

FACULTY ADVISER HANDBOOK

BUCKNELL UNIVERSITY



**AUGUST 2019**

***Mission Statement:*** Academic advising at Bucknell is an intentional and collaborative relationship in which faculty empower students to develop and pursue their academic programs and learning goals.

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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. Human Resources is the designated office for managing compliance with Commonwealth and federal regulations and requirements and can be reached at 570-577-1631, [HR@bucknell.edu](mailto:HR@bucknell.edu) or in person by visiting Cooley Hall on University Avenue.

REVISED 8/26/19

## 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.

### Academic Advising of Students

#### Bucknell University Academic Advising Mission Statement

*Academic advising at Bucknell is an intentional and collaborative relationship in which faculty empower students to develop their learning goals and pursue their academic programs. It is the responsibility of full-time continuing members of the Faculty and is included as a component of teaching for faculty evaluation.*

The primary responsibility of the faculty adviser is to provide information about educational options open to the student and to suggest ways in which these options may relate to the student's interests, learning goals and career plans. The faculty adviser and the student should engage in dialogue about the pursuit of 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 advising system at Bucknell.

An integral part of faculty advising is to help students plan their academic programs and select courses before registration each semester. The faculty adviser and advisee meet to discuss 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 are expected to discuss official academic records with their students as part of planning each semester's work and monitoring their progress.

## EXPECTATIONS FOR AND RESPONSIBILITIES IN THE ADVISING RELATIONSHIP

### Student advisee 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 includes the following:

Availability - posted office hours and provisions for making appointments, especially during preregistration 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 student 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 are advisee expectations and responsibilities 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.

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

Patrick Mather, Dean (Engineering)

Terri Norton, Associate Dean (Engineering)

Karl Voss, Dean (Arts and Sciences)

M. Lynn Breyfogle, Associate Dean (Arts and Sciences)

Rich Robbins, Associate Dean (Arts and Sciences)

Raquel Alexander, Dean (Freeman College of Management)

Ivy Kepner, Associate Dean (Freeman College of Management)

Calendar of Events – [Fall Semester 2019](#)

View the New Student Orientation Schedule [Here](#)

Calendar of Events – [Spring Semester 2020](#)

**Schedule for Group Meetings  
Thursday, August 22, 2019**

Group Adviser Meetings for College of Arts and Sciences 2023 selected majors below – Thursday, August 22 from 3 - 3:30 p.m. (except for Art & Art History) in the following locations:

Animal Behavior	Biology 101
Biology	Rooke 116
Cell Biology/Biochemistry	Rooke Chemistry 101
Chemistry	Rooke Chemistry 102
Classics and Ancient Mediterranean Studies	Vaughan Literature 201
Computer Science	Academic West 116
Early Childhood Education	Academic East 101
Economics	Academic West 111 (Event Lounge)
English	Coleman 119
Geology/Environmental Geosciences	O’Leary 232
Latin American Studies	Academic West 114
Mathematics	Olin Science 372
Mathematical Economics	Academic West 112
Music Education	Sigfried Weis Music Building 224
Neuroscience	Biology102
Philosophy	Vaughan Literature 102
Physics	Olin Science 255
Sociology & Anthropology	Academic West 212

Please note that Art & Art History will meet from 3:45 p.m. to 4:15 p.m. in the Art Building 302-Art Studio

Group Adviser Meeting for all Freeman College of Management 2023 majors will meet to discuss degree requirements on Thursday, August 22 from 3 – 4:00 p.m. in the Forum, Elaine Langone Center.

Group Adviser Meetings for the College of Engineering – Thursday, August 22

3:00 – 4:00 Declared Engineering Students – See orientation schedule for locations

4:00 – 5:00 Undeclared Engineering Students – See orientation schedule for locations

3:30 – 5 p.m.

Arts and Sciences Students Individual Adviser Appointments

If you are in the College of Arts and Sciences, you will have the opportunity to meet with your faculty adviser(s) individually and have the opportunity to discuss or change your course schedule. The Registrar’s Office, located in Marts Hall, will be open to make approved changes. Be sure to check the Reminders in myBucknell for a link to your Academic Advising Sheet which contains information regarding your adviser assignment.

4 – 5 p.m.

Freeman College of Management Individual Advising Appointments *Taylor Hall*

If you are in the Freeman College of Management, you will meet with your faculty adviser individually and have the opportunity to discuss changes you would like to make to your course schedule. The Registrar’s office, located in Marts Hall, will be open to make approved changes. Be sure to check the Reminders section in myBucknell for a link to your academic advising sheet, which contains information regarding your adviser assignment which includes your adviser’s name, office location and email address.

## REQUIREMENTS

### Writing Requirement

See 'The University Writing Requirement', page 14

### General Requirements for all students in the College of Arts & Sciences

#### College Core Curriculum (CCC)

The CCC defines the educational expectations for students in the College of Arts & Sciences. This curriculum is based on an interrelated set of principles that emphasize intellectual and practical skills, transferable tools for integrative learning, and disciplinary perspectives. It recognizes writing, oral communication, and information literacy as central tools for learning and disseminating new knowledge that permeate the entirety of the learning experience. The curriculum will prepare students to apply the skills, knowledge and sense of responsibility they have gained to new settings and complex problems as engaged citizens in an interconnected world. Research suggests that employers deem a broad skill set as critical for success for college graduates. In addition, employers agree that innovative, critical thinking is important for taking on complex challenges in the work place. These are all skills developed through the CCC.

The disciplinary depth component of the curriculum (the "major") provides students with the opportunity for sustained study in an academic discipline. Students learn to think deeply about a set of linked topics and to use the methodology of academic investigation in a specific field or a set of subfields. As a result, they extend and develop their own intellectual ideas with more sophisticated and informed analysis.

The coursework required to complete a major is determined by the faculty of the department or program offering the major, subject to the approval of the Arts & Sciences Curriculum Committee. All majors must incorporate intellectual skill development into the coursework such that students can meet Learning Outcomes in reading, writing, and information literacy. In addition, all majors must include a **Culminating Experience (CE)** that draws together a student's disciplinary experiences and provide a more coherent appreciation of the major's academic discipline. The structure of the culminating experience is left to the discretion of the faculty in the department or program offering the major. Students are expected to complete their Culminating Experience during their senior year and no sooner than the spring semester of their junior year.

A college education is much more than a major, and the non-major portion of the CCC provides a structure for students to explore academic opportunities beyond their major field. It is in fulfilling these requirements, along with major requirements and other courses chosen by each student, that a Bucknell education becomes a liberal arts education – one that realizes the goals of our Mission Statement: *Bucknell educates men and women for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity, and imagination.*

The non-major portion of the CCC is grouped into three broad components. Further details can be found [here](#).

Transferable knowledge and a range of intellectual abilities drawn from different modes of inquiry across disciplines are essential components of any liberal education. **Intellectual Skills** courses help students develop important academic capacities for use in the academy and in the rapidly-changing world they will enter after college.

#### **Intellectual Skills – one course from each category**

- a. Foundation Seminar (FOUN) – Required in the first semester; all sections are W1
- b. Lab Science (LBSC)
- c. Foreign Language requirement (CCFL)



- d. Integrated Perspectives Course (IPCC) – Required for the Class of 2018 and beyond; intended to be taken in the sophomore year

The University's Learning Goals specify that students “develop knowledge and skills to identify and respond creatively and effectively to local and global challenges to humans and the natural world.” **Tools for Critical Engagement** courses provide students with an opportunity to apply their skills and knowledge to problems and issues that challenge us today or have done so throughout history.

**Tools for Critical Engagement – one course from each category**

- a. Diversity in the U.S. (DUSC)
- b. Environmental Connections (EVCN)
- c. Global Connections (GBCC)
- d. Quantitative Reasoning (CCQR)

To ensure that students are exposed to a wide range of modes of intellectual inquiry, they are required to take at least two courses from each of the College's divisions – including the Division of Arts & Humanities, the Division of Social Sciences, and the Division of Natural Sciences & Mathematics. One course in each division must satisfy the Learning Goals specific to that division.

**Disciplinary Perspectives – two courses in each division; one must meet divisional learning goals**

- a. Arts and Humanities
  - i. With designated Learning Outcomes (AHLG)
  - ii. Without (ARHC)
- b. Social Sciences
  - i. With designated Learning Outcomes (SSLG)
  - ii. Without (SLSC)
- c. Natural Sciences and Mathematics
  - i. With designated Learning Outcomes (NMLG)
  - ii. Without (NSMC)

**Frequently Asked Questions Regarding the CCC (Advisers' Edition)**

Must students complete CCC non-major requirements during their first two years?

No. Students may take courses to satisfy CCC requirements any time during their undergraduate years, with only two exceptions – Foundation Seminars must be taken during the first semester of a student's first year, and Integrated Perspectives courses ordinarily will be taken during the sophomore year (in some circumstances, they can be taken during the junior year). Advisers and advisees should develop a plan for completing CCC requirements, recognizing that for some majors, there is less room for non-major elective coursework in the junior and senior years.

Can courses double-count for different CCC requirements or CCC and other curricular requirements?

Yes, under certain conditions:

- iii. Courses may double-count for a CCC requirement and major or major-related requirements.
- iv. Courses may double-count for a CCC requirement and a Writing Program requirement.
- v. Courses may double-count for Disciplinary Perspectives, Non-Learning Goals credit (i.e., ARHC, SLSC, and NSMC) and Tools for Critical Engagement (i.e., DUSC, EVCN, GBCC, and CCQR) credit.

If a particular course is qualified for two or more CCC designations can a student choose which designation applies?

Yes. The Registrar will place the course into one category on the student's Academic Progress Report (APR), but the student (through the adviser) can request that the course be moved to satisfy a different category. Advisers can request this change by communicating directly with the

Registrar's Office. Advisers and students can determine which designations each course satisfies by clicking on the "CCC Adviser Report" link at the top of each student's APR.

Can courses taken off campus count for CCC credit?

Yes, in many cases. Transfer courses from approved off-campus study can qualify for CCC credit, but the transfer courses need to be evaluated on a case-by-case basis. See the Faculty FAQ in the CCC website for more information on the process

<https://www.bucknell.edu/academics/college-arts-sciences/about-college-arts-sciences/college-core-curriculum/frequently>. Contact the CCC Director with any questions.

Can students request that a course be qualified for a particular CCC designation?

No. The choice to designate a course is entirely up to the instructor of the course, or the instructor and department/program offering the course.

Can the Culminating Experience (CE) be completed prior to the senior year?

Yes, but only in certain circumstances and with the approval of both the adviser and chair of the major department. CEs for each major are determined by the faculty in each department/program, and approved by the Arts & Sciences Curriculum Committee. They are intended to be completed during a student's senior year; however, a student may request credit for a course or other activity that takes place as early as the spring semester of junior year; such a request must be approved by both the student's adviser and the chair of the major department, and these written approvals must be sent to the Registrar. **CE credit will not be granted for any course or activity that takes place prior to the spring semester of the junior year.**

Must students who transfer to the College of Arts & Sciences or the Freeman College of Management take a Foundation Seminar?

Transfer students from other institutions or the Bucknell College of Engineering to the Bucknell College of Arts & 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.")

Must students who transfer to the College of Arts & Sciences or the Freeman College of Management take an IP?

College of Engineering students who transfer to and enter the College of Arts & Sciences or the Freeman College of Management before the end of the second week of the second semester of their sophomore year must elect an IP during the second semester of the sophomore year. Those entering thereafter are not required to elect an IP and that requirement is waived.

Transfer students from other colleges and universities who enter the College of Arts & Sciences or the Freeman College of Management with fewer than 12 credits, will be required to taken an IP course as soon as possible. The IP requirement is typically waived for a student transferring in with 12 or more credits.

## 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 January/February by each department.

### Declaration of the Economics major within the BA degree

Although anyone can take economics courses, students **must apply for admission to the economics major** in the spring of their sophomore year. We admit approximately 100 majors per class year.

If you are considering applying to be an economics major, we strongly urge you to register for economics courses during your first year. (see [Economics info](#) for additional information)

Acceptance to the major is based on academic achievement in core economics courses (ECON 103, ECON 257, ECON 258 and ECON 259). The economics department uses normalized grades (adjusted for the class GPA) to determine which students are admitted.

Students who apply for admission to the Economics major **must have completed Calculus** (MATH 192 or MATH 201) with a passing grade prior to their application. AP or transfer credit for Math 192 or MATH 201 will suffice to meet this requirement.

Students must have also completed ECON 103 prior to their application. Taking additional core economics courses after ECON 103 can improve the chances of getting into the major. A student who has an AP or transfer credit for ECON 103 must have completed at least one core intermediate economics course (ECON 257, ECON 258 or ECON 259) prior to their application.

Any applicant who could not gain admission to economics major can reapply after they take additional core intermediate economics courses.

### 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. Students must be able to complete the major within 8 semesters of enrollment.

### 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 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.

### College Major

Whereas most majors are based upon a field of study and primarily emphasize mastery of the subject, the college major does not require competence in only one academic discipline, but focuses instead upon the overall intellectual development of the individual student. In so doing, it offers maximum freedom in meeting educational interests, but at the same time imposes unusual responsibility for designing a coherent program. In cooperation with their advisers, an acceptable course of study is prepared. They also must complete a senior project which will integrate the diverse material they have studied. This project is planned not later than the final months of the junior year.

To register as a college major, students must prepare a detailed statement of educational goals, projecting a series of courses for the ensuing semester and providing a rationale for their program. This statement must be endorsed in writing by three faculty members, one of whom will initially become the student's adviser. At registration for each succeeding semester, another proposal specifying courses for that term must be submitted to the adviser and the dean. Admission to the college major program after five semesters of study requires approval of the dean. Additional information about the college major may be obtained from the Office of the Dean of the College of Arts and Sciences.

### Interdepartmental Major

Students in the Bachelor of Arts curriculum who wish to investigate subjects, issues, or interests that cannot be served practically by the offerings of an established major may do so by proposing an interdepartmental major. This major shall consist of not fewer than eight or more than 12 courses chosen from among the offerings of two or more departments. This procedure will require also the completion for credit of a senior project to serve as a means of unifying the experience of the interdepartmental major. All proposals for individual interdepartmental majors are evaluated by a subcommittee of the Curriculum Committee of the College of Arts & Sciences. Any additional requirements or special adjustments in this program will be proposed by the student and the principal adviser and approved by the Subcommittee.

For an interdepartmental major, students should follow this procedure:

1. In consultation with professors and advisers in the departments offering courses clearly related to their special interests, they should define the limits and the central purpose of a major program of interdepartmental study.
2. Next, with the assistance of their advisers, they should prepare a formal proposal including:
  1. a statement of the reasons they wish to pursue an interdepartmental major,
  2. a list of the courses that will constitute their program of study, and
  3. a preliminary description of the senior project and the ways in which it will serve to unify and integrate the various courses of study. (A complete and detailed description must be submitted before registration in the spring of the student's junior year.) This formal application normally is due in the beginning of the spring semester of the sophomore year.
3. Having satisfied these obligations, students should obtain endorsements of their proposals from those members of the faculty with whom they have conferred and from the heads of the departments in which they plan to complete their major.
4. Finally, they should be assured that their advisers will continue to assist them, and that one of them will serve as principal adviser or sponsor.

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\*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, Chemistry, Computer Science, Economics and Mathematics, Environmental Geology, 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.

\*\*\*\*\*

## B.S. Ed. and B. Music Degrees-Major

### Change of Major (BS Ed., B. Music)

Students in the B. Music program are admitted into their major within the degree program. Students in these degree programs may request permission to change their major or to switch to another degree program by filling out a Change of Degree Program form (available in the Dean's Office or the Registrar's Office). There is only one major in the B.S. in Education degree program, Early Childhood Education. Students may request permission to switch to another degree program by filling out a Change of Degree Program form. All of the changes described in this section can be approved only if the student can complete the new major within a total of 8 semesters of enrollment.

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## 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, Environmental Engineering, or Mechanical Engineering; or five-year degree programs in either combined Engineering/Bachelor of Arts degree with any BA major or combined Engineering/Bachelor of Management for Engineers degree. First year students need not select a major before entering the ENGR or AENG programs, but must do so in the fall semester. 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 Associate Dean Terri Norton.

\*\*\*\*\*

## Degree in Management

Management students are admitted as undeclared Bachelor of Science in Business Administration (BSBA) students. Students in the BSBA program will officially declare one of the six majors—Accounting, Business Analytics, Finance, Global Management, Managing for Sustainability or Markets, Innovation and Design—during the spring semester of their sophomore year. Students may request permission to change their major within the Freeman College of Management or to switch to another degree program in

Arts & Sciences by obtaining a Change of Degree Program form (available in the Dean's Office or the Registrar's Office). Freeman College of Management students must schedule meetings with their adviser and Associate Dean Ivy Kepner to discuss their interest in changing their major before completing the form. All of the changes described in this section can be approved only if the student can complete the new major within a total of 8 semesters of enrollment.

**\*CHANGE OF COLLEGE**

Students who wish consideration for transfer from the College of Engineering, or the Freeman College of Management to Arts & Sciences must confer with the Associate Dean of their present college and then with the Associate Dean from the College of Arts & Sciences. (Forms for application are available from the Office of the Registrar.) The policy on transfer from the College of Arts & Sciences to the College of Engineering or the Freeman College of Management is provided at the end of this section.

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

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**\*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 Academic Progress 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.”

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**\*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.

Please note: As part of our efforts toward sustainability, many of the processes and forms that are currently paper-based are being moved on-line. As these changes are made, we will inform students, faculty, and staff.

#### **\*NOTE ON ENROLLMENT CHALLENGES IN CERTAIN PROGRAMS**

It must be noted that a student is admitted to the University in a particular **College and** 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 beginning in 2019. 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 to 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:

##### College of Arts & Sciences

- Bachelor of Arts, Economics

##### College of Engineering

- All degree programs in the College of Engineering

##### Freeman College of Management

- All majors in the Freeman College of Management

(The above list is illustrative of current known challenges. 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 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 general education requirements. In other words, a minor could complement, not compromise, the breadth which general education requirements 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 & 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 College Core Curriculum 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.

### 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

Courses at Bucknell that receive one unit of academic credit have a minimum expectation of 12 hours per week of student academic engagement. Student academic engagement includes both the hours of direct faculty instruction (or its equivalent) and the hours spent on out-of-class student work. Half and quarter unit courses at Bucknell should have proportionate expectations for student engagement.

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.)

Special permission from the associate or assistant dean of the student's college is required for enrolling in less than 4.0 or more than 4.75 credits. Permission for underloading (less than 4.0 credits) is granted when the student provides a legitimate academic rationale. Permission to enroll in more than 4.75 credits, or overload, is granted when the student has demonstrated superior performance (typically a 3.5 GPA) in a normal courseload. The Office of the Dean, Counseling and Student Development Center, Bucknell Student Health and/or the Admissions Office may occasionally also recommend a 3.0 or 3.5 credit program.

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 extracurricular obligations are not considered extenuating circumstances. A "W" grade is assigned for course withdrawals after the drop/add period.

In rare, and only with 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-intensive (W) courses. These courses must be selected from those designated W1 and W2. Students are required to take one W1 and two W2 courses. The W1 course must be taken in the first year, whereas W2 courses may be taken throughout the four undergraduate years (although 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, may 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.

W courses are offered regularly in most departments, and W courses taken in any discipline count toward fulfilling the writing requirement. A complete list of W1 and W2 courses offered each semester is available online in Banner Web and at [The Writing Center](#).

### The Writing Center

The Writing Center supports Bucknell's Writing Across the Curriculum program by providing a variety of resources to students and faculty. In addition to offering individual support to student writers, the Center also supports faculty members who are developing or revising writing-intensive courses and those who are experimenting with writing pedagogy in courses across the University. Anyone may go to the Writing Center for help in any stage of writing (i.e., planning, composing, revising and editing). The Writing Center Staff Consultants and Peer Writing Consultants work with students individually and provide students with useful feedback about their writing. The Writing Center's main office is located in the Carnegie Building (570-577-3141) and evening consulting hours are also available in the Library. More complete information about the Writing Center is available

### Writing Referral System

A formal writing referral system is available to help struggling 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 Program & Center website: [Writing Center Referrals](#)

The student should deliver the completed referral form to the Writing Center's main office in the Carnegie Building during daytime office hours and make an appointment with a member of the professional staff. Following this initial meeting, subsequent tutoring sessions may be arranged between the student and either professional staff members or 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 beyond the end of the semester.

## 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. Some instructors find it helpful to permit students to submit self-addressed, stamped envelopes for the return of such works by mail. Others will provide a scanned, e-mailed copy upon request. In other instances, instructors prefer to make these final items available, in their offices or in the department office, upon the students' return for the ensuing semester. In any 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.)

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### 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 an Incomplete Grade Form available in the Registrar'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.

When submitting a grade in the system for a student who will be receiving an Incomplete, Faculty instructors need to submit the grade the student will receive if the Incomplete work is not finished by the deadline to which you and the student agreed. This serves two purposes: (1) it provides impetus in the form of a final grade for the student who wants an Incomplete but has not worked with you regarding the appropriate form, and (2) it requires no grade change later if the Incomplete is not completed by the deadline.

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:

When errors in reported grades are detected, they may be corrected upon recommendation of the instructor and the approval of the Associate Dean of the College in which the course is offered. Grade change forms may be obtained from the department Academic Assistant, the office of the Dean in each college, or the Registrar's office and must be submitted to the Dean's office for approval.

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 2018, the student's request for a grade change must come to the faculty member by the first day of the fall 2019 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 Appeal Process:

Faculty members are responsible for explaining their grading policies to students at the beginning of each course. Students are responsible for ensuring they are familiar with and understand the grading policies in their courses and, therefore, are encouraged to ask questions of their instructors, as necessary.

As discussed below, when students have questions about (including disagreement with) a grade they have received, they should consult first with the course instructor. If that discussion does not resolve the issue, the student may consult with the Associate Dean in their college who works with students to familiarize themselves with the grade appeal process and for discussion of options regarding the process. The Associate Dean may remain available to the student for consultation throughout the appeal process.

The initial step, as noted above, is to discuss the grade directly with the faculty member teaching the course.

If such discussion does not result in a satisfactory explanation or resolution, the student may appeal in writing as follows:

- The initial appeal is to the Department Chair or Program Director. (Note: If the Department Chair or Program Director is also the instructor of the course in question, the appeal should be submitted directly to the Associate Dean of Faculty in the college in which the course is offered, as discussed below.) The chair or director will consult with the student and with the faculty member following receipt of the grade appeal, to the extent necessary to properly evaluate the situation. The chair may also consult with faculty with expertise in the discipline. The chair or director will notify the student and faculty member, in writing, of the outcome of the appeal. The outcomes available to the chair or director include affirming the grade as assigned or requesting that the faculty member reevaluate the course grade.
- If the student wishes to appeal the decision of the Department Chair or Program Director, the written appeal moves to the Associate Dean of Faculty in the college in which the course is offered. The Associate Dean of Faculty may consult with the student, the instructor, and the chair or director, to the extent necessary to properly evaluate the situation. The Associate Dean may also consult with an advisory committee comprised of faculty and administrators. Such committees are ad hoc and created at the discretion of the Associate Dean. The Associate Dean will notify the student, faculty member and chair/director, in writing, of the outcome of the appeal. The outcomes available include affirming the grade as assigned, requesting that the faculty member reevaluate the course grade, or requesting an independent evaluation of the student's work by another faculty member with expertise in the discipline.

- If the student wishes to appeal the decision of the Associate Dean, the final appeal is to the Dean of the college in which the course is offered. Appeals to the dean are limited to situations in which new information is available or in which a procedural violation is alleged. The Dean may consult with the student, the faculty member, the department chair or program director, and with the associate deans of the college, to the extent necessary to properly evaluate the situation. The Dean will notify the student, faculty member, chair/director and Associate Dean, in writing, of the outcome of the appeal. Such notice will include notice of the grade assigned and the rationale for changing the grade. The outcomes available include affirming the grade as assigned, requesting that the faculty member reevaluate the course grade, or requesting an independent evaluation of the student's work by another faculty member with expertise in the discipline. The Dean's decision is final and is not subject to further appeal.

Records of the grade dispute should be maintained permanently as part of the student's educational record in the Registrar's office.

## 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 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 (D or F) reports for all students is requested.

Students and advisers are notified when mid-semester grades are available to view on Banner Web. It is helpful if the adviser can consult with each advisee regarding the problems involved. Email 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.

## STUDENT EARLY SIGNALING

The Early Signaling program will be available starting during the Wednesday through Sunday of the 4<sup>th</sup> week of the semester for the submission of signals on student academic behavior. The intent is to provide early intervention with students who may be academically or otherwise at-risk.

Faculty will be expected to indicate which signal (green, yellow, red) currently best describes each student in their course(s).

### Green - Everything Okay

Student attends regularly, completes assignments successfully, participates in class, demonstrates a clear understanding of what actions are needed to succeed in the course.

### Yellow - Struggling but Trying

Student attends most of the time, completes assignments, but is struggling with course material, participates in class some of the time, student has met with instructor at least once regarding their course progress.

### Red - Significant Concerns

Student is absent frequently AND/OR does not complete assignments, does not participate in class when present, student will not respond to email and/or has not met with instructor regarding course progress.

### Notes

- If faculty do not enter the program and submit signals (even if they are all green) no signals will be recorded for the courses.
- Students will automatically receive a green signal unless given a yellow or red signal.

- If the student falls in between the signal descriptions, such as between green and yellow, please choose yellow. If he/she is between yellow and red please choose red.
- These signals do not become a part of the student's permanent record. They will be used by the Academic Associate Deans and the Dean of Students staff in identifying students who show signs of needing additional support in meeting their academic obligations.

This system in no way replaces the email process faculty members currently use to keep the Associate Deans aware of concerns about a student. Please continue to use email throughout the semester.

## LANGUAGE PLACEMENT

### French, German, Italian, Russian, 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/>

Italian Studies Program web page: <http://www.departments.bucknell.edu/italian/>

Russian Studies Program web page: <http://www.departments.bucknell.edu/russian/>

Spanish Department web page: <http://www.bucknell.edu/spanish/>

Incoming students filling out their registration form should simply select “French”, “German”, “Italian”, “Russian” or “Spanish” in the list of Foreign Languages 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.

### Latin

No placement exam.

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

Self-reported years of Latin includes Middle School.

### Ancient Greek

No placement exam.

Please speak to department chair.

### American Sign Language, Arabic, Chinese, Greek, Hebrew, 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 Departments 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 may 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, Discovery, Environmental, Food, Global, Humanities, Languages and Culture, Social Justice, and Society and Technology, will be required to take a Foundation Seminar [RESC] course in their respective college during the first semester. See the Residential Colleges web page for specific course listings. <https://www.bucknell.edu/ResColleges>

### 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 requirements of the College Core Curriculum.
- All students in the College of Engineering must elect ENGR 100, PHYS 211 and a Mathematics course appropriate to their level, depending on prior college work.
- All students in the Freeman College of Management must elect a Foundation Seminar, MGMT 100, and either MGMT 102 or ECON 103.

### Major Course Selection:

B.A. students who indicated that their major would be in a science or in mathematics under the B.A. program sometimes select the wrong 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:

### **College of Arts & Sciences**

<b>For students who are undecided or interested in a non-science major</b>	<b>Credits</b>	<b>Pre-Med with any major</b>	<b>Credits</b>
Foundation Seminar	1.0	Foundation Seminar	1.0
Social Science Course		CHEM 205 or CHEM 207	1.0
Arts & Humanities	1.0	Elective or BIOL 205	1.0
Natural Science & Mathematics or Foreign Language 1.0	1.0	Elective or MATH 201	1.0

#### **ANIMAL BEHAVIOR**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
ANBE 266	1.0	ANBE 266	1.0
BIOL 205	1.0	Elective	1.0
Elective or MATH 201	1.0	Elective	1.0

#### **BIOLOGY**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
BIOL 205	1.0	BIOL 205	1.0
CHEM 205 or CHEM 207	1.0	MATH 201 <sup>1</sup>	1.0
MATH 201	1.0	Elective <sup>2</sup>	1.0

**CHEMISTRY**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
CHEM 205 or CHEM 207	1.0	CHEM 205 or CHEM 207	1.0
MATH 201 <sup>1</sup>	1.0	MATH 201 <sup>1</sup>	1.0
Elective	1.0	Elective	1.0

**COMPUTER SCIENCE**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
CSCI 203 <sup>3</sup>	1.0	CSCI 203 <sup>3</sup>	1.0
MATH 201 <sup>1</sup>	1.0	MATH 201 <sup>1</sup>	1.0
Elective	1.0	Elective	1.0

**EDUCATION**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
EDUC 101	1.0	EDUC 101	1.0
Elective	1.0	Elective	1.0
Elective	1.0	Elective	1.0

**GEOLOGY and ENVIRONMENTAL GEOSCIENCES**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
GEOL 203 or GEOL 204	1.0	GEOL 203 or GEOL 204	1.0
MATH 201 <sup>1</sup>	1.0	Elective	1.0
Elective	1.0	Elective	1.0

**MATHEMATICS**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
MATH 201 <sup>1</sup>	1.0	MATH 201 <sup>1</sup>	1.0
PHYS 211	1.0	Elective	1.0
Elective	1.0	Elective	1.0
MATH 208 <sup>4</sup>	0.5	MATH 208 <sup>4</sup>	0.5

**PHYSICS**

<i>Bachelor of Science</i>		<i>Bachelor of Arts</i>	
Foundation Seminar	1.0	Foundation Seminar	1.0
MATH 201 <sup>1</sup>	1.0	MATH 201 <sup>1</sup>	1.0
PHYS 211	1.0	PHYS 211	1.0
Elective	1.0	Elective	1.0

*Other Majors in the College of Arts & Sciences*

**ENVIRONMENTAL SCIENCE**

<i>Requires second BA major in Biology, Chemistry, or Geology</i>	
Foundation Seminar	1.0
BIOL 205, CHEM 205, or GEOL 203	1.0
MATH 201 <sup>1</sup>	1.0
Elective	1.0

**ENVIRONMENTAL STUDIES**

Foundation Seminar	
GEOL 203	1.0
Elective	1.0
Elective	1.0

**APPLIED MATHEMATICAL SCIENCES**

Foundation Seminar	
MATH 201 <sup>1</sup>	1.0
Elective	1.0
Elective	1.0
MATH 208 <sup>4</sup>	1.0
	0.5

**CELL BIOLOGY/BIOCHEMISTRY**

Foundation Seminar	1.0
BIOL 205	1.0
CHEM 205 or CHEM 207	1.0
MATH 201 <sup>1</sup>	1.0

**NEUROSCIENCE**

Foundation Seminar	1.0
BIOL 205	1.0
PSYC 100 <sup>10</sup>	1.0
Elective <sup>2</sup>	1.0

**MATHEMATICAL ECONOMICS**

Foundation Seminar	1.0
ECON 103	1.0
MATH 2011	1.0
Elective	1.0

**BIOPHYSICS**

Foundation Seminar	1.0
Physics 211	1.0
Math 201 <sup>1</sup>	1.0
BIOL 205	1.0

**BACHELOR OF MUSIC**

Foundation Seminar <sup>5</sup>	1.0
MUSC 152 Audit	1.0
MUSC 135 <sup>6</sup> or Elective	1.0
Elective	1.0
Elective <sup>7</sup> or MUSC 121	1.0
Lessons <sup>8</sup> (applied music)	Variable
Ensemble(s)	Credit
	Audit

**College of Engineering****ENGINEERING (All majors)**

	Credits
ENGR 100	1.0
MATH 201 <sup>1</sup>	1.0
PHYS 211	1.0
Elective <sup>9</sup>	1.0

**Freeman College of Management****ACCOUNTING**

	Credits
Foundation Seminar	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
Elective	1.0
MGMT 100 <sup>13</sup>	0.5

**BUSINESS ANALYTICS**

Foundation Seminar	1.0
MATH 201	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
MGMT 100 <sup>13</sup>	0.5

**FINANCE**

Foundation Seminar	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
Elective	1.0
MGMT 100 <sup>13</sup>	0.5

**GLOBAL MANAGEMENT**

	Credits
Foundation Seminar	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
Elective	1.0
MGMT 100 <sup>13</sup>	0.5

**MANAGING FOR SUSTAINABILITY**

Foundation Seminar	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
Elective	1.0
MGMT 100 <sup>13</sup>	0.5

**MARKETS, INNOVATION, & DESIGN**

Foundation Seminar	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0
Elective <sup>12</sup>	1.0
Elective	1.0
MGMT 100 <sup>13</sup>	0.5

## UNDECIDED

Foundation Seminar	1.0	1.0
MGMT 102 or ECON 103 <sup>11</sup>	1.0	1.0
Elective <sup>12</sup>	1.0	1.0
Elective	1.0	1.0
MGMT 100 <sup>13</sup>	0.5	0.5

1 If you receive AP or transfer credit for MATH 201, then you begin with the appropriate calculus course MATH 202 or MATH 211.

2 CHEM 205 is strongly recommended as an appropriate elective, particularly for pre-med students.

3 Students scoring 4 or 5 on the CS A AP exam should contact the department chair.

4 Recommended, but not required.

5 Music Education majors should consult with Professor Nicholas Roseth (ner008@bucknell.edu) before selecting their choices for Foundation Seminars to ensure that the selected seminars fulfill the relevant Pennsylvania Department of Education requirement in addition to fulfilling a requirement of Bucknell's core curriculum.

6 Music education majors only: MUSC 135 Intro to Music Education. Vocal Performance will take an elective.

7 Music majors: All music majors, whether they anticipate enrolling in the BA music degree or have already been accepted into a BMus degree program will complete an online music theory assessment instrument before registering for classes to determine whether they need to take Introduction to Music Theory (MUSC 121) during the fall semester. The assessment instrument will be accessible from the Department of Music web page. MUSC 121 does not count toward the major; however, students are expected to have an understanding of the fundamentals of music, standard notation, meter, triads and basic harmonic progressions before enrolling in MUSC 200 (Diatonic Theory) in the spring. Students may contact the department chair (bl027@bucknell.edu) for information regarding a music theory exam study guide or sources for individualized basic music theory study that may be completed over the summer.

8 All students taking lessons register for those lessons by meeting with the department's academic assistant when they arrive on campus in the fall. Credit varies.

9 W1 course or another Social Science/Arts and Humanities/Language course.

10 Students entering with AP credit for PSYC 100 may opt to take MATH 201 in the first semester, or begin the CHEM 205-211 sequence in the first year, or may take an additional course in the first semester for the College Core Curriculum.

11 First-semester BSBA's will be registered for either MGMT 102 or ECON 103. In some cases, students may be registered for both.

12 It is recommended that first-semester BSBA's seek to satisfy their Lab Science requirement or take a course in Natural Sciences & Math, Arts & Humanities, and/or Foreign Languages. All Social Science requirements are satisfied by courses taken for the major. Lab science attributes (LBSC) can be found in Course Information.

13 First-semester BSBA's will be registered for MGMT 100. It is a half-credit course taken in addition to the ordinary four course load.

**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, computer 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 an additional adviser for these students for the fall semester of the first year.

#### Major Course Selection – Freeman College of Management:

Students who are admitted as **BSBA** students must fill out a specific on-line course enrollment form which automatically includes the .5-credit MGMT 100, and either ECON 103 or MGMT 102. It is recommended that they take the following courses during the first three semesters: **ECON 103, MGMT 101, MGMT 102,** and **MGMT 104.**

### **FIRST-YEAR STUDENT COURSE CHANGES**

If in discussing the student's schedule and program on Thursday, August 22 or Friday, August 23, the student expresses a strong desire to make a change, or the adviser feels that a change in the original schedule is required, a change may be made on Thursday, August 22 between the hours of 3:00 p.m. 8:30 am and 4:30 pm or Friday, August 23, 2019 between the hours of 8:30 a.m. to 4:30 p.m. Students should bring a completed drop/add card to the Registrar's Office for processing. No signatures are required this year, although a change in FOUN/RESC is only approved if both FOUN instructors and Associate Dean approve. Students many want to have a few options approved in case courses close before their drop/add is processed. Changes made after Saturday, August 24 will be processed using the new Drop/Add rules which do not require signatures of either adviser or faculty of the added courses. Note that Freeman College of Management students must obtain approval from their Freeman Academic Adviser (not their Foundation Seminar instructor).

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. 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 starting the first day of classes.



**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 biomedical, chemical, civil, computer, 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.

**FIVE-YEAR DEGREE PROGRAM  
IN MANAGEMENT AND ENGINEERING**

A five-year dual degree program between engineering and management combines the traditional B.S. degree in any engineering discipline with a new Bachelor of Management for Engineers degree. This degree consists of eight management courses that were selected to complement the engineering degree programs. Students will be enrolled through the admission process with only direct admission to the dual degree program. 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 APR 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, Engineering and Freeman College of Management) 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 Bucknell course 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.

### 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 APR to check with their faculty adviser and the Chair of the department of their chosen major. After consultation between the student and the adviser, the adviser should provide the Registrar's Office written information specifying those requirements that are fulfilled.

### College Core Curriculum:

Transfer students to the College of Arts & Sciences and Freeman College of Management will follow the degree requirements set forth in the College Core Curriculum (CCC). If the student's transfer credits are at sophomore or higher level upon initial enrollment, the Foundation Seminar requirement is waived. If a student has questions regarding the CCC requirements and why a particular course is not satisfying a requirement, they need to contact the College of Arts & Sciences Dean's Office and make arrangements to speak with the College's CCC Coordinator.

### 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.

## Transfer Students (continued)

### Adviser assignments:

All transfer students in the B.S. degree programs and all 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 is desirable or necessary. (The drop/add period for the 2019 fall semester will end on Friday, September 6 and on Monday, January 24 for the spring 2020 semester.) 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/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 prior to the first day of classes, a transfer student may make a change to their schedule by contacting their appropriate associate/assistant dean (Associate Dean Breyfogle or Associate Dean Robbins in Arts and Sciences, Associate Dean Norton in Engineering, or Associate Dean Kepner in the Freeman College of Management).

### Special problems:

Special problems or questions regarding transfer students should be referred to Associate Dean Breyfogle, Associate Dean Robbins (Arts and Sciences), Associate Dean Norton (Engineering), or Associate Dean Kepner (Freeman College of Management).

## ACADEMIC STANDING

All students are expected to earn 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) students normally must 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 Arts &amp; Sciences and Management</u>	<u>Engineering</u>	<u>Cumulative Grade Point Average</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.

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 the Bucknell summer session or by attending another accredited institution in the summer. In the latter case, prior approval of both the institution and the course(s) must be obtained from the student’s adviser, the Bucknell department chair in which the course would most appropriately fit, and 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**.” Students on warning are required to attend the Bucknell summer session and to earn sufficiently high grades so as to reduce significantly their grade point deficits before the beginning of the next academic year.
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 University summer session to earn sufficiently high grades 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 2.00 at the start of the fifth and subsequent semesters.

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 by the dean of the student’s college 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 University 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 first-year students, 1.90 for sophomores, and 2.00 for juniors – will be notified by the dean that they are on “**grade point warning**” or are advised to withdraw, or are subject to dismissal, depending upon the severity of the difficulty. (Continuation of a grade point deficiency could well lead to required summer school at Bucknell or dismissal at the end of the spring semester).
3. Seniors must be in good standing (both in terms of grade point average and passed courses) 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.

All of the foregoing provisions are those normally followed in instances of grade point or credit deficits. Typically, students will not be allowed to continue on grade point and/or engineering grade point warning for longer than two semesters. If a student is on warning for longer than two semesters, they may be subject to dismissal from the University if there is insufficient evidence of progress toward good academic standing. It also should be noted that occasionally a student may be technically in good academic standing and yet be 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 dean of the student’s college to allow a student to extend their undergraduate career to nine semesters.

Students frequently are well advised to consider withdrawing from the University if academic difficulty persists or seems likely to occur. Consultation with staff in the office of the dean of the student’s college may be helpful in such instances.

It is the prerogative of the deans of the colleges to dismiss a student from the University at any time, or to place a student on “warning” for one semester or longer for academic reasons.

In all matters pertaining to academic standing, the decision of the deans of the colleges will be final. If a student is dismissed for academic reasons, readmission consideration will be after one semester or one calendar year depending on the situation. Students who have been academically dismissed may be required to attend Bucknell summer session and to earn sufficiently high grades so as to reduce significantly their grade point deficits before the beginning of the next academic year. Readmission is not automatic and additional requirements may be placed on a dismissed student both during the dismissal period and upon return to Bucknell depending on the student’s specific academic situation. Readmission will be considered only upon formal request, and will be approved only if there is substantial evidence that return is likely to be successful, including the reasonable expectation of earning good standing. Requests for readmission consideration must be submitted to and approved by the dean of the student’s college by March 1 for summer session, June 1 for fall semester, and November 1 for spring semester. In the case of academic dismissals and requests for readmission, it is the responsibility of the student to understand the impact on financial aid, bursar balance, athletic eligibility, housing, registrar, etc. Students are strongly encouraged to contact the appropriate offices with any questions.

## **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 recipient, not meeting the minimum score requirement, 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**

The Advanced Placement (AP) program allows students to earn college credit for qualifying exam scores. A student's performance on the AP exams will determine whether advanced placement and credit will be granted by Bucknell. For any course in which a student has earned both a satisfactory AP test score and college credit at another institution, transfer credit will be awarded only for the AP score or the college credit, not both.

*Please note that AP credit cannot satisfy the following Core Requirement Areas in the College of Arts & Sciences or the Freeman College of Management: Learning Goals, Intellectual Skills, or Tools for Critical Engagement requirements.*

EXAMINATIONS	AP SCORE	CREDIT GRANTED	COURSE INFORMATION
Art: History Studio	3,4, 5 3,4, 5	1.0 1.0	100 level Art History Elective 100 level Art History Elective
Biology	4,5	1.0	100 level Biology Elective / No lab credit.
Capstone Seminar and Capstone Research	4,5	1.0	100 level Biology Elective One credit, awarded only with qualifying scores on BOTH exams.
Chemistry	4,5	1.0	100 level Chemistry Elective / No lab credit
Economics:  Micro Macro	4,5 4,5	1.0. 1.0	Credit granted for ECON 103 with qualifying scores on BOTH exams; otherwise one credit. 100 level Economics Elective 100 level Economics Elective
English: Language & Composition	4,5	1.0	Credit awarded for only one English exam. 100 level English Elective
Literature. & Composition	4,5	1.0	100 level English Elective
Environmental Science	4,5	1.0	100 level Environmental Studies Elective
History: U.S. History European History World History	4,5 4,5 4,5	1.0 1.0 1.0	100 level History Elective 100 level History Elective 100 level History Elective

Human Geography	4,5	1.0	100 level Geography Elective
Government & Politics: U.S.	4,5	1.0	Can't be counted towards Political Science major. 100 level Political Science Elective
Comparative	4,5	1.0	100 level Political Science Elective
Languages:			Can't be used to satisfy foreign language requirement.
French Language & Culture	4,5	1.0	100 level French Elective
German Language & Culture	4,5	1.0	100 level German Elective
Italian Language & Culture	4,5	1.0	100 level Italian Elective
Latin	3,4,5	1.0	100 level Latin Elective
Spanish Language & Literature	4,5	1.0	100 level Spanish Elective
Mathematics:			
Calculus AB	4,5	1.0	MATH 201
Calculus BC	3	1.0	MATH 201
Calculus Subset	4,5	2.0	MATH 201 and MATH 202
Statistics	4,5	1.0	MATH 201
	4,5	1.0	MATH 216
Music Theory	3,4,5	1.0	100 level Music Elective
Physics 1 and Physics 2	4,5	1.0	100 level Physics Elective / One credit, awarded only with qualifying scores on BOTH exams No lab credit.
C-Mechanics	4,5	1.0	
C-Electricity & Magnetism	4,5	1.0	100 level Physics Elective / No lab credit 100 level Physics Elective / No lab credit
Psychology	4,5	1.0	PSYC 100

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Registrar / Bucknell University / One Dent Drive,  
Lewisburg, Pennsylvania 17837 / 570-577-1201



## 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 <https://www.bucknell.edu/academicResponsibility>. Faculty are strongly encouraged to become familiar with these policies and procedures, to educate their students about appropriate ways to complete their work, and to report cases of academic misconduct to the student's Academic Dean.

### 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 non-first year students may change their course elections on-line for the fall semester beginning on Friday, August 23 at 12:00 p.m. The last day for such changes is Friday, August 30 at 11:59 p.m.

After Friday, August 30<sup>th</sup>, and through Friday, September 6<sup>th</sup> 4:30 p.m., students need to secure a Drop/Add form at the Registrar's Office, Room 102, Marts Hall, with the signature of the instructor of the course being added. The completed form is to be returned as soon as possible and prior to Friday, September 6 at 4:30 p.m. 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 and then only if there is physical space in the classroom.

### Late "drops" or Withdrawals

Students may withdraw from a course without a "W" **during the usual two-week drop/add period**. If the remaining course load is between 3.0 (the minimum) and 4.0 credits, students should submit an underload online request by clicking on the Course Overload or Underload Request Form link that may be found under student forms that is listed under each college.

After the usual two-week drop/add period, all course withdrawals must be approved by the student's academic dean and the underload request is not required. In unusual circumstances, dropping a course may be approved **through the fourth week** of the semester if the student is still carrying three course credits. Withdrawing from a course may be permitted through the tenth week of classes, with approval by the adviser(s) and associate dean, twice during the student's Bucknell career.

Exception to these deadlines may be approved only if there are serious extenuating circumstances. The academic associate dean will consider information provided from appropriate professional resources in the determination of whether a student's circumstances are extenuating. Poor performance, anticipation of poor performance, extracurricular obligations, changes in educational plans or interest or the existence of extra course credits are not considered extenuating circumstances.

### Auditing Courses:

The last day for a student to change a course grading option from a letter grade to an audit, or from an audit to a letter grade, is the end of the fourth week of the semester. The student must use a hard copy Drop-Add form and discuss and receive approval from the student's faculty academic adviser, the course instructor, and the student's academic associate dean.

## CLASS ATTENDANCE POLICY

### 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 extracurricular activities and students' academic schedules. 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 extracurricular advisers, so that students may know their options and the ramifications of their choices. In addition, faculty are strongly encouraged to include a statement about their individual expectations for class attendance in course syllabi.

### Policy

1. Responsibilities about class attendance:
  - a. Students are expected to attend the regularly scheduled meetings of the courses for which they are enrolled.
  - b. Classes meeting during their officially scheduled class hours should be given priority over other activities, including activities from other classes. "No student who participates in an extracurricular event, team, or program can be penalized solely for missing such extracurricular 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. Requested time commitments outside of class.
  - d. Students should not be required to attend extra, additional or rescheduled academic events that conflict with other classes or other important commitments that occur outside of registered meeting times for their classes, unless those events are clearly described in the course schedule prior to registration.
2. Responsibilities about non-class activities:
  - a. Extracurricular 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 extracurricular activity.
  - b. Students should give faculty as much advanced warning of a class absence as possible.
  - c. University units regularly sponsoring extracurricular activities are urged to develop guidelines about the appropriate level of demands to place upon student participants with respect to missing class.
  - d. The consequences of missing class, regardless of reason, remain at the discretion of the faculty member teaching the class, as articulated in their syllabus (see 1c).
3. General responsibilities:
  - a. Since students are ultimately responsible for their education at Bucknell University, 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 extracurricular activities must provide the information students will need to make informed decisions. All parties are encouraged to communicate and to be as flexible as possible in addressing schedule conflicts.

- c. Students, faculty, and extracurricular advisers may seek advice in these matters from their College Dean or Provost.

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

Revised developed by the Ad Hoc Committee on Class Attendance; approved by University faculty, November 2017.

## POLICY FOR NOTIFICATION OF ABSENCE FROM CLASS DUE TO ILLNESS:

**Each professor has their own attendance policy, and if it is not printed on the syllabus, students have been instructed to ask about it. It is the student's responsibility to know each professor's policy and what counts as an excused absence.**

If a student is too sick to go to class, it is their responsibility for notifying the instructor. If the student goes to Bucknell Student Health and the medical provider determines that the student needs to be out of class for three days or more, the provider will notify the appropriate Dean's Office (Engineering, Management or Arts & Sciences) so that the student's instructors will be notified. The providers will not issue absence notifications for routine illnesses that do not require students to miss class.

If a student feels ill on the day of an exam, presentation, or other significant academic exercise, the student has been instructed to notify their professor in advance and go to Bucknell Student Health for an evaluation. If the provider concludes the student is too sick to take the exam, the provider will notify the appropriate Academic Dean's Office and they will send a memo to notify the student's instructors. **Presenting to Bucknell Student Health alone does not guarantee an absence notification. One must meet significant clinical criteria as judged by a medical professional. Additionally, an absence notification from Bucknell Student Health does not guarantee the professor will excuse the absence.**

Please note that the Deans will not be able to provide absence notifications to a student's professors unless they are notified by a medical provider.

If a student needs to leave campus for treatment, they are instructed to call their Academic Dean's Office to let them know when they are leaving and how long they will be gone. The Dean's office will notify the student's professors.

If a student needs to leave campus for a non-medical reason such as a funeral, wedding, graduation, or family emergency, students should call their Academic Dean's Office as soon as possible so they can alert the appropriate professors. (Revised 4/14)

In all cases, the Dean's office notifies instructors; it is the instructor's prerogative regarding how any absence is counted.

### 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 11; Thanksgiving break begins at 5 p.m. on Friday, November 22; Spring Break begins at 5 p.m. on Friday, March 6, 2020.

Please be aware that students may miss classes for religious observances and celebrations. Please refer to: [https://www.bucknell.edu/sites/default/files/2019-06/bucknell\\_religious\\_observance\\_policy.pdf](https://www.bucknell.edu/sites/default/files/2019-06/bucknell_religious_observance_policy.pdf)

## ADVISER ASSIGNMENTS

### Arts and Sciences

All adviser assignments for incoming students are made by the Dean's Office on the basis of arrangements with each academic department. Students and advisers are notified of such assignments on a weekly basis.

Students who enter in one of the B.S. curricula or the B. Music curriculum will be assigned a faculty member from the specific degree program. Their Foundation Seminar instructor will serve as an additional adviser for the first semester.

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 Dean's Office (ext. 71301).

### Freeman College of Management

Adviser assignments are coordinated by the Dean's office on the basis of arrangement with each academic department. Students and advisers are notified of such assignments via Banner, and students can see their assigned adviser at the top of their APR (Academic Progress Report).

Advisers are assigned to first year students according to students' major interests where possible. Changes are not normally made until after students formally declare a major in the spring semester of the sophomore year. The Department Chair will assign a new adviser at that time, if needed. Questions related to adviser-advisee assignments should be directed to the Department Chair and/or the Assistant Dean.

### Engineering

#### 2019-20 Class Advisers

Biomedical Engineering	BS	BME/Chem-BioStudies Minors	
Professor Kennedy	'20		
Professor Tranquillo	'21		
Professor Baish	'22		
Professor Ebenstein	'23		
Professor Baish		5-year	

Chemical Engineering	BS	AB-BS	ABCM
Professor Vigeant	'20	'21	
Professor Wakabayashi	'21	'22	
Professor Miskioglu	'22	'23	
Professor Mineart	'23	'24	

Civil and Environ. Engineering	BS	AB-BS	ABCE
Professor Newlin (A-L)	'20		
Professor Salyards (M-Z)	'20		
Professor Crago (A-L)	'21		
Professor Gabauer (M-Z)	'21		

Professor Malusis (A-L)	'22		
Professor Tymvios (M-Z)	'22		
Professor Beiler (A-L)	'23		
Professor Ziemian (M-Z)	'23		
Professor Gilmore	'19-'20		Environmental
Professor Higgins	'21-'22		Environmental
Professor DiStefano	'23-'24		
Professor Buonopane		All classes	All Classes

Computer Engineering	BS	AB-BS	ACEN
Professor Thompson	'20	'21	
Professor Cheville	'21	'22	
Professor Thompson	'22	'23	
Professor Thomas	'23	'24	

Computer Science & Engineering	BS	AB-BS	
		BS	
Professor Perrone (BCSE)	'19	'20	
Professor Wittie (BSCS & BA)	'19		
Professor Dancy (BCSE)	'20	'21	
Professor Mir (BSCS & BA)	'20		
Professor Marchiori (BCSE)	'21	'22	
Professor Stough (BSCS & BA)	'21		
Professor King (BCSE)	'22	'23	
Professor Peck (BSCS & BA)	'22		
Professor Perrone (BCSE)	'23	'24	
Professor Talmage (BSCS & BA)	'23		

Electrical Engineering	BS	AB-BS
Professor Aburdene	'20	'21
Professor Kabalan	'21	'22
Professor Jansson	'22	'23
Professor Nickel	'23	'24

Mechanical Engineering	BS	AB-BS	ABME
Professor Ziemian (A-L)	'19		
Professor Sloboda (M-Z)	'19		
Professor Manoogian (A-L)	'20		
Professor Wright (M-Z)	'20		
Professor Beal (A-L)	'21		
Professor Brahma (M-Z)	'21		
Professor Sharma (A-L)	'22		
Professor Beninati (M-Z)	'22		
Professor Cole (A-L)			
Professor Kim (M-Z)			
Professor C. Ziemian	All	ABME	
Professor C. Buffinton	All	AMME	
Professor Beninati	All	Transfers	

Advisers for First-Year Undecided Engineering Students:

Professors Cavanaugh, Dutcher, Beiler, Ziemian, Perrone, Cheville, Cole, and Kim.  
 Assoc Dean Norton BSEG 5 yrs,

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 2019 will have a class year of 2023 until January 2022, when their class year will be changed to 2024.

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.



## FACULTY RESPONSIBILITIES FOR PROVIDING ACCOMMODATIONS

Bucknell University faculty members have responsibilities for providing accommodations in each of their different roles.

**As instructors**, faculty share responsibility for providing students with disabilities equal access to educational opportunities. Please see below for more information about the Accommodation Process and Faculty Responsibilities.

**As employers**, faculty who hire faculty, staff, and students must ensure the hiring process is non-discriminatory and that they provide reasonable accommodations to those individuals with disabilities--who request--that they interview, hire and/or supervise. Contact [Human Resources](#) for more information.

**As providers of public services and programs**, such as organizing conferences, lecture series, performances, or other events, faculty are responsible for providing reasonable accommodation to any participant with a disability, including visitors and community members. Events open to the public must be held in accessible locations, and publicity must include notice about how to request accommodations for disabilities, such as sign language interpreters. See [Making Your Event Accessible](#) on the OAR webpage for more information.

**As learning management users**, faculty must ensure their online content is accessible. See:

[AskLIT-How do I make sure that my online content is accessible to all of my readers across all devices?](#)

**As purchasers of software**, faculty must ensure that the software that they are purchasing is accessible. As per contract language: *Company represents and warrants that at all times during the Term of this Agreement, the products and services provided by Company shall be in compliance with all applicable Federal disabilities laws and regulations, as well as, at a minimum, Web Content Accessibility Guidelines (WCAG) version 2.0 level AA. Company agrees to promptly respond to, resolve and remediate complaints regarding the accessibility of the products and services provided herein, at no cost to Bucknell.*

### Working with Students with Disabilities

#### Accommodation Process

Students with disabilities may need academic accommodations to access course content, materials, the classroom, etc. Students who need disability-related accommodations must first register with the Office of Accessibility Resources (OAR) and provide the OAR with medical certification regarding their functional limitations and need for accommodation. The OAR serves students with a wide variety of disabilities, including many disabilities that are “invisible” or “hidden” (e.g., not outwardly apparent), such as learning, psychological, or hearing disabilities.

If a student has registered with the OAR and has requested accommodation for a particular course, the faculty member can view any and all Letters of Accommodation (LOA) in their [Accommodate](#) portal. The Letter of Accommodation (LOA) will identify the specific accommodation(s) to be provided. Students should follow up the LOA with a meeting with each of their faculty. Faculty who have not heard from the student can and should reach out to the student to find out if the student does or does not require the accommodation for their class.

Students who request accommodations directly from instructors without providing the OAR verification should be referred to the OAR. Instructors should NOT provide accommodations without their being a Letter of Accommodation from the OAR.

## Legal Accommodation

Bucknell University is responsible for ensuring that no otherwise qualified individual with a disability is denied participation in or the benefits of any programming on the basis of a disability. Faculty must remove barriers for students with disabilities through providing or assisting with the accommodations outlined in the Letter of Accommodation sent from the OAR.

## Faculty Responsibilities

Accommodations:

- Identify and establish essential functions, abilities, skills, and knowledge of their courses and evaluate students on this basis. Students with disabilities should meet the same course expectations as their peers.
- Provide accommodations only to students who are registered with OAR. It is NOT faculty responsibility to provide accommodations to students who are not registered with OAR.
- Use a syllabus statement and class announcements to invite students to disclose their needs.
- Act immediately upon getting a student's request for accommodations by contacting OAR (if unsure about request), by providing the service or by meeting with students to discuss exam accommodations. The student is responsible for reserving a seat in the Testing Center as needed.
- If a student requires alternative texts or materials, please provide OAR with requested materials as soon as possible before classes begin (OAR will reach out to faculty). With such timely consideration, students with disabilities who have alternative needs for accommodations and instructional access will be best served. Converting print materials is both labor and time intensive. Alternative texts and materials may include print material in Braille, on audiotapes, pdf's, or enlarged print.
- Work to ensure that all audio-visual materials used in class are accessible (e.g., that videos shown are captioned for students with hearing/learning impairments). Contact the OAR for assistance.
- Consider incorporating principles of Universal Design for Learning (UDL) in your teaching. Information about UDL can be found at [Do-IT—Disability, Opportunities, Internetworking, and Technology](#).

Confidentiality:

- Treat and protect all disability-related information as confidential medical information. For example, keep printed items, such as LOA's or emails regarding student disability-related information in a protected location and destroy after the semester has commenced.

Communication:

- Clearly communicate testing procedures with the student and with OAR by completing the Testing Information Needed sheet upon request.
- Consult with students with disabilities and OAR in providing appropriate accommodations.

PLEASE NOTE: Faculty do NOT have the right to ask students if they have a disability. For those students with documented disabilities, faculty do NOT have the right to ask about the nature of the disability. However, if students choose to disclose their disability, this information should be treated confidentially.

Students with disabilities should be held to the same performance standards as other students. If the instructor believes that the accommodations approved by the OAR will fundamentally alter the objectives

of the course or program in which the student is enrolled, the instructor should consult with the OAR Director. If the consultation does not resolve the concerns, the instructor may file an appeal to the Dean of their college. While the instructor's appeal is in progress, any accommodation that has been approved by the OAR must be provided.

### Testing Center

Bucknell University follows best practice whereby faculty are to provide the extended time accommodation outlined in the LOA. It is recognized that in some instances faculty are not able to provide this accommodation (e.g., faculty teach back-to-back classes) OR in many instances the student prefers not to take the exam with the class or in the classroom due in most part by environmental distractions. In these instances, the OAR Testing Center is there as a secondary option to help with providing the accommodation. The OAR Testing Center should NOT be used or seen as the first or only option.

### **Sample Syllabus Statements:**

One of the following statements must be included in the course syllabus, and faculty should make this announcement during the first class:

*Any student who needs an accommodation based on the impact of a disability should contact Heather Fowler, Director of the Office of Accessibility Resources at [OAR@bucknell.edu](mailto:OAR@bucknell.edu), 570-577-1188 or in room 107 Carnegie Building who will coordinate reasonable accommodations for students with documented disabilities.*

OR

*If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at [OAR@bucknell.edu](mailto:OAR@bucknell.edu), 570-577-1188 or in room 107 Carnegie Building so that such accommodations may be arranged.*

For more information or to speak with the Director, please contact, Heather Fowler, [570-577-1188](tel:570-577-1188) or [OAR@bucknell.edu](mailto:OAR@bucknell.edu)

For additional information, please go to the Office of Accessibility Resources web site:

<https://www.bucknell.edu/Accessibility>

## 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 0.25, 0.5, 0.75, 1.0, 2.0, 3.0, 4.0. 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.

### 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. The program is not open to first year students or first semester sophomores. 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.
- 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.
- F. Please note that upon receipt of an approved copy of the proposal, the student must report to the Registrar's office (102 Marts Hall) to officially enroll.

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 the Associate Dean of the College of Arts and Sciences or the Associate Dean of the College of Engineering.

## **NON-PAID INTERNSHIP EXPERIENCES**

### **PARTIAL CREDIT FOR UNIV 1NT**

#### I. Guidelines for Proposals for UNIV 1NT Credit

As approved by the College's Curriculum Committee, the Non-Traditional Study Program and the University Course Program includes a quarter credit option for non-paid internships. The course designated for the partial credit is UNIV 1NT. The UNIV 1NT 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 on-line through myBucknell, Academics, College of (students home college), student information, under the Forms & Policies section.

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 1NT 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 1NT 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 1NT program is exclusively for non-paid internships. Students may not receive UNIV 1NT credit for participation in an internship for which they receive financial remuneration. (International students may request an exception.)
- 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 reach out to an Associate Dean of the College of Arts & Sciences or Associate Dean Ivy Kepner in the Freeman College of Management, in consultation with the Career Development Center, who oversees the program, to obtain a copy of the NTS policies and procedures and to make an appointment with the Associate Dean responsible for the Non-Traditional Study program.
- Upon completion of the internship, the internship on-site supervisor must provide an evaluative 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.
- Students are to write a two- to three-page reflective essay in addition to the site supervisor's report. A grade of P will be recorded if these documents are considered acceptable. A grade of F will be recorded if either document is missing or considered unacceptable.

- 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

### Steps to follow:

- 1. Identify the Internship and apply**  
Information on Internships can be obtained through the Career Development Center.
- 2. Request "Credit for Internship Policy Statement" only if required by the Internship**  
Most summer internships require that credit be available, and some (not all) require that a Letter of Agreement be provided prior to the actual start of the internship. A few internship sites will not interview or extend an offer without documentation that credit is available. If you need such a statement, you should send an email to [artsandsciences@bucknell.edu](mailto:artsandsciences@bucknell.edu). Please include your name and Bucknell ID number.
- 3. Secure the Internship**  
Once you have decided to accept an offer for an internship, obtain the contact information (name, complete surface mail address, email address, and FAX if all are available) for the internship supervisor.
- 4. Go on-line and submit a proposal for UNIV 1NT Credit**
  - If at all possible, submit the proposal at least two weeks prior to leaving campus for the summer or prior to the date due by the internship supervisor, so that any problems can be addressed. The first day of summer school at Bucknell shall be the last day such proposals will be accepted. NOTE: You will be registered for the course and charged for tuition. You must formally withdraw prior to the first day of summer school or the tuition will not be refunded.
  - Answer the following questions on-line (Formal writing expected: avoid contractions, abbreviations, and colloquial phrases.)
    - 1) What experiences and activities, as you now understand them, will you be engaged in during this internship?
    - 2) How do you anticipate the above experiences and activities will relate to your academic interests?
    - 3) How do you anticipate that your academic experiences to-date will relate to this internship?
- 5. Complete the Internship: consider keeping a journal of your reflections on the experiences**  
Upon completion of the internship, you are to submit a two- to three-page essay discussing *in a self-reflective manner* the relevance of the internship for your academic progress. (See #7 below) Keeping a journal of your reflections throughout the internship will make the experience more valuable and make the writing of this essay relatively easy.
- 6. Ensure that the Internship Supervisor sends an evaluative letter**  
Upon completion of the internship, it is your responsibility to ensure that an evaluative report (e.g., letter from the Personnel Services division or internship supervisor) on the types of activities you undertook as an intern and an assessment of your performance be sent to the Office of the Dean. Supervisors should email an evaluative letter to [artsandsciences@bucknell.edu](mailto:artsandsciences@bucknell.edu).
- 7. Write and submit your final academic essay**  
This essay should not be a list of activities you did (your supervisor is to tell us that), but a commentary on what you learned from the experience. Consider addressing how your academic work aided you in the internship, or how the internship provided practical experience related to a theoretical concept from your course work, or how the information from the internship might direct your future academic choices. Consider which aspects of the internship were most challenging and how you dealt with the challenges. What did you find that you were particularly good at, and were you surprised by that fact? What did you find that you were not so good at, and were you surprised by that fact?



Essays that are poorly written or are not self-reflective considerations of the internship relative to your academic goals must be re-written or an F will be assigned.

Your final academic essay is to be submitted online via a link that will be provided to you upon approval of your UNIV 1NT application. Essays are due September 1.

## TRANSFER FROM THE COLLEGE OF ENGINEERING TO THE COLLEGE OF ARTS & SCIENCES

Revised Spring 2013

From the College of Arts and Science to the College of Engineering: In order to transfer between the two colleges, a student must meet with the Associate Dean of Engineering. Then the student should obtain and complete an "Application for Transfer between Colleges of the University" and indicate the major program they wish to enter. Students should recognize that restrictions may be placed on transfers into the engineering programs due to the maximum enrollment caps in place for all engineering majors.

Prior to matriculation as a student at Bucknell, any accepted student can request to be re-evaluated 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 that the enrollment targets for the College of Engineering have not been met. Requests will be reviewed by the Office of Admissions in the order in which they are received.

After the matriculation, 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 if there is sufficient enrollment space in the degree program. 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 is not reached its maximum enrollment size.

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.

From the College of Engineering to the College of Arts and Science: In order to transfer between the two colleges, a student must meet with the Associate Dean of Engineering and discuss the transfer with his or her department chairperson. Then the student should obtain and complete an "Application for Transfer between Colleges of the University" and meet with one of the Associate Deans in the College of Arts and Sciences. Students should recognize that restrictions may be placed on transfers into certain programs due to limitations on faculty size and facilities in a given department.

From the College of Arts & Sciences or Engineering to the Freeman College of Management: There is no absolute prohibition against internal transfers to the Freeman College of Management, but there is no expectation that spaces are available to students not admitted directly to Freeman. No availability is expected during the 2018-19 academic year. Questions regarding internal transfers can be directed to Assistant Dean of the Freeman College Ivy Kepner.

From the Freeman College of Management to Arts and Sciences or Engineering: To initiate transfer to another Bucknell college, a student must first meet with the Assistant Dean of the Freeman College, Ivy Kepner to discuss the transfer. If the transfer is advisable, the student will be referred to the Associate Dean of the intended college to complete the transfer application.

## POLICY ON WITHDRAWAL, LEAVE OF ABSENCE, AND REINSTATEMENT

### Separation from Bucknell University

There are several reasons why a student may be separated from the University. The forms of separation recognized by the University include two general categories, *Withdrawal* and *Leave of Absence*, with the former denoting that the student does not intend to return to Bucknell and the latter that the student does intend to return to complete their degree requirements. As defined below, several sub-categories exist within each category.

Students on any type of separation must leave campus within 24 hours of approval or notification of the separation, unless otherwise directed by the Dean of Students. Students subject to any separation covered by this policy may not attend classes, participate as a member of a student organization or athletic team, or be on campus for any reason without prior written permission from the dean of students.

No record of enrolled courses will be retained for separations that occur before the end of the second week of the semester. Separations after the second week but before the end of the fourth week will result in the recording of W (withdraw) grades for all enrolled courses. Grades recorded for separations occurring after this point are a function of the type of separation and are provided below. In all cases, the type of separation is not indicated on a student's transcript.

Students withdrawn from the University will not retain access to their Bucknell (bucknell.edu) email, and students on a leave of absence will retain such access.

Separations occurring after the start of the semester will result in the loss of some or all tuition (see [Credit and Refund Policies](#) and [Finance and Financial Aid Information](#)). Students who receive financial aid must contact the Office of Financial Aid at both the time of the separation and on or before the March 15<sup>th</sup> prior to returning to Bucknell. Failing to do so may result in a loss of financial aid.

### WITHDRAWAL

**Voluntary Withdrawal** – a separation denoting that the student has decided, for any reason, to leave the University without the intention to return to Bucknell at a later date. Students considering withdrawing from Bucknell should contact the appropriate assistant or associate academic dean of their college or the dean of students to initiate the process. To complete this process, the student must complete a form that is available on-line at a link that may be obtained from the appropriate assistant or associate academic dean of their college or the dean of students. A voluntary withdrawal is not effective until approved. Students may not voluntarily withdraw in order to avoid student conduct, academic misconduct or other disciplinary proceedings.

A voluntary withdrawal after the fourth 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 as failing grades.

A student who has withdrawn from Bucknell, enrolled as a full-time student at another institution, and wishes to be considered for return to Bucknell must apply using the same process as students applying to transfer to Bucknell. A student who has withdrawn from Bucknell but has not enrolled as a full-time student at another institution and who wishes to be considered for reinstatement to Bucknell must submit a written request to the appropriate assistant or associate academic dean of their college. This request must be received before June 1 for a fall semester reinstatement, before November 1 for a spring semester reinstatement, and before March 1 for a summer session reinstatement.

**Mandated Withdrawal (Expulsion)** – a separation imposed by the University for disciplinary or academic reasons with the understanding that the student may not return to the University. The record of such a separation is maintained in the appropriate academic dean's office, the Office of the Dean of Students, and the Office of the Registrar.

A mandated withdrawal (expulsion), incurred after the fourth 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 as failing grades.

## **LEAVE OF ABSENCE**

**Personal Leave of Absence** – a one-semester separation denoting that the student has decided to leave the University for personal or other non-health reasons, including, e.g., financial, military service, missionary service, an internship, or assessment of future educational and professional plans.

Students may not take a personal leave of absence in order to avoid student conduct, academic misconduct or other disciplinary proceedings. A student on a personal leave of absence will receive reinstatement materials from the University during the semester on leave.

### *Personal Leave of Absence prior to the start of the semester*

A student who wishes to temporarily interrupt studies following the end of a semester and prior to the start of the next semester should contact the appropriate assistant or associate academic dean of their college or the dean of students to initiate the process for a personal leave of absence.

The personal leave of absence will be for one semester. A student on leave will not be considered enrolled at the University during the period of the leave. A student may be approved for only one personal leave of absence in any 12-month period.

Applications for a leave of absence should be submitted by August 1 for the fall semester and by January 1 for the spring semester, unless there are circumstances beyond the student's control. To complete this process, the student must fill out a form that is available on-line at a link that may be obtained from the appropriate assistant or associate academic dean of their college or the dean of students.

During a personal leave of absence, students wishing to take academic courses elsewhere to transfer credits back to Bucknell must receive prior written permission from the appropriate assistant or associate academic dean of their college. No more than two course credits per semester will be approved.

Students on a personal leave of absence who fail to return to the University at the end of the approved personal leave of absence will be placed on an extended leave of absence, which is described below, with an effective date reverting back to the last date of attendance at Bucknell. If a student intends to enroll as a full-time student at another institution and not return to the University, the student must contact the appropriate assistant or associate academic dean of their college or the dean of students and initiate a *voluntary withdrawal* from the university.

### *Personal Leave of Absence during the semester*

A student who seeks a personal leave of absence after the semester has started should contact the appropriate assistant or associate academic dean of their college or the dean of students.

A personal leave of absence taken after the fourth 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 as failing grades.

A personal leave of absence must be initiated on or before the last day of classes for the semester. To complete this process, the student must fill out a form that is available on-line that may be obtained from the appropriate assistant or associate academic dean of their college or the dean of students. The timeline related to reinstatement following a personal leave of absence taken during the semester must be approved by the appropriate assistant or associate academic dean of their college or the dean of students.

**Extended Leave of Absence** – a separation imposed by the appropriate assistant or associate academic dean of their college which denotes that the student did not return from a personal leave of absence after one semester. This form of a leave of absence can occur only before the start of the semester.

During an extended leave of absence, students wishing to take academic courses elsewhere to transfer credits back to Bucknell must receive prior written permission from the appropriate assistant or associate academic dean of their college. No more than two course credits per semester will be approved.

A student on an extended leave of absence from the University must apply for reinstatement by submitting a letter of intent to the appropriate assistant or associate academic dean of their college. The deadline for submission of this letter is June 1 for a fall semester reinstatement, November 1 for a spring semester reinstatement, and March 1 for a summer session reinstatement. Such students may be required to provide additional documentation as deemed appropriate.

**Health Leave of Absence** – a separation denoting that the student has decided to leave the University for health reasons during the semester, with this decision supported by Bucknell Student Health or the Counseling & Student Development Center. If a student considers a leave between semesters, see Personal Leave of Absence Policy.

Bucknell Student Health or the Counseling & Student Development Center will consider supporting a student's request for a health leave of absence during a semester based on physical health/illness or mental health reasons, respectively, and if the student has been actively engaged in treatment/counseling with one of these offices or another clinician/agency. If a student has not been engaged in treatment/counseling, Bucknell Student Health or the Counseling & Student Development Center will assist the student in efforts to obtain the necessary assessment. This assessment might be with Bucknell Student Health or the Counseling & Student Development Center, with a provider/clinician in the community, or with a provider/clinician at home. A student must initiate a health leave of absence at least two weeks before the last day of regular classes and have all supporting documentation to Bucknell Student Health or the Counseling & Student Development Center by the last day of classes. A health leave of absence after the first four weeks of the semester typically requires the student's absence from the University for at least one complete regular semester before consideration will be given for reinstatement. This is intended to allow the student adequate time to address the issues that necessitated the health leave of absence.

A student on a health leave of absence from the University must apply for reinstatement by submitting a letter of intent to the appropriate assistant or associate academic dean of their college. The deadline for submitting a letter of intent is June 1 for a fall semester reinstatement, November 1 for a spring semester reinstatement, and March 1 for a summer session reinstatement. Shortly after the letter is received, the assistant or associate dean will direct the student to provide the director of Bucknell Student Health or the director of the Counseling & Student Development Center (as identified in the letter approving the leave

of absence) the following documentation from their 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 their university responsibilities; and 5) Any recommendations that the clinician/physician has provided to the student related to follow-up treatment or support. If after reviewing these materials a determination is made that the student may return, reinstatement procedures can be initiated. The director of Bucknell Student Health and director of the Counseling & Student Development Center may refer students applying for reinstatement for a Behavioral Assessment if they feel a more comprehensive assessment of the student's eligibility for return is required based on the documentation provided.

A health leave of absence incurred after the second week of the semester will result in the recording of W (withdraw) grade for each course.

During a health leave of absence, students wishing to take academic courses elsewhere to transfer credits back to Bucknell must receive prior written permission from the appropriate assistant or associate academic dean of their college. No more than two course credits per semester will be approved.

### **Administrative Leave of Absence**

There are three types of an Administrative Leave of Absence: Academic Suspension, Disciplinary Suspension and Behavioral.

**Academic Suspension** - a separation denoting that a student must temporarily leave the University as imposed by the appropriate assistant or associate academic dean of their college for reasons including, but not limited to, lack of attendance, academic misconduct, or GPA below University requirements. A student may be placed on an academic suspension for one academic year, or in exceptional circumstances one semester, as a result of poor academic performance over a single or several semesters.

An academic suspension imposed after the fourth 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 as failing grades.

During an academic suspension, students wishing to take academic courses elsewhere to transfer credits back to Bucknell must receive prior written permission from the appropriate assistant or associate academic dean of their college. No more than two course credits per semester will be approved.

A student placed on an academic suspension from the University must apply for reinstatement by submitting a letter of intent to the appropriate assistant or associate academic dean of their college. The deadline for submission of this letter is June 1 for a fall semester reinstatement, November 1 for a spring semester reinstatement, and March 1 for a summer session reinstatement. Such students may be required to provide additional documentation as deemed appropriate. The appropriate assistant or associate academic dean of their college may refer students applying for reinstatement for a Behavioral Assessment if they feel a more comprehensive assessment of the student's eligibility for return is required.

A student who is reinstated to the University after an academic suspension may not apply for housing or register for classes until after the last semester of their imposed leave has concluded.

**Disciplinary Leave of Absence** – a separation denoting that the student must temporarily leave the University as imposed by the dean of students as a result of Student Code of Conduct violations or other disciplinary reasons.

The written statement sanctioning the student with a disciplinary suspension will include the date when the suspension shall take effect, the earliest date that the student is eligible for reinstatement at the University, and any conditions that must be met before reinstatement is granted.

A disciplinary suspension imposed after the fourth 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 as failing grades.

A student placed on a disciplinary suspension may not transfer any academic credit completed within the period of suspension from other institutions of higher education.

A student may apply for reinstatement to the University for the semester after their suspension has ended by contacting the dean of students. In their written request for reinstatement, the student should discuss how they spent their time away from the University. This request should highlight areas of change for the better with a focus on how they have addressed the behavioral concern that resulted in their suspension. Any additional supporting documentation that is required as condition of their reinstatement should also be included. This request must be received before June 1 for a fall semester reinstatement, before November 1 for a spring semester reinstatement, and before March 1 for a summer session reinstatement. Additionally, the dean of students may refer students applying for reinstatement for a Behavioral Assessment if they feel a more comprehensive assessment of the student's eligibility for return is required.

A student who is reinstated to the University after a period of disciplinary suspension may not apply for housing or register for classes until after the last semester of their imposed leave has concluded.

**Behavioral** – a separation imposed by the dean of students which denotes that the student must temporarily leave the University as a result of behavioral concerns not subject to a disciplinary suspension.

Bucknell University endeavors to provide a safe and orderly environment in which all students are able to pursue their academic and social development. Following a behavioral assessment, the dean of students reserves the right to require a leave of absence of a student who engages in certain disruptive conduct, including, e.g.:

- Engages or threatens to engage in conduct posing a danger of harm to self or others.
- Engages or threatens to engage in conduct causing significant property damage, which directly and substantially impedes the lawful activities of other members of the University.
- Demonstrates a failure to fulfill personal needs (e.g., nourishment, shelter), leading to a good-faith determination that serious physical harm or death, serious negative impact on the well-being of other students, or serious disruption of University operations is likely to occur.
- Commits a violation of the University's Student Conduct Code and demonstrates an inability to effectively participate in the University's disciplinary process.

A behavioral leave of absence imposed after the fourth 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 as failing grades.

A student placed on a behavioral leave will typically not be permitted to transfer any academic credit completed within the period of the leave from other institutions of higher education.

A student may apply for reinstatement to the University for the semester after their behavioral leave has ended by contacting the dean of students. In their written request for reinstatement, the student should



discuss how they have spent their time away from the University. This request should highlight areas of change for the better with a focus on how they have addressed the behavioral concern that resulted in their leave. Any additional supporting documentation that is required as condition of their reinstatement should also be included. This request must be received before June 1 for a fall semester reinstatement, before November 1 for a spring semester reinstatement, and before March 1 for a summer session reinstatement. Additionally, the dean of students may refer students applying for reinstatement for a Behavioral Assessment if they feel a more comprehensive assessment of the student's eligibility for return is required.

A student who is reinstated to the University after a behavioral leave may not apply for housing or register for classes until after the last semester of their imposed leave has concluded.

## BEHAVIORAL ASSESSMENT

In certain circumstances a Behavioral Assessment is used to determine a student's ability to meet the responsibilities of continued attendance at Bucknell University. The Behavioral Assessment Committee is chaired by the dean of students and also includes the director of Bucknell Student Health and the director of the Counseling & Student Development Center. Students have the opportunity to fully and completely discuss their situation and provide all information they deem relevant to the Committee. Students may request an independent professional review in accordance with the stated Behavioral Assessment procedures. The decision of the dean of students at the conclusion of the Behavioral Assessment process is final.

The result of a Behavioral Assessment may include relevant restrictions while the student remains on campus (e.g., the student might be required to refrain from consuming substances that intensify problematic behavior, to relocate into more appropriate housing on campus, etc.). In certain cases, the student may be required to take time away from the University in order to focus on the issues at hand, in the form of an administrative leave of absence.

The student referred for a Behavioral Assessment is required to sign a release of information form in order that appropriate treating professionals may discuss the student's general circumstances with the dean of students and other members of the Committee, as appropriate. The release does not require that the treating professional discuss all the details or background of the student's case, but it must allow the treating professional to share information on four elements: 1) that the student has been seen; 2) the general nature of the problem; 3) that a course of treatment has been set and is either on-going or completed; and 4) whether, in the professional opinion(s) of the treating professional, the student is fit or unfit to return to studies and represents (or does not represent) a continuing threat to themselves or others. A student who refuses to comply with a Behavioral Assessment, and/or who refuses to sign limited releases (noted above), will have their case assessed on the behavioral circumstances by the dean of students.

When disruptive conduct includes a threat of suicide, suicide attempt or serious self-harm, or harm to others, the dean of students must consider both the welfare of the individual and the wider University community, including disruptions to University operations. In situations characterized by a health or safety emergency, the dean of students reserves the right to consult with the parents, guardians or emergency contact of the individual in danger, or other persons as appropriate.

## FINANCIAL AID INFORMATION

If the student is a current financial aid recipient when they take a leave of absence or withdraw, federal regulations require the Office of Financial Aid to calculate the percentage of the semester completed and determine whether the University must return any of the federal financial aid to the federal government and/or Bucknell financial aid to the University. As a result, it is possible that the student will owe the University a balance because financial aid eligibility will have changed. In addition, federal loans that have been borrowed will go into repayment six months after the student drops below half-time enrollment, unless they are on an approved leave of absence status as defined by the federal government for Title IV financial aid purposes. However, the federal Title IV leave of absence definition is more stringent than the Bucknell leave of absence definition. In the vast majority of cases, a University leave of absence does not qualify as a federal Title IV leave-of-absence. Therefore, the student's official status to the federal government must be reported as a withdrawal and loan repayment will begin six months after the effective date.

In all cases of a leave of absence and for the case of a voluntary withdrawal, the student must reapply for financial aid. Students should contact the Office of Financial Aid for important deadlines.

### **Credit and Refund Policies/Tuition and Room Fees**

Such fees will be credited to a student's account subject to the conditions as outlined under "Credit and Refund Policies" on the Finance Office web page. Questions regarding the policy should be directed to Bursar Services in the Finance Office at 570-577-3733 or e-mail [bursar@bucknell.edu](mailto:bursar@bucknell.edu).

## FINANCE AND FINANCIAL AID INFORMATION

Approximately 52 percent of Bucknell's undergraduate students receive Bucknell grants or scholarships. When other types of aid are considered – such as grants from sources other than the University, student loans, and campus employment – about 62 percent of our undergraduate students receive some financial assistance toward their educational expenses.

Bucknell's grant and scholarship program is a mix of need-based grants and merit scholarships. This blended approach provides the University with the flexibility to appropriately recognize the achievements of the best and the brightest students within our applicant pool. The majority of Bucknell aid is awarded to students with financial need, and these are re-evaluated annually by considering family income, assets, number of members in the household, and number of children enrolled at least half-time in undergraduate degree-seeking programs. A limited number of scholarships will be awarded to students with no need or who do not apply for aid. Since we have an exceptionally talented pool of students applying for admission, all merit awards are extremely competitive.

First-year need-based aid recipients will continue to receive assistance in subsequent years as long as they continue to demonstrate eligibility as determined by the Office of Financial Aid, maintain satisfactory academic and social standing with the University, and meet the specified financial aid application deadlines. If a family's financial situation remains essentially the same, a student's aid should remain consistent over his or her four years at Bucknell University. However, changes in income, assets and number of children in the family who are enrolled at least half-time in undergraduate degree-seeking programs can increase or decrease aid eligibility from year to year, so students will need to reapply for aid each year.

If students have financial aid questions or concerns, please direct them to the Office of Financial Aid as soon as possible. We are the only office authorized to review their confidential financial information and approve financial assistance for educational related expenses. Funding requests must come to us so that we may ensure compliance with federal and state regulations as well as institutional policies and procedures.

Students and parents are welcome to visit us at 621 St. George Street, email us at [finaid@bucknell.edu](mailto:finaid@bucknell.edu), or call us at [570-577-1331](tel:570-577-1331). Our staff is ready and able to assist students with the financial aid application process, answer questions, and provide financing options.

### **Withdrawals and Leaves-of-absence**

If you are a current financial aid recipient, please understand that when you withdraw, federal regulations require the Office of Financial Aid to calculate the percentage of the semester you completed and determine whether we must return any of your federal financial aid to the federal government and/or Bucknell financial aid to the University. As a result, it is possible that you will owe the University a balance because your financial aid eligibility will have changed. In addition, please be aware that federal loans that you have borrowed will go into repayment six months after you drop below half-time enrollment, unless you are in an approved leave-of-absence status as defined by the federal government for Title IV financial aid purposes. However, the federal Title IV leave-of-absence definition is more stringent than the Bucknell leave-of-absence definition, so they are not the same thing. In the vast majority of cases, Bucknell leave-of-absence does not qualify as a federal Title IV leave-of-absence. Therefore, your official status to the federal government must be reported as a withdrawal and your loan repayment will begin six months after the effective date.

If you will be returning to Bucknell after a voluntary leave, health leave or involuntary leave-of-absence, please be aware that you must re-apply for financial aid each year. Although we cannot make any guarantees, if you are still eligible for financial aid after you return, we will do our best to provide financial aid to you. Our financial aid application deadline for returning students is March 15, so please be sure to submit your financial aid documents by this date.

## **Credit and Refund Policies**

### **Tuition and Room Fees**

Tuition and room fees will be credited to students' accounts who give written notification of withdrawal from the University, subject to the conditions which follow. The date of receipt of the written notice by the Office of the Registrar will be considered the official date of withdrawal. No credit of tuition or room fees will be made after the midpoint of the term or semester. No refund will be made if academic credit is earned. Prior to the midpoint of the term or semester, tuition and room fees will be credited as follows:

### **Timing of Withdrawal/Leave-of-absence and Amount of Tuition and Room Fees Credit**

- Prior to first day of classes: 100 percent credit.
- From first day of classes through the mid-point of the term or semester: The amount of credit issued will be reduced by two weeks of tuition and room fees for each week, or partial week, completed.
- After the mid-point of the term or semester: No credit will be issued.

### **Student Fees**

Student fees will be credited, in full, in the case of voluntary withdrawal, or voluntary or involuntary leave-of-absence prior to the first day of classes. No portion of the fees will be credited after classes begin. For students suspended or dismissed for disciplinary reasons, the University will not issue credit for tuition or room fees.

### **Active Duty Withdrawal**

Students who must withdraw because they are called to active duty and who receive no academic credit for the semester will receive a full tuition refund. If academic credit is awarded, the refund will be prorated according to the amount of that academic credit. The student fees also will be credited in full, and room fees will be credited based on the number of unused days.

### **Board Charges**

Board charges are credited on the basis of the unused portion of a board contract for all withdrawals, suspensions, and dismissals. Board charge credits are subject to a forfeit fee not to exceed \$50. For off-campus or summer programs, there will be no credit for the cost of personal services, travel expenses, supplies, or services furnished by outside contractors, which have been used prior to withdrawal or for which no credit is available to the University. For students other than full-time undergraduate students, the "100 percent credit" period will extend through the end of the last day of the formal drop/add period.

## 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, 1 semester of biochemistry, 2 semesters of biology, 2 semesters of physics, 2 semesters of math, and 2 semesters of English. Many schools have fewer or additional requirements, including courses in psychology, sociology, and/or anthropology, 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 March 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](mailto:apatters@bucknell.edu). She has appointment times throughout the week, and appointments can be scheduled through the Center for Career Advancement at 570-577-1238. 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 Center for Career Advancement <https://www.bucknell.edu/azdirectory/center-career-advancement>.

## 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.

Bucknell pre-law students major in a range of subjects including (among others) Political Science, Economics, English, Philosophy, 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.

The legal field is changing rapidly in response to new technologies, growing regulation, and increased globalization. In addition, many law schools are emphasizing work experience as well as a strong academic record. Decisions concerning whether to go to law school as well as where and when to go, need to be well-informed and based on individual situations. Because the decision to go to law school involves a substantial commitment in time and money, the pre-law office provides many events each semester to help students become informed about the legal profession and how best to become prepared for a successful career in law. In addition to attending these events, be sure to meet and discuss your law school plans with Bucknell’s Pre-Law Advisor, Dianne McDonald. Her office is located at the Career Development Center at 104 Botany Building. While walk-ins are accepted, appointments are preferred. Appointments are open to all class years and can be made by calling the Center for Career Advancement at 570-577-1238. The Pre-Law adviser can also be reached via e-mail at [dianne.mcdonald@bucknell.edu](mailto:dianne.mcdonald@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
Pre-K- 4	Early Childhood Education
Art (K-12)	Art
Biology (7-12)	Biology
Chemistry (7-12)	Chemistry
English (7-12)	English (not film studies)
French (K-12)	French
Spanish (K-12)	Spanish
General Science (second certification only)	Biology, Chemistry, 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 to teach, students must enter the Education Department's Pre-CIP (Pre-Certification Initial Preparation) program. Completing a card (located in the education department office) for this program allows students to be assigned an additional adviser in the education department and also creates a certification APR so students and advisers can track progress toward certification.

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

1. Completed an application to Pre-CIP
  - student majoring in ECHD must ALSO sign the form in the Registrar's office so that their degree is the BSED (versus a BA in Early Childhood).
  - two separate forms needed: one for being pre-CIP and one for the specific degree.
  - certification students earning a degree in their major or in a K-12 area would have to complete forms for the pre-CIP plus the degree related to their major.
2. Have a GPA of 3.0 or better
3. Have completed a W1 and an English (American or British) Lit. course\* (See note below.)
4. Have completed two math courses\* (See note below.)
5. Have completed initial pre-service state mandated assessments (PAPA) demonstrate an earned score of no less than 1500 on the SAT with no individual score less than 500 or by a score on the ACT of no less than 22 for reading, 8 for writing, and 21 for mathematics (after 8/31/2016).



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. Have a GPA of 3.0
2. Have received passing scores on the required PAPA/PRAXIS tests
3. Be recommended by the Certification Officer (currently Professor Abe Feuerstein)
  - 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 required course work. It is the recommending officer's responsibility to recommend only those candidates for certification whom she/he judges to satisfy all of the criteria. Graduation from Bucknell and successfully completing 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 Education (Pre-K-4):**

Students seeking to teach Early Childhood (Pre-K-4) should enroll in the BS in Education Degree program prior to registration for spring coursework in the first year so that they can enroll in the appropriate classes.

### **K-12 and 7-12 content areas:**

First year students seeking to teach at the secondary or K-12 levels (foreign language, art, music) 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/Education>

### **Typically, the EDUC courses required for secondary education before student teaching include:**

- EDUC 101 (fall and spring) – Social Foundation of Education
- EDUC 201 (fall and spring) – Educational Psychology
- EDUC 230 (spring) – Foundations of Classroom Assessment
- EDUC 240 (spring) – Literacy and Learning
- EDUC 334: Later Childhood and Adolescence (spring) or 335: Child and Adolescent Development (fall)
- EDUC 339 (fall) – The Inclusive Classroom
  
- One of the following pedagogy courses depending on area of preparation:
  - ENGL 297 (Contact Ed. Dept. Chair) – Teaching of English
  - LING 241 (Contact Ed. Dept. Chair) – Teaching of Foreign Language
  - MATH 207 (fall only, alternate years) – Teaching of Math
  - EDUC 355 (Contact Ed. Dept. Chair) – Teaching of Science
  - EDUC 354 (Contact Ed. Dept. Chair) – Teaching of Art
  - EDUC 343 (spring) – Teaching of Social Studies
  
- The final courses in the secondary certification sequence are EDUC 359 and EDUC 459 (spring of the senior year) – Student Teaching and Professional Seminar
- **Recommended sequences for the various certification areas can be found at:**  
[\*\*Teacher Certification\*\*](#)

\* Note

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 American or British 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 Abe Feuerstein)

## GLOBAL AND OFF CAMPUS 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

Programs offered by the Office of Global & Off-campus 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.

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 (for fall study abroad) or 3.0 (for spring study abroad) GPA and a history of good conduct and citizenship, as well as any program-specific eligibility requirements. For additional eligibility requirements and general regulations governing off-campus study, please refer to the Office of Global and Off Campus 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 College Core Curriculum Requirements so that one or more of these requirements may be taken off campus.
- **Encourage first-year, sophomore and junior advisees to contact the Office of Global & Off-campus Education in the Botany Building** for advice and information. Although the office alerts all first-years, sophomores and juniors in September to procedures and due dates, we need your help in stressing that they follow the guidelines for study abroad.
  - **Remind advisees that they may only select programs from those approved by the Office of Global & Off-campus Education.** Refer to the office website at [www.bucknell.edu/GlobalEducation](http://www.bucknell.edu/GlobalEducation) 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, at least, 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 send to you online.
  - **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. Encourage students to meet with the Office of Financial Aid, as needed.
  - **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.
  - **For students with high GPAs** (i.e., above 3.5), make sure that the student understands that Magna and Summa Cum laude distinctions require a minimum of 24 Bucknell credits.

### III. Summer Study Abroad

Currently, the **Office of Global & Off-campus 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 2020, Bucknell will offer students the opportunity to enroll in up to two courses, selected from among regular course offerings, independent study, and non-traditional study. The dates for 2020 summer session are June 8 – July 17. Specific inquiries about summer school courses at Bucknell should be directed to the Office of Summer Session, (570-577-3655). 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 [summer session](#).

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 Associate 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 [https://www.bucknell.edu/sites/default/files/registrar/application\\_for\\_transfer\\_credit\\_2019.pdf](https://www.bucknell.edu/sites/default/files/registrar/application_for_transfer_credit_2019.pdf). This form should be completed prior to taking the summer session course to insure acceptance of credit at Bucknell.

## MILITARY SCIENCE CREDIT

In addition to electing courses for credit each semester, a student may elect the basic course in military science of the Reserve Officer Training Corps. Credit for one elective course may be granted for the satisfactory completion of the advanced course in military science; request for such credit must be made to the Associate Dean of the student's college.

## CREDIT BY EXAMINATION

Full-time undergraduate students in residence may earn undergraduate credit by examination, with a letter grade assigned, in courses approved by a department and by the dean of the college concerned. Credit by examination is not available to graduate students; special students; students who have previously audited, withdrawn, or failed the course; students on exchange from other universities; and persons who have never attended Bucknell University.

A list of courses available for credit by examination is available from the registrar. Application for such examinations must be made at specific times on a form available from the registrar. Approval must be obtained from the department chair and dean of the college concerned. If approval is given, the nonrefundable credit by examination fee is to be paid to the cashier for each examination, and the examination is to be taken at the appointed time.

A maximum of six course credits may be earned from credit by examination, credit granted for achievement on comparable subject tests of the College Level Examination Program, and nontraditional study courses. (Note that these six course credits are in addition to the eight-course maximum permitted under "Advanced Placement and Credit.")

Students in residence are expected to carry the minimum of three academic courses in each semester, not including possible credit by examination. Credit by examination grades of F are not recorded on the permanent record. The faculty is not expected to assist students in preparing for these special examinations.

### ARTS AND SCIENCES

Anth 109

Education 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 – See catalog

Philosophy - 103, 201

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 & Ancient Mediterranean Studies, East Asian Studies, Economics, English, Environmental Studies, French, History, Linguistics, Political Science, Religious Studies, and Spanish.

### ENGINEERING

Any, by permission of the appropriate Department Chair.

Computer Science does not offer any credit by examination.

### MANAGEMENT

Does not offer Credit by Examination courses except under extraordinary circumstances; permission of the Department Chair is required.

## GRADUATE SCHOOL ADVISING

The University Graduate School Advising Coordinator is Prof. James Mark Shields ([james.shields@bucknell.edu](mailto:james.shields@bucknell.edu)). He is available to assist students with general information about academic (Masters and Ph.D. level) graduate school and the application process. The Career Development Center (CDC) offers advisers for professional graduate programs in law, medicine/health, and business. Each academic department or program also has a Departmental Graduate School Adviser; their names and contact information can be found at the Graduate Advising website: [graduate school advising](#). Information sessions on graduate school and fellowship applications are offered each semester by the CDC staff, Graduate School Advising Coordinator, and the Office of Undergraduate Fellowships and Research (OUFR).

For information and advice on pursuing fellowships that may help finance post-Bucknell study and research, both domestically and abroad, please contact Margaret Marr ([margaret.marr@bucknell.edu](mailto:margaret.marr@bucknell.edu)), OUFR Director. Descriptions of several such fellowships and their application deadlines can be found on the Graduate Advising website: [graduate school advising](#)

Many graduate programs require an applicant to take the Graduate Record Examination. All general exams are computer-based and taken at an off-site location of the applicant's 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 CCA: [Center for Career Advancement](#)

In addition to these resources, the Writing Center offers occasional workshops on writing essays for graduate school applications. Also, all faculty members (all of whom have been to graduate school!) 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. Master's degrees can be earned in animal behavior, biology, chemistry, education, engineering (chemical, civil, electrical, environmental, mechanical), English, mathematics, and psychology. Application forms for admission and financial aid are available on the Graduate Studies web page: [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 graduate 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. – 11a.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. Monday/Wednesday, Wednesday/Thursday, Monday/Thursday 7 p.m. – 8:30 p.m.
9. 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



10. 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 2019-20 academic year.

Monday	for classes meeting	M/W/F 10:00, 1:00, 4:00 M/W 3:00 M/F 8:30, 3:00
Tuesday	for classes meeting	TR 8:00, 11:00, 1:00
Wednesday	for classes meeting	M/W/F 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	M/W/F 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 day 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 their 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/Assistant 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.

## STUDENT RECORDS, EXPRESSION AND RESOURCES

### Privacy of Student Records and Information

Faculty should be aware that federal law (the Family Educational Rights and Privacy Act of 1974, as amended "FERPA"), also known as the Buckley Amendment, limits the information concerning students which the University can make available to Bucknell employees without a legitimate educational interest or 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 do so consistent with its legal obligations. Information regarding FERPA compliance at Bucknell can be found here: <http://www.bucknell.edu/ferpa>.

It is important to bear in mind that, with limited exceptions allowed by law, Bucknell University 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 the student has provided the Registrar's office with a signed release (on a form provided by the Registrar's Office and located at the link above) 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 (Terri Norton in the College of Engineering; Lynn Breyfogle or Rich Robbins in the College of Arts and Sciences; Ivy Kepner in the Freeman College of Management) for assistance with their request. Requests for actual student records and those specifically invoking FERPA should be directed to Associate Provost and Registrar Robert Midkiff.

Faculty members who observe or become privy to concerning behaviors, suspicious activity or potentially dangerous threats or disturbances by students should discuss such information with appropriate personnel, such as the College Deans or Deans of Students, the Title IX Coordinator, Counseling and Student Development Center, 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 the General Counsel. The faculty member may also discuss the situation with an appropriate Dean, initially without identifying the student, to seek further guidance regarding broader disclosure.

### Student Expression in the Academic Setting

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.

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

## Student Resources

Title IX of the Educational Amendments of 1972, 20 U.S.C. § 1681 et seq., prohibits discrimination on the basis of sex in education programs and activities operated by recipients of federal financial assistance. Sex discrimination includes sexual harassment (which encompasses sexual assault and other forms of sexual misconduct). Additional

Student Records, Expression, and Resources (cont'd.)

information regarding Title IX compliance and resources can be found here:

<http://www.bucknell.edu/TitleIX>. Faculty who become aware of an allegation of sexual misconduct or relationship violence are required to submit a report to the Title IX Coordinator. Students, faculty or staff with additional questions regarding Title IX, sexual misconduct or relationship violence should contact Kate Grimes, the University's Title IX Coordinator at (570) 577-1554 or [kag039@bucknell.edu](mailto:kag039@bucknell.edu).

Bias incidents include hate crimes and other attempted or threatened abusive or hostile acts against persons, property or an institution that involve a target(s) selected on the basis of the target's actual or perceived age, (socioeconomic) class, color, disability status, ethnic/regional/national origin group, gender, gender identity, race, religion, sex or sexual orientation. Bucknell's Bias Incident Policy can be found here: <http://www.bucknell.edu/biaspolicy>. The policy includes a link at which students, faculty and staff may report bias-related incidents.

Students with disabilities are entitled to equal access to courses, programs, services, jobs, activities, and facilities offered through the University, as well as an equal opportunity to learn, and to receive reasonable accommodations, academic adjustments, and/or auxiliary aids and services. Students with questions regarding accommodations should contact Heather Fowler, the Director of the Office of Accessibility Resources at (570)577-1188 or [h.fowler@bucknell.edu](mailto:h.fowler@bucknell.edu). Additional information regarding the office can be found here: <http://www.bucknell.edu/Accessibility>.

Additional questions regarding resources available to students should be directed to the College Deans or the Dean of Students.

## ILLNESS AND INJURIES

### Student Illness

Emergency Situations: In case of serious illness or injury:

1. Dial 570-577-1111 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:** While summer school is in session Bucknell Student Health is open from 8:30 am –12:00 pm weekdays; it is closed on Saturdays, Sundays and July 4th. When Bucknell Student Health 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 Bucknell Student Health.
2. If the student indicates that he or she will act on your suggestion that Bucknell Student Health be consulted, please call the office at 570-577-1401 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 Bucknell Student Health staff to make such recommendations or referrals. University staff members should not recommend treatment and should make referrals only to Bucknell Student Health.

Psychological and Psychiatric Services -- see 'Counseling & Student Development Center' – next page

## COUNSELING & STUDENT DEVELOPMENT CENTER

### GUIDELINES FOR REFERRAL TO THE COUNSELING & STUDENT DEVELOPMENT CENTER

Most Bucknell students encounter some 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. The Counseling & Student Development Center (CSDC) provides specialized services to help students respond to and grow from these challenges.

Services include:

- Individual and group counseling for personal, interpersonal, academic and vocational concerns.
- Crisis intervention and support for students who find situations or circumstances overwhelming their usual coping skills (24/7/365)
- Consultation with faculty, staff, parents and other students who are concerned about a student's wellbeing and/or academic performance.
- Psychiatric evaluation and medication management.
- Psycho-educational and preventive 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 the Counseling & Student Development Center. **Reasons for considering referring** students may include any of the following:

1. **Student behavior raises concerns for their or another's safety.** Student may communicate to you their intentions or thoughts about self-harm or harm to others. The communication may be verbal or written, e.g., 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 distressing events for which their coping skills are inadequate or only partially effective. The distressing 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 they are 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 could benefit from support during transitions.** 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 their sport, students may struggle to navigate change and their own identity development. Counseling can help students explore 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 the CSDC 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 the CSDC, please direct the student to call (570-577-1604) or come in person to the office (located in the Graham Building). 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 the CSDC to consult with a counselor about the situation and arrange for transportation to the CSDC or the hospital. You are welcome to accompany the student to the CSDC. A counselor is available to meet immediately with any student in an emergency situation. 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 students prefer, they 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 students will be seen as long as they arrive 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 the CSDC 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 is 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 counseling or psychological assistance it may be helpful to suggest that the student make an appointment to “consult” with a CSDC counselor. You can explain that this meeting is an opportunity for the student to learn about available services and to discuss with a counselor how the CSDC might assist the student.
3. It is also helpful for the staff at the CSDC to have your perspective on the student’s concerns. You are encouraged to contact the CSDC and discuss with a counselor your reasons for referring the student. You and the counselor can also decide if you’d like the CSDC to confirm with you that the student has made contact with the office. Knowing this in advance of a meeting with students allows the counselor to discuss this request and obtain their permission to confirm that the appointment was 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 recommendations or treatment.
5. If students voice some concern about the CSDC (e.g., they seem misinformed about the nature of the CSDC, 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 the CSDC.
6. For advice or assistance in making the referral, you may talk with any of the professional staff members of the CSDC 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 (570-577-1111) and request their assistance. They will also notify the Dean of Students on-call.
  - (b) If there is a need for psychological assessment or crisis management, the CSDC should be consulted.
2. **Services:** A counselor is on-call at all times. If an emergency requiring psychological assessment or crisis management arises during regular office hours, call the CSDC to ask for an emergency consultation or simply accompany the student to the CSDC in the Graham Building. If such an emergency arises after-hours or over the weekend the on-

call counselor can be reached by calling the CSDC number 570-577-1604. Please be aware that there may be a short delay while the call is connected to the counselor on call. Please remain on the line. 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 (8:00 A.M. to noon and 1:00 P.M. - 4:00 P.M.).

3. Danger to self or others. Indications or apprehensions that a student might harm themselves or others constitute an emergency. Immediate action is imperative. If the faculty or staff member is not sure of the immediacy of the danger, they should consult with the professional staff of the CSDC immediately or, contact Public Safety (570-577-1111)
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. For more information or questions about this responsibility contact your department chair or the dean of your college.

### C. OFF-CAMPUS REFERRALS

1. If a student wants to pursue services off-campus, encourage the student to consult with a CSDC 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 the CSDC to make off-campus referrals. A staff member of the University subjects themselves and the University to a 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 they are entitled free of charge.
3. Students should be aware that the professional staff of the CSDC 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 relationship with the center is "privileged" by law, i.e., professional psychologists, counselors and social workers cannot discuss a student's connection with the center with anyone without the student's written authorization, and that the CSDC's records are not part of a student's educational records.
4. In the event that a student needs services other than those offered by the CSDC, 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 is appropriate to remind University staff that such emergencies constitute only a small proportion of the services provided by the CSDC. The majority of services provided by the Counseling & Student Development Center involve counseling and education regarding psychological, social and academic concerns and assistance with personal development, wellness and lifestyle enhancement.

## REFERRALS

**Office of the Dean of Students** – (Dean of Students, Amy Badal, 570-577-1601 or [abadal@bucknell.edu](mailto:abadal@bucknell.edu))

The Office of the Dean of Students is a resource for all students, faculty and staff with questions and concerns of a non-academic nature. The Dean of Students oversees the Division of Student Affairs which encompasses Student Conduct, Title IX, Diversity & Inclusion including International Student Services, LGBTQ Resources, Multicultural Student Services, Women's Resource Center and Religious & Spiritual Life, Housing Services, Residential Education, First-year Programs, Fraternity & Sorority Affairs, Campus Activities & Programs, Outdoor Education & Leadership, the Counseling & Student Development Center, Bucknell Student Health and Bucknell Nutrition.

**Counseling, mental health assistance and consultation** - (Counseling & Student Development Center, Kelly Kettlewell, Director, 570-577-1604)

Students with psychological and mental health concerns, students seeking help with personal development or students seeking to enhance their academic, personal and interpersonal performance and well-being should be referred to the Counseling & Student Development Center. The office is located in the Graham Building (use the 7th St. facing entrance; 570-577-1604). Office hours are Monday through Friday 8:30 A.M. until 4:30 P.M. during the fall and spring semesters and Monday through Friday 8:00 A.M. to 4:00 P.M. during the summer. After regular office hours and on weekends a counselor is available for those experiencing urgent mental health needs and can be reached by calling the CSDC's main phone number (570-577-1604).

**Title IX Information** (Kathleen A. Grimes, Title IX Coordinator, 570-577-1554)

Bucknell University complies with Title IX and does not discriminate on the basis of sex in education programs and activities, admissions, or employment. It complies with all applicable federal and state laws regarding nondiscrimination and equal opportunity. If information regarding an incident of sexual misconduct or relationship violence is shared with you, you are required to complete the Sexual Misconduct and Relationship Violence Reporting Form within 24 hours of receiving the report. Please go to [Title IX](#) for more information and the link to access the reporting form.

**Financial Assistance** (Andrea Leithner Stauffer, Director of Financial Aid, 570-577-1331)

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 (phone: 570-577-1331 or email: [finaid@bucknell.edu](mailto:finaid@bucknell.edu)). Our staff will be pleased to assist with application materials and answer any questions about aid eligibility and options.

**Teaching & Learning Center**

SLS professional staff are available to support faculty in understanding and expanding inclusive classroom practices for all learners. A growing resource library is available on the TLC website, <https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center>, and faculty partner consultations regarding specific student needs and/or general classroom or disciplinary strategies to support academic success are welcome. Information is also in the Student Learning Support section which follows on the next page.

### Student Learning Support

All students should struggle at some point in their academic college life; we want to ensure that it is a productive learning experience. **Student-centered pedagogy** is at the heart of our practices. SLS professional staff are available to support faculty in understanding and expanding inclusive classroom practices for all learners. A growing resource library is available on the TLC website, and faculty partner consultations regarding specific student needs and/or general classroom or disciplinary strategies to support academic success are welcome.

Students who seek extra academic assistance should first be encouraged to meet with their individual instructors or the department head. Regularly scheduled office hours are the best opportunities for students to receive clarification and support from their instructors. Some departments offer regular help sessions that may assist students who have difficulty in understanding course material. Peer support in many introductory math and science courses, as well as some others, is available through centralized programs in the Teaching and Learning Center. For more information, please see the TLC web page for students: <https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center/students>

Student Learning Support Programs include the following resources and many more:

- **TLC Study Groups** are led by trained peer facilitators for introductory courses in many departments, and are open to anyone who wants to join. Effective study groups provide meaningful and efficient mechanisms for learning; they can help students keep up with material, actively review and study, and engage with diverse perspectives. Student members commit to weekly meetings in which facilitators guide the group in content review and active problem-solving. For an updated list of Study Group options, please see the TLC web page for students: <https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center/students>. Students can check availability, register for, and withdraw from groups through our portal at [TLC Study Group Registration](#).
- Groups start after the second week of classes each semester.
- **TLC Tutoring** offers assistance to students seeking extra help in some introductory courses in biology, chemistry, mathematics, and physics. The philosophy of the tutoring program is to assist students with content and processes as they work to become more self-regulated learners. Students registered in covered courses are eligible to schedule an appointment each week with a trained peer tutor, regardless of their current/expected grade in the course. Students meeting program criteria may submit a request for extended tutoring support, which provides a longer weekly standing appointment with a peer tutor. Students seeking extended support must be in regular, consistent communication with their professor, ideally through weekly attendance at office hours. For a list of current covered courses, details about online booking, and criteria for extended support, please see the TLC web page for students: <https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center/students>.
- **Individual consultation appointments** are available for students who would like to discuss effective strategies to reach personal academic goals. These might include transition to college work, general study strategies, academic performance, academic accountability, time management, learning disabilities and accommodations, test preparation, reading and/or note-taking strategies, or other issues related to academic success. For more information email [learning@bucknell.edu](mailto:learning@bucknell.edu) or visit <http://learningbucknell.youcanbook.me> and click on any available time to make a booking.
- **Presentations and workshops** related to academic success topics are offered at various points throughout the year; short video modules about effective learning strategies, time

management, and preparing for exams are available online. If you would like to have a workshop or presentation in your class, please check the online menu of topics at <https://www.bucknell.edu/academics/beyond-classroom/academic-centers-institutes/teaching-learning-center> and then email [learning@bucknell.edu](mailto:learning@bucknell.edu).