoena, or a Patriot Act request.
 - (f) Release of information to parents of a "dependent" student in those instances where notice of "dependency" status has been provided in writing in advance to the Registrar's Office. Such notice is effective for one academic year and must be renewed annually. For the purpose of the Act, a student is a "dependent" (as defined in Section 152 of the Internal Revenue Code of 1954) if over half of the support of the student is received from the parent. The Registrar's Office will furnish a copy of the notification to the student together with a written statement indicating that "dependency" status authorizes the University to release academic status reports to parents and to communicate with parents directly about financial matters, conduct, and student life issues without the student's consent.

Students' Rights (continued)

Academic Freedom, Freedom of Speech and Freedom of Association

Faculty should be aware that students also are entitled to academic freedom, freedom of speech, freedom of association, confidentiality and due process. Thus, faculty should encourage students to engage freely with both course content and process, evaluating students on the merits of their arguments and performances, not on their opinions or conduct in matters irrelevant to the academic mission of the university or the course content.

Students should be free to express reasoned opinions that differ from those of faculty or the majority of other students. However, students must also understand that they are responsible for learning the content of any course in which they are enrolled, even if they object to that content. Students may not be subjected to arbitrary or capricious evaluations of their work. At the same time, students are responsible for meeting the standards of performance established by faculty. Finally, information about students is confidential, including their views, beliefs, political affiliations, and other personal information, even if that information is disclosed in the classroom. Faculty assessments of character and ability may be provided to others with the knowledge or consent of the student.

Students have a right to an environment free from sexual harassment. Legal cases against other institutions under Title IX involving students, or Title VII involving employees, have described several types of prohibited sexual harassment. The following are offered as examples:

- (1) Quid Pro Quo Harassment: Where some benefit is offered or conferred in exchange for participation in sexual activity. In such cases the power of authority of the faculty member is used to coerce unwilling conduct.
- (2) Offensive Environment Harassment: Where the student's right to "An atmosphere conducive to learning" is abridged by an offensive course of conduct which may include sexist language, sexual advances, touching, ridicule, discrimination, etc. Faculty members should not to make it a habit to touch their students, even in what they perceive to be an innocent or a friendly fashion.

Finally, it should be noted that sexual harassment may be perceived to occur between members of the same sex as well as between members of the opposite sex.

Advisers who become aware that a student's rights have been abridged in any of these areas, or that a student perceives his or her rights to be in jeopardy, should immediately consult with the Associate Dean of the College in confidence.

Additional information provided by the Office of the Registrar concerning **FERPA**, the **F**amily **E**ducational **R**ights and **P**rivacy Act, can be viewed at <http://www.bucknell.edu/Documents/Registrar/NeedtoKnow.pdf>

ILLNESS AND INJURIES

Student Illness

Emergency Situations: In case of serious illness or injury:

1. Dial 71111 and give specific details.
2. If the medical emergency appears "life threatening," request that an ambulance be summoned.
3. Remain at the scene to direct assistance.

NOTE: Bucknell's Student Health Service is open during the academic year 7 days per week – including weekends!! While summer school is in session Student Health Services is open from 8:30 am – 12:30 pm weekdays; it is closed on Saturdays, Sundays and July 4th. When the Student Health Service is closed, medical assistance can be obtained either from local physicians or at the Evangelical Community Hospital Emergency Room.

Non-Emergency Situations: The procedure below should be followed:

1. A student who appears to be physically ill should be referred to the Student Health Service.
2. If the student indicates that he or she will act on your suggestion that the Student Health Service be consulted, please call the health service at ext. 71401 to report the circumstances of the referral.
3. During closed periods, non-emergency medical assistance can be obtained either from local physicians or at the Evangelical Community Hospital.

Referrals to Extramural Resources: While a student is free to consult any medical resource he or she chooses, any employee of the University may subject himself or herself and/or the University to legal suit if he or she recommends treatment or an off-campus resource (a physician or a medical service) and such treatment or referral results in improper or negligent action leading to a claim for damages. As a matter of University policy, the University authorizes only the members of the Student Health Service staff to make such recommendations or referrals. University staff members should not recommend treatment and should make referrals only to the Student Health Service.

Psychological and Psychiatric Services -- see 'Psychological/Psychiatric Services'

PSYCHOLOGICAL SERVICES

GUIDELINES FOR REFERRAL TO PSYCHOLOGICAL SERVICES

Most Bucknell students encounter new challenges during their college years. These challenges often involve the development of new skills, changes in attitudes and values, new relationships with friends, teachers, parents and others, and the development of new goals for the future. Psychological Services provides specialized services to help students respond to and grow from these challenges.

Services include:

- Individual and group counseling and psychotherapy for personal, interpersonal, academic and vocational concerns.
- Crisis intervention and support for students who find situations or circumstances overwhelming their usual coping skills.
- Consultation with faculty, staff, parents and other students who are concerned about a student's wellbeing and/or academic performance.
- Clinical, study skills and vocational assessment.
- Psychiatric evaluation and medication management.
- Psycho-educational programming in such areas as stress management, self-care, family relationships, substance abuse, personal growth, interpersonal relationships, self-esteem, eating and body image, sexual and relationship violence, career uncertainty, time management and study skills, mood disturbances, self-sabotaging behaviors and communication skills.

A. REFERRALS

When To Refer:

Faculty and administrative staff members are encouraged to make referrals directly to Psychological Services. Reasons for considering referring students may include any of the following:

1. The student's behavior raises concerns for his/her or other's safety. A student may communicate to you his/her intentions or thoughts about self-harm or harm to others. The communication may be verbal, but just as frequently it may be written, included in the text of a paper, a project, or in an e-mail message. References to harm can be in the form of clear statements of risk, e.g., "I was so anxious about the exam that I ended up cutting," or "The first thought that came to mind was that life wasn't worth living anymore." Statements can also be rather ambiguous or of indeterminate certainty, e.g., "I don't think anyone would notice if I were not in class," or "If my roommate does that one more time I'm going to kill him". It is important to address immediately and directly any behaviors that raise a concern for student safety.
2. The student is dealing with a crisis. Students often encounter unexpected, emotionally traumatic events for which their nascent coping skills are inadequate or only partially effective. The traumatic event might be as extreme as the death of a parent or having been sexually assaulted, or as ordinary as a break-up in a relationship or a poor grade. What makes it a crisis is not the event, but the person's inability to cope with the event. The student may communicate directly that she/he is dealing with a crisis, e.g., "I'm going home for a family funeral" or indirectly, e.g., changes in behavior, changes in mood, missing classes, inconsistencies in behavior, etc.
3. The student is exhibiting problematic behaviors or struggling with an issue of mental health. Problematic behaviors include a variety of actions or inactions, e.g., irregular class attendance, consistently late papers or projects, inappropriate behavior in class, impulsivity, depressed or anxious mood, inappropriate or disproportional anger,

obsessive thoughts, difficulty working with a classmate or with a team, coming to class intoxicated, disordered eating – unhealthy appearance, poor self-esteem, bizarre behaviors, etc.

4. The student is having trouble “fitting in” with Bucknell. Over the course of their four years at Bucknell, students are challenged with making many transitions. Whether it is the transition from high school to college or college to the “real world”, the transition from a biology major and pre-med career path to a theater major and a performance career, or the transition from being an athlete to leaving his/her sport, students may struggle with “fitting in”. “Fitting in” involves a sense of personal confidence and a sense of belonging or “fit”. Counseling can help students address personal identity development and how to integrate what they are learning within that identity.
5. The student would like to explore lifestyle changes. In response to their educational experiences students often realize that old ways of acting or perceiving are no longer effective or relevant to their lives. They would like to change or learn new approaches to life. Lifestyle changes can range from recognizing a co-dependent relationship and seeking to become more self driven and independent, to recognizing that procrastination is a response to anxiety and seeking to be more self-disciplined and initiating.
6. The student is seeking personal development. Students often use Psych. Svcs. to learn new skills or hone existing ones. Personal development skills may include overcoming test or performance anxiety, developing assertive communication skills, learning confrontation and negotiation skills, gaining decision-making and problem-solving skills, etc.

How To Refer:

If you have a student you would like to refer to Psychological Services, please direct the student to telephone (577-1604) or come in person to the office (Lowry House – corner of Loomis St. and University Ave., across from the President’s House.) The office assistant will help the student to arrange a meeting with a counselor.

If you or the student deems the situation to be an emergency, please call Psych. Svcs. to consult with a counselor and arrange for someone to accompany the student to Lowry House. A counselor is available to meet immediately with any student in an emergency situation. Simply tell the office assistant answering the phone that you need an emergency consultation with a counselor (See Emergency Referrals below for more information.)

In the case of non-emergency referrals, arrangements are made for the student to meet with a counselor as soon as possible. Typically the office assistant will offer the student the first available appointment that fits the student’s schedule. If the student prefers, she/he can meet with a counselor that same day for a brief consultation during the center’s afternoon “walk-in” hour, 3:00 to 4:00 PM. No appointment is needed and the student will be seen as long as she/he arrives before 4PM. Since students are seen on a first come, first served basis, the student may have to wait until the next counselor is available.

When referring a student to Psychological Services it can be helpful to keep the following in mind:

1. Explain to the student your reasons for the referral (e.g., why you are referring the student and what you hope the referral will accomplish) and how you will assist the student to arrange a meeting with a counselor. It can be helpful to: a) express your respect and concern for the student, b) make the distinction between the person and their behaviors – e.g., the behaviors, not the person are problematic, c) introduce the idea that change for the positive is needed and possible.
2. If a student is reluctant to seek psychological assistance it may be helpful to suggest that the student make an appointment to “consult” with a Psych. Svcs. counselor. You can

.00000000services, to demystify psychological counseling and to discuss with a counselor how Psych. Svcs. might assist the student with his/her concerns.

3. It is also helpful for the staff at Psych. Svcs. to have your perspective on the student's concerns. You are invited to discuss this with the student and then to contact Psych. Svcs. and discuss with a counselor your reasons for referring the student. You and the counselor can also decide if you'd like Psych. Svcs. to confirm with you that the student has made contact with the office. Knowing this in advance of the meeting allows the counselor to discuss this request with the student and to obtain his/her permission to confirm that the appointment had been kept.
4. It is helpful for the referring faculty or staff member to follow-up with the student to determine if the student was able to obtain the help needed and to encourage the student to follow through on recommended treatment.
5. If the student voices some concern about Psych. Svcs. (e.g., she/he seems misinformed about the nature of psychological services, the center's policies, procedures, or the student's previous experiences, etc.) you can offer to look into the matter for the student and relay the information you learn after consulting with Psych. Svcs.
6. For advice or assistance in making the referral, you may talk with any of the professional staff members of Psychological Services to discuss the circumstances, the services available, the conditions of referral, etc.

B. EMERGENCY REFERRALS

1. Students experiencing severe emotional disturbance need emergency referral. The nature of the concern determines the most appropriate referral resource.
 - (a) If there is a life-threatening situation and the need for immediate management (e.g., control, protection) of a critical situation, immediately contact Public Safety (577-1111) and request their assistance and that they notify the Dean of Students on-call.
 - (b) If there is a need for therapeutic assistance (including deciding whether there is a need for referral), Psychological Services should be consulted.
2. Services: During the academic year a counselor is on-call at all times that school is in session. If an emergency requiring therapeutic assistance arises during regular office hours, call Psychological Services to ask for an emergency consultation or simply accompany the student to Psychological Services in Lowry House. If such an emergency arises after-hours or over the weekend the on-call counselor can be reached by calling the Psychological Services' number 570-577-1604, and requesting the answering service to page the counselor on-call. (Please be aware that there may be a short delay while the call is forwarded to the service, please remain on the line.) The operator will ask if this is an emergency and you should respond "yes" and that you would like to speak with the counselor on call. The operator will take your name and telephone number and page the counselor on-call. The counselor will call you at the number given. The counselor can consult with you and/or the student on the phone, arrange to meet with you and/or the student on campus, or meet you at the local hospital, depending on the circumstances. The counselor on-call is asked to respond by telephone as quickly as possible, usually within 20 minutes. If more immediate intervention is needed, seek assistance from Public Safety or the police first. A counselor can be contacted following Public Safety's or police intervention.

During the summer school session, a counselor can be reached during regular office hours. For after-hours or weekend emergencies during the summer session, Psychological Services' answering service will direct callers to community emergency resources.

3. Danger to self or others. Indications or apprehensions that a student might harm him/herself or others constitute an emergency. Immediate action is imperative. If the staff member is not sure of the immediacy of the danger, he/she should consult the professional staff of Psychological Services immediately or call the Dean of Students.
4. Legal Responsibility. Although staff members' responsibility for immediate action is fundamentally a social/moral/humane responsibility, it is also a legal responsibility. Specifically, the University has a legal responsibility to take appropriate steps to mitigate harm or injury to students. Staff members are regarded as representatives of the University. Hence, any information held by a staff member will be regarded as information known to the University. Both the staff member and the University are liable for failure to act. That such information has been obtained in a confidential relationship will not serve as a defense or an excuse for failure to take appropriate action.

C. OFF-CAMPUS REFERRALS

1. If a student wants to pursue services off-campus, encourage the student to consult with a Psychological Services staff member who can discuss with the student the community resources available and help facilitate a successful connection with a community clinician or program.
2. The University authorizes only the professional staff of Psychological Services to make off-campus referrals. A staff member of the University subjects him/herself and the university to legal suit if an off-campus referral results in improper or negligent action. There is, moreover, a conflict of interest issue if the student is unaware of, or misinformed about, University services to which he/she is entitled free of charge.
3. Students should be aware that the professional staff of Psychological Services are specialized in serving young adults during their college years, that they have resources and services uniquely designed for college students; that their services are free of charge; and that the student's consultation is "privileged" by law, i.e., professional psychologists cannot discuss a student with anyone without the student's written authorization. Moreover, the professional staff is glad to make off-campus referrals as long as the student is fully informed of the services available on campus.
4. In the event that a student needs services other than those offered by the Psychological Services, the staff has off-campus referral resources and can assist the student with the referral process.

While the appropriate handling of psychological emergencies is critical to the welfare of the distressed student, it may be appropriate to remind University staff that such emergencies constitute only a small proportion of the psychological services provided. As mentioned in the opening paragraph, students should be encouraged to consult with professional staff in Psychological Services for any in-depth academic, vocational, or personal counseling they might seek.

REFERRALS

The office of the Dean of Students, Room 211, Langone Center, x71601, is a resource for all students with questions and concerns of a non-academic nature. A number of individuals, services and programs are available on campus to assist students who encounter academic difficulty or other problems. The following list is not complete, but may serve as a guide for the more common questions.

Counseling (Linda Locher, Director of Psychological Services, 71604)

Students with social/emotional/personal difficulties that may be interfering with academic performance should be referred to Psychological Services, which is located in Lowry House (71604). Psych Services also offers assistance to students who are experiencing difficulty concentrating and/or keeping up with their academic responsibilities.

In addition, Psych Services offers interest and personality inventories to assist students with issues of choice of major and occupational identity. Students can be referred to either Psych Services or the Career Development Center for assistance in this area.

Financial Assistance (Andrea Leithner Stauffer, Director of Financial Aid)

Students or parents who have any questions or concerns regarding financial aid are encouraged to contact the Office of Financial Aid at 621 St. George Street (71331). Our staff will be pleased to assist with application materials and answer any questions about aid eligibility and options.

Fraternities and Sororities

Chip Marrara, Assistant Dean of Students and Director of Fraternity and Sorority Affairs (577-1602)

There are 13 fraternities and 8 sororities on campus with a total membership of approximately 1500 undergraduate students. Students have numerous opportunities to become involved in areas including but not limited to; academics, philanthropy, community service, alumni/ae relations, and intramurals. Any questions concerning fraternity and sorority affairs should be directed to the Dean of Students Office (577-1602).

Housing Assignments and Living Arrangements (Daniel C. Remley, Assistant Dean of Students and Director of Housing and Residential Life, 71195)

The mission of the Office of Housing and Residential Life (Room 207, Langone Center) is to develop, coordinate, administer, and evaluate programs, services, facilities and staff for the residential living opportunities at the University. This includes traditional residence halls, special interest houses, and apartment complexes. The Residential Life staff is committed to the total education of each student within a traditional residential campus. Students having questions relating to room assignments, living arrangements, residential colleges, residence hall councils, or other aspects of Residential Life should be referred to the office.

Reading and Study Skills

A course in reading improvement and study skills will be offered in late January or early February on the campus. The program involves a fee; arrangements to participate are made through Psychological Services, Lowry House.

Referrals for Academic Assistance and Other Matters (continued)

Tutoring

Students who require extra tutorial assistance should be directed to their individual instructors or to the department head. Some departments offer regular help sessions which may assist students who have difficulty in understanding course material. Individual tutoring by trained and supervised peer tutors is available in lower-level math, biology, chemistry, and physics courses through a centralized tutoring program in the Writing Center.

The aim of the Writing Center Tutoring Program in introductory math and science courses is to provide long-term tutoring for those students who need continuing, time-consuming aid that cannot be provided by departmental help sessions or TA's. The program is meant to supplement assistance provided by faculty members. Unlike Writing Center consultations about writing, which are encouraged for all members of the campus community, the math and science tutoring program is limited to serving students who are in danger of earning a grade of C- or lower without sustained long-term assistance. Students needing this type of sustained assistance should be referred to the Writing Center, 100A Roberts Hall (73141).

The following courses are served by the Writing Center Tutoring Program: BIOL 111: Controversies in Biology, BIOL 121 & 122: General Biology; BIOL 205: Introduction to Cells and Molecules; BIOL 206: Organismal Biology; BIOL 207: Genetics. CHEM 105 & 106: Introduction to Chemistry; CHEM 160: Introduction to Environmental Chemistry; CHEM 201 & 202: General Chemistry; CHEM 211 & 212: Organic Chemistry; CHEM 221: Inorganic Chemistry (spring semester only); PHYS 211 & 212: Classical and Modern Physics; MATH 192: Topics in Calculus; MATH 201 & 202: Calculus I & II; MATH 205 & 206: Accelerated Calculus; MATH 216: Statistics, and MATH 226: Probability and Statistics for Engineers.

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