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.
NOTICE OF NONDISCRIMINATORY POLICY

Bucknell University does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam Era Veteran or disabled veteran in the administration of educational policies, programs or activities; admissions policies; scholarship and loan awards, athletic or other University administered programs or employment. The Affirmative Action Officer, 202 Judd House, (570-577-1149) is the designated coordinator for compliance with Commonwealth and federal regulations and requirements.
The following pages are intended to provide a reference guide for faculty advisers. An attempt has been made to compile that information which might be helpful as a supplement to the Catalog and which is most likely to be relevant for advising students. From time to time, during the course of the academic year, it is our intention to supplement this information as appropriate. We would welcome your comments and suggestions at any point as to the need for modification and additions.

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

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

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

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

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

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

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

If at any time we can be of assistance in this common endeavor, please let us know.
Keith Buffinton, Dean (Engineering)
Karen T. Marosi, Associate Dean (Engineering)
George C. Shields, Dean (Arts and Sciences)
M. Lynn Breymogle, Associate Dean (Arts and Sciences)
Rich Robbins, Associate Dean (Arts and Sciences)
Michael Johnson-Cramer, Director (School of Management)
Ivy Kepner-Shaner, Assistant Director (School of Management)
August 2015
Student expectations of advisers:

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

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

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

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

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

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

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

Adviser expectations of advisees:

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

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

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

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

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

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

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

V
Calendar of Events – Fall Semester 2015-2016

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

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m. - 12 p.m.</td>
<td>Arrival and Check-In</td>
</tr>
<tr>
<td>8:30 a.m. to 10:30 a.m.</td>
<td>New Faculty Adviser Orientation, Taylor Hall, Room 113</td>
</tr>
<tr>
<td>9 a.m. to 1 p.m.</td>
<td>Technology Desk Consultants will be available in the halls to assist if you have problems connecting to the network.</td>
</tr>
<tr>
<td>10:30 a.m. to 11:30 a.m.</td>
<td>GenerationFirst!@Bucknell Location TBD</td>
</tr>
<tr>
<td>11 a.m. to 1 p.m.</td>
<td>Writing Center Welcome Reception Roberts Hall Lobby, Roberts Hall</td>
</tr>
<tr>
<td>11 a.m. to 1:30 p.m.</td>
<td>Resource Fair Ground floor, Elaine Langone Center</td>
</tr>
<tr>
<td>11 a.m. to 1:30 p.m.</td>
<td>Lunch Bostwick Dining Hall, Terrace Room, Walls Lounge and the Center Room, Elaine Langone Center</td>
</tr>
<tr>
<td>11:15 a.m. to 12:15 p.m.</td>
<td>“Chips Off the Ol’ Block” Alumni Parent and Student Reception Hunt Formal Living Room, Hunt Hall</td>
</tr>
<tr>
<td>11:30 a.m. to 1:30 p.m.</td>
<td>Religious Life Open Houses St. George Street and Rooke Chapel</td>
</tr>
<tr>
<td>11:30 a.m. to 1 p.m.</td>
<td>Intercultural, Equity and Advocacy (IEA) Open House Ground floor, Elaine Langone Center</td>
</tr>
<tr>
<td>1:30 p.m. to 2 p.m.</td>
<td>Building Meeting (Class of 2019)</td>
</tr>
<tr>
<td>2:15 p.m. to 3 p.m.</td>
<td>Residence Hall Meetings with Resident Adviser, Orientation Assistant and Junior Fellows (Class of 2019)</td>
</tr>
<tr>
<td>3:15 p.m. to 4:30 p.m.</td>
<td>Being Bucknellians (Class of 2019) Students will be assigned to a location based on residence hall floor.</td>
</tr>
<tr>
<td>1:30 p.m. to 2:20 p.m.</td>
<td>Parent and Family Orientation, Session 1</td>
</tr>
<tr>
<td>2:30 p.m. to 3:20 p.m.</td>
<td>Parent and Family Orientation, Session 2</td>
</tr>
<tr>
<td>3:30 p.m. to 4:30 p.m.</td>
<td>Presidential Welcome for Parents and Families Weis Center</td>
</tr>
<tr>
<td>5 p.m. to 6 p.m.</td>
<td>(Family and friends depart)</td>
</tr>
<tr>
<td>6:30 p.m. to 8 p.m.</td>
<td>Class of 2019 Welcome Dinner Dana/Olin Science Quadrangle</td>
</tr>
<tr>
<td>8 p.m. to 9 p.m.</td>
<td>Matriculation Ceremony Rooke Chapel Lawn</td>
</tr>
</tbody>
</table>
Wednesday, August 19, cont’d.
9 - 10 p.m. Playfair
Christy Mathewson-Memorial Stadium

10:30 p.m. - midnight Late night programming….
Location tbd

Thursday, August 20
7:30 – 8:45 a.m. Breakfast
Bostwick Dining Hall, Elaine Langone Center

9 - 10 a.m. College of Engineering Meeting
Trout Auditorium, Vaughan Literature

9 - 10:15 a.m. College of Arts and Sciences Meeting
Weis Center

10:30 – noon Achieving Academic Success at Bucknell: First Meeting of Foundation Seminars

11:30 a.m. - 1 p.m. Lunch
Members of Residential Colleges will eat lunch with their college at a specified location
Bostwick Dining Hall, Elaine Langone Center

1 - 2 p.m. Health, Safety and Success
Weis Center

2:30 - 4:30 p.m. Color Games
Intramural Fields

5:30 - 7 p.m. Many Nations One Bucknell
Uphill Lawn, Elaine Langone Center

7 - 8 p.m. Residence Hall Meetings with Resident Adviser and Junior Fellows – Part II
Meet on your hall

8 – 10:30 p.m. The Library Unbound
Bertrand Library

8:30 – 9:30 p.m. Glenn’s Western Roundup
Olin Science/Engineering Quad

10 p.m. – midnight Late Night at KLARC - TENTATIVE

Friday, August 21
8 - 8:30 a.m. Bachelor of Science, Bachelor of Music, and Bachelor of Science in Education Group Meetings (as per schedule on pg. 7 following this fall semester calendar).

8 a.m. - 3 p.m. Arts and Sciences Students Individual Adviser Appointments (Excluding School of Management students)

8 a.m. - 3 p.m. Transfer student Individual Adviser and Writing Center Meetings
**Friday, August 21, cont’d.**  
8:30 a.m. – 4:30 p.m.  
Course Schedule Changes – Arts & Sciences (including Management)  
Registrar’s Office ADVISER APPROVAL REQUIRED  

9:30 – 10:30 a.m.  
School of Management Meeting  
Rooke Chemistry 116  

9:30 - 11:30 a.m.  
Student Group Meetings with Engineering Advisers  

9:30 - 10:30 a.m.  
Declared Engineering Students  
Biomedical Engineering - Breakiron 264  
Chemical Engineering - Dana 134  
Civil & Environmental Engineering - Breakiron 065  
Computer Science & Engineering - Dana 132  
Computer Engineering - Dana 111  
Electrical Engineering - Dana 111  
Mechanical Engineering - Breakiron 165  

10:30 - 11:30 a.m.  
Undeclared Engineering Students  
Location TBD  

1- 4 p.m.  
Course Schedule Changes – Engineering  
Dana 235  

3:30 – 5 p.m.  
First-Year Reading Discussion Groups  

5:15 – 6 p.m.  
Dinner in the Grove  
The Grove  

6 – 7 p.m.  
Shabbat Service  
Location TBD  

7 – 8:30 p.m.  
Diversity Speaker: Maura Cullen  
Weis Center  

8:30 – 9:30 p.m.  
Diversity Breakout Discussions  

9:30 p.m. - midnight  
Old Bison Street Festival  
Walker Street in front of 7th Street House  

9:30 - 11:30 p.m.  
Late Night at the 7th Street Studio  
7th Street Studio  

11 p.m. - 1 a.m.  
Pancakes and Eggs Late-night Breakfast  
Bostwick Dining Hall, Elaine Langone Center  

Midnight - 2 a.m.  
Midnight Madness at Walmart  

**Saturday, August 22**  
6 a.m. - midnight  
Breakfast and Lunch  
Bostwick Dining Hall, Elaine Langone Center  

10 a.m. - noon  
ENGR 100 First Meeting: Douse the Deans  
Dana/Olin Science Quadrangle  

10 – 11 a.m.  
Pre-law and Pre-health Sessions
Saturday, August 22, cont’d

11 a.m. – noon
Foreign Language Study at Bucknell: A Sound Investment
Arabic – Location TBD
Chinese – Location TBD
Classics, Ancient Greek and Latin – Location TBD
French – Location TBD
German – Coleman
Hebrew – Location TBD
Italian – Location TBD
Japanese – Location TBD
Russian – Location TBD
Spanish – Location TBD

Lunch

1 - 4 p.m.
Welcome to the Neighborhood: Lewisburg Day
Downtown Lewisburg

4 - 5 p.m.
Academic Tour
Meet on your hall.

5 – 6:30
Dinner – Picnic Dinner

7 – 8 p.m.
‘Ray for the Orange and the Blue
Sojka Pavilion, Kenneth G. Langone Athletics and Recreation Center

8 - 10 p.m.
Activities Unlimited
Christy Mathewson Stadium

10:15 - 11:30 p.m.
Showcase
Weis Center

Sunday, August 23

6 a.m. - midnight
Brunch and Dinner
Bostwick Dining Hall, Elaine Langone Center

10:30 a.m. - 12:30 p.m.
Jewish Student Bagel Brunch
Berelson Center, St. George Street

11 a.m. - noon
Protestant Worship Service
Rooke Chapel

1:30 - 2 p.m.
Class of 2019 Photograph
Christy Mathewson-Memorial Stadium

2 - 3 p.m.
First-year Student Survey

3 – 4 p.m.
Theatre and Dance Open House (for those interested in either program)

4 - 5 p.m.
Catholic Mass
Rooke Chapel

3:30 – 5:30 p.m.
Free time with your hall

5:30 – 7 p.m.
Concluding dinner
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday, August 23, cont’d</td>
<td>Convocation and Candlelighting</td>
</tr>
<tr>
<td></td>
<td>7:30 - 9 p.m.</td>
</tr>
<tr>
<td></td>
<td>Weis Center and Academic Quadrangle</td>
</tr>
<tr>
<td>Monday, August 24</td>
<td>Classes begin</td>
</tr>
<tr>
<td></td>
<td>Drop/Add period begins (forms available at the Registrar's Office)</td>
</tr>
<tr>
<td></td>
<td>Completed drop/add forms returned to Registrar.</td>
</tr>
<tr>
<td>Friday, August 28</td>
<td>Last day to clear holds and enroll without Dean’s permission</td>
</tr>
<tr>
<td>Friday, September 4</td>
<td>Drop/Add period ends (also last day to change credit/audit)</td>
</tr>
<tr>
<td>Friday, September 18</td>
<td>Last day for 4-week course withdrawal (with Dean’s permission)</td>
</tr>
<tr>
<td>Friday – Saturday, September 25-26</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>Friday, October 9 (5 p.m.)</td>
<td>Fall Recess begins</td>
</tr>
<tr>
<td>Wednesday, October 14 (8 a.m.)</td>
<td>Fall Recess ends</td>
</tr>
<tr>
<td>Wednesday, October 14 (12 p.m.)</td>
<td>Mid-semester grades due</td>
</tr>
<tr>
<td>Friday, October 16</td>
<td>Interdepartmental Major Forms Due</td>
</tr>
<tr>
<td>Friday – Saturday, October 23-24</td>
<td>Homecoming</td>
</tr>
<tr>
<td>Monday, October 26</td>
<td>Academic Advising Period begins</td>
</tr>
<tr>
<td>Friday, October 30</td>
<td>Last day for 10-week withdrawal with Dean’s permission</td>
</tr>
<tr>
<td>Monday, November 2</td>
<td>Registration for spring semester begins</td>
</tr>
<tr>
<td>Friday, November 20 (5 p.m.)</td>
<td>Thanksgiving Recess begins</td>
</tr>
<tr>
<td>Monday, November 30 (8 a.m.)</td>
<td>Thanksgiving Recess ends</td>
</tr>
<tr>
<td>Tuesday, December 8</td>
<td>Classes end</td>
</tr>
<tr>
<td>Wednesday, December 9</td>
<td>Reading Period begins</td>
</tr>
<tr>
<td>Thursday, December 10</td>
<td>Final Examinations begin</td>
</tr>
<tr>
<td>Thursday, December 17</td>
<td>Reading Period and Final Examinations end</td>
</tr>
<tr>
<td>Monday, December 21 (12 p.m.)</td>
<td>Final Grades due in Registrar's Office</td>
</tr>
</tbody>
</table>
Schedule for Group Meetings
Friday, August 21, 2015

**Arts and Sciences**
8 a.m. - 8:30 a.m.

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Animal Behavior</td>
<td>Biology 101</td>
</tr>
<tr>
<td>Biology</td>
<td>Gallery Theatre (ELC 301)</td>
</tr>
<tr>
<td>Cell Biology/Biochemistry</td>
<td>Rookie Chemistry 101</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Rookie Chemistry 102</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Academic West 108</td>
</tr>
<tr>
<td>Economics and Mathematics</td>
<td>Academic West 112</td>
</tr>
<tr>
<td>Geology/Environmental Geology</td>
<td>O’Leary 232</td>
</tr>
<tr>
<td>Mathematics &amp; Applied Mathematical Sciences</td>
<td>Olin Science 372</td>
</tr>
<tr>
<td>Neuroscience</td>
<td>Biology 222 Seminar Room</td>
</tr>
<tr>
<td>Physics</td>
<td>Olin Science 255</td>
</tr>
<tr>
<td>BSED Early Childhood Education</td>
<td>Olin Science 451</td>
</tr>
<tr>
<td>BMUS Music Education</td>
<td>Sigfried Weis Music 116</td>
</tr>
<tr>
<td>Performance</td>
<td>Sigfried Weis Music 116</td>
</tr>
</tbody>
</table>

**School of Management**
9:30 a.m. – 10:30 a.m.

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBA Accounting &amp; Financial Mgmt.</td>
<td>Rooke Chem Aud. 116</td>
</tr>
<tr>
<td>Global Management</td>
<td>Rooke Chem Aud. 116</td>
</tr>
<tr>
<td>Managing for Sustainability</td>
<td>Rooke Chem Aud. 116</td>
</tr>
<tr>
<td>Markets, Innovation &amp; Design</td>
<td>Rooke Chem Aud. 116</td>
</tr>
</tbody>
</table>

**8 a.m. – 3 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. You will arrange an individual appointment with your Foundation Seminar adviser at the Group Meeting on Saturday morning. If you are in the BS or BMUS degree program, you will arrange your individual appointment at the Group Meeting. Be sure to check the Reminders in myBucknell for a link to your Academic Advising Sheet which contains information regarding your adviser assignment.

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

If you are in the College of Engineering, you will meet with your faculty adviser as a group according to engineering major. (You will receive your course schedule at this time.)

**9:30 - 10:30 a.m. - Declared Engineering Students**

<table>
<thead>
<tr>
<th>Program</th>
<th>Adviser</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering</td>
<td>Prof. Donna Ebenstein</td>
<td>Breakiron 264</td>
</tr>
<tr>
<td>Chemical Engineering</td>
<td>Prof. Michael Prince</td>
<td>Dana 134</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>Prof. Stephen Buonopane (A-L)</td>
<td>Breakiron 65</td>
</tr>
<tr>
<td></td>
<td>Prof. Michael Malusis (M-Z)</td>
<td>Breakiron 65</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>Prof. Kevin Gilmore</td>
<td>Breakiron 65</td>
</tr>
<tr>
<td>Computer Science &amp; Engineering</td>
<td>Prof. Felipe Perrone</td>
<td>Dana 132</td>
</tr>
<tr>
<td>Computer Engineering</td>
<td>Prof. Richard Kozick</td>
<td>Dana 111</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>Prof. Amal Kabalan</td>
<td>Dana 111</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>Prof. Steven Shooter (A-L)</td>
<td>Breakiron 165</td>
</tr>
<tr>
<td></td>
<td>Prof. Andrew Sloboda (M-Z)</td>
<td>Breakiron 165</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Adviser</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof. Christopher Mordaunt</td>
<td>Breakiron 165</td>
</tr>
<tr>
<td>Prof. Stephen Buonopane &amp; Michael Malusis</td>
<td>Breakiron 65</td>
</tr>
<tr>
<td>Prof. Brandon Vogel</td>
<td>Dana 134</td>
</tr>
<tr>
<td>Prof. Xiannong Meng</td>
<td>Dana 132</td>
</tr>
<tr>
<td>Prof. Maurice Aburdenes</td>
<td>Dana 111</td>
</tr>
<tr>
<td>Associate Dean Karen Marosi</td>
<td>Dana 231</td>
</tr>
</tbody>
</table>

You are welcome to attend any department session at 9:30 a.m. for declared engineering students. However, if you are undeclared, you MUST attend your scheduled 10:30 a.m. session (Your location of this session can be found online in MyBucknell).
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuesday, January 19</strong></td>
<td>8 a.m. Classes begin</td>
</tr>
<tr>
<td><strong>8:30 a.m.</strong></td>
<td>Drop/Add period begins (forms available at the Registrar's Office)</td>
</tr>
<tr>
<td><strong>Tuesday, January 19</strong></td>
<td>Completed drop/add forms returned to Registrar</td>
</tr>
<tr>
<td><strong>Monday, February 1</strong></td>
<td>Last day to clear holds and enroll without Dean's permission</td>
</tr>
<tr>
<td><strong>Monday, February 15</strong></td>
<td>Drop/Add period ends (also last day to change credit/audit)</td>
</tr>
<tr>
<td><strong>Tuesday, March 4</strong></td>
<td>Interdepartmental Major Forms Due</td>
</tr>
<tr>
<td><strong>Friday, March 11 (5 p.m.)</strong></td>
<td>Spring Recess begins</td>
</tr>
<tr>
<td><strong>Wednesday, March 16 (12 p.m.)</strong></td>
<td>Mid-semester grades due</td>
</tr>
<tr>
<td><strong>Monday, March 21 (8 a.m.)</strong></td>
<td>Spring Recess ends</td>
</tr>
<tr>
<td><strong>Monday, April 4</strong></td>
<td>Academic Advising Period begins</td>
</tr>
<tr>
<td><strong>Monday, April 4</strong></td>
<td>Registration for fall semester begins</td>
</tr>
<tr>
<td><strong>Tuesday, April 5</strong></td>
<td>Last day for ten-week course withdrawal with Dean's permission</td>
</tr>
<tr>
<td><strong>Monday, May 2</strong></td>
<td>Classes end</td>
</tr>
<tr>
<td><strong>Tuesday, May 3</strong></td>
<td>Reading Period begins</td>
</tr>
<tr>
<td><strong>Wednesday, May 4</strong></td>
<td>Final Examinations begin</td>
</tr>
<tr>
<td><strong>Wednesday, May 11</strong></td>
<td>Reading Period and Final Examinations end</td>
</tr>
<tr>
<td><strong>Monday, May 16 (12 p.m.)</strong></td>
<td>Final grades due in Registrar's Office</td>
</tr>
<tr>
<td><strong>Sunday, May 22</strong></td>
<td>Commencement</td>
</tr>
</tbody>
</table>
REQUIREMENTS

Writing Requirement

See ‘The University Writing Requirement’, page 20

General Requirements for all students in the College of Arts and 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 workplace. 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.

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. Contact the CCC Coordinator for details on the process.
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. CE s for each major are determined by the faculty in each department/program, and approved by the Arts &Science 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.**

Note Concerning the Foundation Seminar requirement:

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

College of Arts and Sciences students who fail a Foundation Seminar during the first semester of the first year must elect a Foundation Seminar during the second semester of the first year. Those failing a Foundation Seminar during the second semester of the first year are not required to elect another Foundation Seminar. (Engineering students who transfer into the College of Arts and Sciences during the first semester must elect a Foundation Seminar during the second semester. Engineering students who transfer to the College of Arts and Sciences during the spring semester are not required to take a Foundation Seminar.)
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
Admission to the Economics major is limited. Sophomores interested in applying to the major must attend an interest meeting in late January/early February and submit the application to the department as directed. Questions about this process should be directed to the Department Chair.

Change of Major (B.A. degree)
After the initial declaration of major in the second semester of the sophomore year (see above), information and forms for initiating a change of major are available in the Registrar's Office and the Dean’s Office. 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 and forms for initiating a double major request are available in the Registrar's Office. As in the case of a single declaration of major, the Department Chair must approve the second major.

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

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 and approved by the associate dean of the College. Any
additional requirements or special adjustments in this program will be proposed by the student and the principal adviser and approved by the associate dean.

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 before spring break 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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*Bachelor of Science in Business Administration (BSBA) Degree

First year students who wish to pursue the Bachelor of Science in Business Administration degree who were not directly admitted to the School of Management when admitted to the University must apply for admission during the spring semester of their first year. The School will invite applications from all potential majors to apply and will hold an information session with interested first year students during the spring semester of their first year to explain the application process and deadline to apply online. Questions regarding this process will be answered during this session. This is the only opportunity for current students to apply for admission to the School. Criteria for acceptance will emphasize academic achievement and a strong resume and cover letter. Questions should be directed to Ivy Kepner, the Assistant Director of the School of Management.

Students interested in applying are encouraged to take one or more of the four foundational courses (MGMT 100, MGMT 101, MGMT 102, and ECON 103) in their first year to gain a better understanding of management. It should be noted that admission to the BSBA degree program is possible without having completed any of the core courses during the first year; students should complete them by the end of the sophomore year. In the second semester of the sophomore year, BSBA students will, in consultation with their adviser, select one of the four majors—Accounting and Financial Management; Global Management; Managing for Sustainability; or Markets, Innovation and Design—and will complete the specific major requirements in addition to the BSBA core curriculum requirements.

Prospective applicants are encouraged to attend a first year meet and greet session that is held in the spring semester of their first year. This event provides an introduction to Management education and each of the four majors and offers an opportunity for students to meet with Management faculty. Students are also encouraged to meet with Management faculty during their first year of study to learn more about their areas of interest.

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

A broad liberal arts education offers the most effective foundation for continuing professional development in any discipline. BSBA candidates are encouraged to sample among courses offered in all divisions of the University.

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

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

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

Students in the BSBA program will officially declare one of the four majors--Accounting and Financial Management; Global Management; Managing for Sustainability; or Markets, Innovation and Design—during the spring semester of their sophomore year. Students in the B. Music program are admitted into their major within the degree program. Students in either of 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). School of Management students must schedule meetings with their adviser and Ivy Kepner, Assistant Director, to discuss their interest in changing their major before completing the form. 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.

Degrees in Engineering

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

*CHANGE OF COLLEGE

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

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

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.”

*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.
*NOTE ON ENROLLMENT PROBLEMS IN CERTAIN PROGRAMS*

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

"I accept the reservation offered to me by the Admissions Committee for the academic year 2015-2016. Admission to the University, to a College, to a degree program or to a major does not guarantee enrollment in any individual course, transfer from one College or another, or registration in a particular degree program or declaration of a particular major. Registration and/or transfer from one degree program to another, or declaration of the major, is authorized only with the approval of the University through the Office of the Deans. The University reserves the right to cancel or limit enrollment in any individual course. The course of study as designated in my letter of admission is agreeable to me."

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

<table>
<thead>
<tr>
<th>College of Arts and Sciences</th>
<th>College of Engineering</th>
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</thead>
<tbody>
<tr>
<td>1. Bachelor of Science, Biology</td>
<td>All degree programs in the College of Engineering</td>
</tr>
<tr>
<td>2. Bachelor of Arts, Biology</td>
<td></td>
</tr>
<tr>
<td>3. B.S. in Business Administration</td>
<td></td>
</tr>
<tr>
<td>4. Bachelor of Arts, Economics</td>
<td></td>
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</tbody>
</table>

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

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

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

Purpose of the Minor

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

1. A minor could promote more balance between liberal and professional education. For example, a student majoring in a preprofessional field might choose a minor in the humanities in order to serve intellectual or career goals. Likewise, a student in the humanities might minor in a social science or a natural science in order to serve intellectual interests or career possibilities. Whether the specific intent is intellectual or instrumental, the result would be complementary and broadening with respect to a student's major.

2. A minor could allow students to achieve some depth outside of their majors while still satisfying the distributional guidelines. In other words, a minor could complement, not compromise, the breadth which the guidelines encourage.

3. A minor that allows crossing between B.A./B.S. degree programs could enable, and even encourage, students to diversify their education. For example, a student taking a B.S. degree in one of the natural sciences or management would be able to pursue, and receive formal recognition for, work in some field in the B.A. curriculum.

An established interdepartmental minor may encourage meaningful interdisciplinary study.

Regulations for Minors

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

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.
Minors (continued)

Declaring a Minor

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

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

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.) Five or more credits may be approved by the Academic Dean only when the student has previously demonstrated exceptional academic performance at Bucknell.

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

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

1. Full tuition and fees are charged whether the student elects 3.0 or 5.0 credits.

2. Normally, credit deficits will need to be "made up" during the ensuing summer (see the Academic Standing section of the Catalog) in order for a student to remain in good academic standing and thereby be eligible for continued enrollment in the next academic year. Overloads of 5 credits are usually not permitted in succeeding semesters in order to erase credit deficits.

3. Financial Aid packages are not likely to be extended or redefined to cover extra summers or semesters when the student elects a less than average course load (thereby requiring additional periods of enrollment). (Questions concerning the Financial Aid ramifications of "less than average" course loads 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 course load will be not less than the 3.0 courses required and only if the faculty adviser and the Academic Dean approve. If the foregoing 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.

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

The University Writing Requirement

Every candidate for any undergraduate degree must successfully complete three writing-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.

Advanced Placement is not typically a substitute for a W1 course because the focus of W courses is on writing and the writing process, whereas AP English is often focused on the study of the English language and literature. 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 [http://my.bucknell.edu/x52976.html](http://my.bucknell.edu/x52976.html).

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 ways of teaching writing in courses across the University. Anyone may go to the Writing Center for help with all stages 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 Roberts Hall (570-577-3141) and evening consulting hours are also available in Vedder and the Library. More complete information about the Writing Center is available at [https://my.bucknell.edu/x52625.html](https://my.bucknell.edu/x52625.html).

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: [http://my.bucknell.edu/x52955.html](http://my.bucknell.edu/x52955.html)

The student should deliver the completed referral form to the Writing Center’s main office in Roberts Hall 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. Many instructors find it helpful to permit students to submit self-addressed, stamped envelopes for the return of such works by mail. Others prefer to make these final items available, in their offices or in the department office, upon the students' return for the ensuing semester. In either case, end-of-the-semester grading and comments should be important to learning, and students should be encouraged to seek such information as a means of better understanding their overall course performance, as well as for guidance in future, similar assignments. (For this reason it is suggested that instructors retain unreturned and unclaimed assignments for at least one semester.)

Incomplete grades:

The temporary grade of incomplete will be authorized in the event of serious illness or personal emergency when requested by a student and approved by the course instructor and the Associate Dean of the student's College prior to the end of the examination period. Such a request will be in the form of a written petition (petition forms are available in the 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.

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

Grade changes:

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

Grade Disputes:

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

Student-initiated requests for changes in a final course grade must be submitted by the first day of classes of the second academic year following the year in which the course was originally taken. For example, if a course was taken in spring 2014, the student’s request for a grade change must come to the faculty member by the first day of the fall 2015 semester. Such a time period allows for individuals to appeal grades if they have been away from campus for study abroad, leave-of-absence, or other separations from the University.
GRADE POINT AVERAGE

Overall GPA

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

+ & - Grades/Quality Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>WF</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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 reports for all students is requested.

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

STUDENT EARLY SIGNALING

The Early Signaling program will be available starting during the Wednesday through Sunday of the 4th 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/Director 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:

- German Studies Program web page: [http://www.departments.bucknell.edu/german/](http://www.departments.bucknell.edu/german/)
- Italian Studies Program web page: [http://www.departments.bucknell.edu/italian/](http://www.departments.bucknell.edu/italian/)
- Russian Studies Program web page: [http://www.departments.bucknell.edu/russian/](http://www.departments.bucknell.edu/russian/)
- Spanish Department web page: [http://www.bucknell.edu/spanish/](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

<table>
<thead>
<tr>
<th>Years Studied</th>
<th>OR</th>
<th>SAT II Score Range</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>0-400</td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>2</td>
<td>401-425</td>
<td></td>
<td>102</td>
</tr>
<tr>
<td>3</td>
<td>426-600</td>
<td></td>
<td>151</td>
</tr>
<tr>
<td>4 or more</td>
<td>601 or above</td>
<td></td>
<td>201</td>
</tr>
</tbody>
</table>

Chinese, Greek, Japanese

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

Course Assignments:

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

Residential Colleges:

The students in each residential college, Arts, Discovery, Environmental, 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. http://www.bucknell.edu/x1251.xml

General education selection:

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

Major Course Selection:

B.A. students who indicated that their major would be in a science or 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:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Behavior</td>
<td>Animal Behavior 266 (Biology 205 and Math 201 are recommended)</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology 205</td>
</tr>
<tr>
<td></td>
<td>Math 201</td>
</tr>
<tr>
<td></td>
<td>(Chemistry 211 -- may be taken during the first year or sophomore year)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry 211</td>
</tr>
<tr>
<td></td>
<td>Math 201</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Computer Science 203</td>
</tr>
<tr>
<td></td>
<td>Math 201 (co requisite)</td>
</tr>
<tr>
<td>Education</td>
<td>Education 101</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>(Requires second BA in Biology, Chemistry, or Ecology)</td>
</tr>
<tr>
<td></td>
<td>Biology 205, Chemistry 211, or Geology 204</td>
</tr>
<tr>
<td></td>
<td>Math 201</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Geology 203</td>
</tr>
<tr>
<td>Geology and Environmental Geology</td>
<td>Geology 204</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Math 201</td>
</tr>
<tr>
<td></td>
<td>(unless the Registrar’s Office places them higher because of AP credits)</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics 211</td>
</tr>
<tr>
<td></td>
<td>Math 201</td>
</tr>
</tbody>
</table>
First year student Course Assignments (continued)

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

Students who enroll in a Bachelor of Science program in a science, 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 – School of Management:

Bucknell admits most first-year students directly into the BSBA degree program. The students who were admitted as BSBA students 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 200. These students have been assigned an adviser in the School of Management and a Foundation Seminar instructor, who serves as an additional adviser for the fall semester of the first year.

A limited number of slots are available for students who decide after they arrive at Bucknell that they want to pursue the BSBA. These students may formally apply to enter the program during the spring semester of their first year. Students interested in entering the BSBA program are encouraged to take the same courses that are listed above during the first three semesters.

FIRST-YEAR STUDENT COURSE CHANGES

First-year students, like upperclass students, may change their course selections during the drop/add period at the beginning of the semester if such a change seems desirable or necessary. 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.

If in discussing the student's schedule and program on Friday, August 21, 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 Friday, August 21 between the hours of 8:30 am and 4:30 pm. First-year students will be able to add open courses by completing a drop/add card with their adviser’s signature. Changes made after Friday, August 21 will be processed using the Drop/Add rules and will require signatures of both adviser and faculty of the added courses. For students in the College of Arts & Sciences including School of Management, the student should hand carry the drop/add card to the Registrar’s Office in Marts Hall to make the changes in their schedule. School of Management students must obtain approval from their SOM adviser, not their Foundation Seminar adviser. For students in the College of Engineering, students should take the drop/add card to Dean Marosi in 235 Dana Engineering to make the changes. An attempt to facilitate such recommendations will be made, however, as many courses and sections are closed, the student should be alerted to the possibility that the request may be impossible to fulfill. (Please reassure students that a desired course which is full this fall may be elected in a later semester.)
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.

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. Currently enrollments in this dual degree program are limited to ten students per class year. Students will be enrolled through the admission process with direct admission to the dual degree program. If fewer than ten students matriculate into the degree program for a given class year, any remaining spaces will be made available through an application based process through the Office of the Dean of Engineering. Students with questions about this dual degree program should contact the Associate Dean of Engineering.
TRANSFER STUDENTS

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

Quantitative credits transferred:

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

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

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

Major requirements:

The applicability of courses elected at another institution toward the major often is not clear and the student is usually directed on the "Academic Progress Report" to check with the adviser and the department of the chosen major. After consultation between the student and the adviser, the adviser should provide the Registrar's Office written information specifying those requirements that are fulfilled.

College Core Curriculum:

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

Transfer course changes:

Transfers, like first year and continuing students, may change their course selections during the first two weeks of the semester if such a change seems desirable or necessary. (The drop/add period for the 2015 fall semester will end on Friday, September 4, and spring semester will end on Monday, February 1.) In those instances where a transfer student is seeking reassurance with regard to course selections over the summer, or where there is some doubt, it would be well to encourage the student to begin the pre-arranged schedule. If, after such an effort, a change seems desirable or necessary, the student may initiate a change through the regular drop and add procedure after classes begin.

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

Special problems:

Special problems or questions regarding transfer students should be referred to Associate Dean Breyfogle, Associate Dean Robbins (Arts and Sciences), Associate Dean Marosi (Engineering), or Assistant Director Kepner-Shaner (School of Management).
ACADEMIC STANDING

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

<table>
<thead>
<tr>
<th>Beginning of Semester</th>
<th>Minimum Number of Courses Passed</th>
<th>Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Arts and Sciences: 3</td>
<td>Engineering: 3</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>** 7</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>** 15</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>** 19</td>
</tr>
<tr>
<td>7</td>
<td>24</td>
<td>** 24</td>
</tr>
<tr>
<td>8</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

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

Overall GPA

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

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

1. Students who have a credit deficiency will be notified that they are not in good academic standing and will be placed on "credit warning." Such credit deficits will need to be made up during the following summer (see above) at Bucknell or elsewhere.

2. Students who have a cumulative grade point average below that required at the end of the academic year -- that is, 1.80 for first years, 1.90 for sophomores, and 2.00 for juniors and seniors--will be notified that they are on "University warning and/or Engineering warning," or are subject to dismissal.

3. Note that seniors must be in good standing (both in terms of grade point average and passed courses) in order to be eligible to enroll in the final semester.

4. Engineering students who have not met the minimum grade point average in all courses in the College of Engineering are placed on “Engineering grade point warning” and may be advised to withdraw, or may be subject to dismissal, depending on the severity of the difficulty. Minimum Engineering grade point averages are 1.80 at the start of the third semester, 1.90 at the start of the fourth semester, and 2.00 at the start of the fifth and subsequent semesters.

At the conclusion of the spring semester, the appropriate college Office of the Dean determines the eligibility of students to continue into the next academic year.
1. Students who have earned the minimum grade point average required but who have not passed the minimum number of courses required are placed on "credit warning." Such students must make up their credit deficits either by attending Bucknell summer session or by attending another accredited institution (provided that prior approval of both the institution and the course(s) is obtained from the adviser, Department Chair and Office of the Registrar).

2. Students who have not earned the minimum grade point average required are either subject to dismissal from the University or (if the average is close to the minimum) are placed on University "grade point warning." Such students must take two six-week courses in the Bucknell summer session and earn sufficiently high grades so as to reduce significantly their grade point deficit before the beginning of the next academic year. Three-week courses may be taken by those students only with permission of an Associate Dean of the student's College.

3. Engineering students who have not met the minimum grade point average in all courses in the College of Engineering are placed on "Engineering grade point warning," and may be required to attend the Bucknell summer session to earn sufficiently high grades so as to reduce significantly their Engineering grade point average deficit or may be subject to dismissal from the Engineering degree programs. Minimum Engineering grade point averages are: 1.80 at the start of the third semester, 1.90 at the start of the fourth semester, and 2.0 at the start of the fifth and subsequent semesters.

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

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

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

CREDIT AT BUCKNELL

International Baccalaureate and credit

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

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

<table>
<thead>
<tr>
<th>Examinations</th>
<th>AP Score for Which Credit Is Granted</th>
<th>When Credit Granted, Number Credits Granted</th>
<th>Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: History Studio</td>
<td>3,4,5</td>
<td>1.0</td>
<td>No lab credit</td>
</tr>
<tr>
<td>Biology</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Computer Science A/AB</td>
<td>0</td>
<td>0</td>
<td>No credit is awarded</td>
</tr>
<tr>
<td>Economics: Micro</td>
<td>4,5</td>
<td>1.0</td>
<td>Credit is awarded for only 1 economics exam. Credit awarded for ECON 103 with scores of 4 or 5 on both exams.</td>
</tr>
<tr>
<td>English: Lang. &amp; Comp.</td>
<td>4,5</td>
<td>1.0</td>
<td>Credit is awarded for only 1 English AP exam</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Government: American</td>
<td>4,5</td>
<td>1.0</td>
<td>Does not count toward a political science major</td>
</tr>
<tr>
<td>Languages: French Lang. or Lit.</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>German Lang. or Lit.</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Italian Lang. and Culture</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Latin Vergil or Lit.</td>
<td>3,4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Spanish Lang. or Lit.</td>
<td>4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Mathematics: Calculus AB</td>
<td>3</td>
<td>0.0</td>
<td>Placement — 202</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>4,5</td>
<td>1.0</td>
<td>Placement — 202</td>
</tr>
<tr>
<td>Calculus Subset</td>
<td>3,4,5</td>
<td>2.0</td>
<td>Placement — 211</td>
</tr>
<tr>
<td>Statistics</td>
<td>4,5</td>
<td>1.0</td>
<td>(Same as AB test) Do not take MATH 216</td>
</tr>
<tr>
<td>Music: Listening/Lit. Theory</td>
<td>3,4,5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Physics: B</td>
<td>4,5</td>
<td>1.0</td>
<td>No lab credit</td>
</tr>
<tr>
<td>C-Mechanics</td>
<td>4,5</td>
<td>1.0</td>
<td>Credit is awarded for B or C, not both</td>
</tr>
<tr>
<td>C-Elec &amp; Magnetism</td>
<td>4,5</td>
<td>1.0</td>
<td>Credit is awarded for both C tests</td>
</tr>
<tr>
<td>Psychology</td>
<td>4,5</td>
<td>1.0</td>
<td>Do not take PSYC 100</td>
</tr>
</tbody>
</table>
ACADEMIC RESPONSIBILITY

The faculty voted to endorse the Honor Code at the April 4, 2005 faculty meeting. It does not change the University’s policies and procedures governing academic responsibility cases, which are detailed at http://www.bucknell.edu/AcademicResponsibility.xml. 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 students may, with the adviser's approval, change their course elections for the fall semester beginning on Monday, August 24. The last day for such changes is Friday, September 4. (The corresponding dates for spring semester are Tuesday, January 19 through Tuesday, February 1, 2016.)

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

Closed courses:

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

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

Section changes:

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

Late drops:

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

Principles

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

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

Policy

I. Responsibilities about class attendance:

   A. Students are expected to attend the regularly scheduled meetings of the courses for which they are enrolled.

   B. Classes scheduled during regular class hours should be given priority over other activities. "No student who participates in an extra-curricular event, team, or program can be penalized solely for missing such extra-curricular activities when they are scheduled in conflict with regularly scheduled meeting times of the student's courses." (Action of the Faculty, October 1993)

   C. Faculty should provide, on the first day of classes, a clear statement of:
      i. The consequences of any absences.
      ii. Scheduled time commitments outside of class.

   D. Students should not be required to attend extra or rescheduled academic events that conflict with other classes or other important commitments.

II. Responsibilities about non-class activities:

   A. Extra-curricular advisers should, during the first week of classes, inform students of those dates upon which they will be asked to miss a class due to an extra-curricular activity.

   B. Students should give faculty as much advanced warning of a class absence as possible.

   C. University units regularly sponsoring extra-curricular activities are urged to develop guidelines about the appropriate level of demands to place upon student participants with respect to missing class.

III. General responsibilities:

   A. Since students are ultimately responsible for their education at Bucknell, they must be the ones to weigh the consequences of missing classes or other activities, and make their choices accordingly.

   B. Both faculty and advisers of extra-curricular activities are encouraged to be as flexible as possible in addressing attendance requirements.

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

Adopted by Committee on Instruction and Committee on Complementary Activities; reported to University faculty, March, 1994.
POLICY FOR NOTIFICATION OF ABSENCE FROM CLASS:

Each professor has his or her 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, s/he is responsible for notifying the instructor. If the student goes to Bucknell Student Health and the doctor determines that s/he needs to be out of class for three days or more, the doctor will call the appropriate Dean’s Office (Engineering or Arts and Sciences) so that the student’s instructors will be notified. The doctors will not provide 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 his/her professor in advance and go to Bucknell Student Health for an evaluation. If the doctor concludes the student is too sick to take the exam, s/he will call the appropriate Academic Dean’s Office and they will send a memo to 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.**

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

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)

NOTE CONCERNING CANCELING CLASSES

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

Fall Break begins at 5 p.m. on Friday, October 9; Thanksgiving break begins at 5 p.m. on Friday, November 20; Spring Break begins at 5 p.m. on Friday, March 11, 2016.

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

Arts and Sciences

All adviser assignments, except in the School of Management, 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).

Engineering

2015-16 Class Advisers

<table>
<thead>
<tr>
<th>Biomedical Engineering</th>
<th>BS</th>
<th>BME/Chem-BioStudies Minors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Tranquillo</td>
<td>‘16</td>
<td></td>
</tr>
<tr>
<td>Professor Bieryla</td>
<td>‘17</td>
<td></td>
</tr>
<tr>
<td>Professor Cavanagh</td>
<td>‘18</td>
<td></td>
</tr>
<tr>
<td>Professor Ebenstein</td>
<td>‘19</td>
<td></td>
</tr>
<tr>
<td>Professor Baish</td>
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<table>
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<tr>
<th>Chemical Engineering</th>
<th>BS</th>
<th>AB-BS</th>
<th>ABCM</th>
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<tbody>
<tr>
<td>Professor Raymond</td>
<td>‘16</td>
<td>‘17</td>
<td></td>
</tr>
<tr>
<td>Professor Jablonski</td>
<td>‘17</td>
<td>‘18</td>
<td></td>
</tr>
<tr>
<td>Professor Csernica</td>
<td>‘18</td>
<td>‘19</td>
<td></td>
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<tr>
<td>Professor Prince</td>
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<th>Civil and Environ. Engineering</th>
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<th>ABCE</th>
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<tr>
<td>Professor Crago (A-L)</td>
<td>‘16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professor Gabauer (M-Z)</td>
<td>‘16</td>
<td></td>
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</tr>
<tr>
<td>Professor Orbisono (A-L)</td>
<td>‘17</td>
<td></td>
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<tr>
<td>Professor Toole (M-Z)</td>
<td>‘17</td>
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<td>Professor Beiler (A-L)</td>
<td>‘18</td>
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<td>Professor R. Ziemian (M-Z)</td>
<td>‘18</td>
<td></td>
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<tr>
<td>Professor Buonopane (A-L)</td>
<td>‘19</td>
<td></td>
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<td>Professor Malusis</td>
<td>‘19</td>
<td></td>
<td></td>
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<tr>
<td>Professor Distefano</td>
<td>‘17-‘18</td>
<td>‘18-‘19</td>
<td>Environmental</td>
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<td>Professor Gilmore</td>
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<td>‘20</td>
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<tr>
<td>Professor Evans</td>
<td>All classes</td>
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<td>Professor Cheville</td>
<td>‘17</td>
<td>‘18</td>
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<td>Professor Thompson</td>
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<td>‘19</td>
<td></td>
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<tr>
<td>Professor Kozick</td>
<td>‘19</td>
<td>‘20</td>
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<table>
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<td>Professor Meng (BCSE)</td>
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<td>Professor Razet (BSCS &amp; BA)</td>
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<td>Professor Marchiori (BCSE)</td>
<td>‘17</td>
<td>‘18</td>
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<tr>
<td>Professor Guattery (BSCS &amp; BA)</td>
<td>‘17</td>
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</tr>
<tr>
<td>Professor King (BCSE)</td>
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<td>‘19</td>
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</table>
Professor Peck (BSCS & BA) ’18
Professor Perrone (BCSE) ’19 ‘20
Professor Wittie (SCS & BA) ’19

**Electrical Engineering**  
**BS** AB-BS ABEE
Professor Jansson ‘16 ‘17
Professor Cheville ‘17 ‘18
Professor Nickel ‘18 ‘19
Professor Kabalan ‘19 ‘20

**Mechanical Engineering**  
**BS** AB-BS ABME
Professor Brahma (A-L) ‘16
Professor Geist (M-Z) ‘16
Professor Beal (A-L) ‘17
Professor Sharma (M-Z) ‘17
Professor Kim (A-L) ‘18
Professor Siegel (M-Z) ‘18
Professor Shooter (A-L) ‘19
Professor Sloboda (M-Z) ‘19
Professor C. Ziemian all classes ABME
Professor C. Buffinton All Classes AMME
Professor Beninati Brazilian/Transfer

Advisers for First-Year Undecided Engineering Students:  
Professors Aburdene, Mordaunt, Buonopane, Malusis, Meng, and Vogel; Dean Marosi

BSEG 5 years

**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 2015 will have a class year of 2019 until January 2018, when their class year will be changed to 2020.

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

The Office of Accessibility Resources (OAR) at Bucknell University exists to ensure access, provide support, and help to navigate or remove barriers for students, faculty, staff, and visitors to our campus. The OAR is committed to providing a strong support system for students with disabilities, and is committed to ensuring that no otherwise qualified individual with a disability will be denied participation in or the benefits of any of our programs on the basis of a disability. The OAR will provide reasonable accommodations to all students who meet the criteria of a student with a disability from the Americans with Disabilities Act and its amendment (ADA, 1990, ADAAA, 2008).

While some students come well aware of their particular needs, others discover them as they progress through the University. Students with documented disabilities have been admitted to Bucknell University by the same criteria as other students and they have met the same rigorous standards for admission. Students who are struggling as a result of a disability during their college experience should be encouraged by faculty to contact the Director for guidance, support, and/or referral.

It is the responsibility of the student with a disability to self-identify to the Director of the OAR and provide documentation, as well as follow OAR policy and procedure. It is the faculty’s responsibility to work with students and provide the approved accommodations.

For more information or to speak with the Director, please contact, Heather Fowler, 570-577-1188 or hf007@bucknell.edu

For additional information, please go to the Disability Services and Resources web site: http://www.bucknell.edu/DisabilityServices
NON-TRADITIONAL STUDY

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

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

Proposal forms are available in the College Deans' Offices and at https://my.bucknell.edu/x56153.html

I. Guidelines for Proposals for Non-traditional Study:

A. The project must contribute to the individual student's cognitive and affective development in an organized and systematic fashion. Usually these projects will relate to a major concern or concerns arising out of conventional study on campus.

B. "Organized and systematic fashion" assumes the prior preparation of a comprehensive proposal showing (1) the relationship of the work to one or more areas of inquiry or disciplines, (2) how the activities relate both to the field of study and the student's growth in that field, and (3) the method of evaluation. Developing a proposal of this type will require the assistance of one or more faculty advisers.

C. The University must have at least one faculty member qualified to evaluate or certify the intellectual integrity of the project and the adequacy of the procedures. The faculty member must be knowledgeable in the proposed area of study but need not be a specialist in the field. He or she may call on colleagues either on or off campus for assistance with project evaluation.

D. All projects must have the prior approval of at least one Bucknell faculty member, the Department Chair and the Dean.

E. The amount of credit must be arranged in advance by the student, adviser, Department Chair and Dean. This precludes applying for credit for work already done or in progress. This credit will be certified to the Registrar by the adviser on completion of the project. The amount of credit to be earned under this program should not exceed the amount of credit he or she could earn in a comparable period of study on campus. This program does not allow earning credits between the fall and spring semesters.

F. The type of grading to be used is also to be agreed upon in advance (i.e., P-F, or A-, A, B+, B, B-, C+, C, C-, D, F).

G. Normally, the site of such projects is off campus. However, seniors in the program can be understood not to be violating the senior resident requirement insofar as Bucknell faculty are still integral parts of the evaluation process and hence the campus has extended to the site of study. Second semester seniors are responsible for meeting the deadlines of grades for graduation.
Non-Traditional Study (continued)

H. Nothing in these guidelines excludes the possibilities of (1) residing on campus and receiving credit for one, two, or three courses in a regular fashion concurrent with this program; (2) taking courses at another university which may be transferred concurrent with this program.

I. Proposals based on internship experiences must contain substantive educational goals and procedures that go beyond the terms of the internship. Again, students may not earn credit if the internship is paid.

J. The non-traditional study is a credit and, as such, a fee is charged for NTS credits in the summer. This fee is determined on a yearly basis.

II. Procedures for the Initiating Student:

A. A student interested in non-traditional study should be referred to the Office of the Dean where a copy of the policy statement and appropriate application forms may be obtained.

B. The student is to select the field of non-traditional study and appropriate adviser(s).

C. The student must present to the adviser(s), in writing, a complete proposal that satisfies the guidelines. A possible minimum outline of such a proposal would include the following items:

   1. the goals the student is pursuing
   2. the exact nature of the study
   3. the location of the study
   4. the length of time to be spent on the study
   5. the amount of credit which the completed study is to receive
   6. the means by which the study is to be evaluated
   7. the type of grading to be used.

D. After the details of the study have been agreed upon by the student and the adviser(s), the proposal is to be submitted to the appropriate Department Chair and Dean for final approval.

E. Due to the time that will be required for the approval of non-traditional study proposals, the student is strongly urged to present the proposal to the Dean no later than two weeks before preregistration prior to the semester in which the study is to be undertaken. This will assure that the student will be able to register for the non-traditional study program during the regular registration period.

III. Policy on Student Compensation and Course Credit

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

Internships are an exception to this policy only insofar 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 Associate Dean Lynn Breyfogle or Associate Dean Rich Robbins, College of Arts and Sciences, Associate Dean Karen Marosi, College of Engineering, or Assistant Director Ivy Kepner, School of Management.
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 now 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 at https://my.bucknell.edu/script/ArtsAndSciences/Internships/

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.

- An Associate Dean of the College of Arts and Sciences will oversee the program, working in consultation with the Career Development Center.

- Some students may wish to include a more substantive and extensive academic component in their internship experience. In these cases, students may wish to pursue a full credit NTS under the existing NTS program. Students interested in such an option should be referred to the Office of the Dean to obtain a copy of the NTS policies and procedures and make an appointment with the Associate Dean responsible for the Non-Traditional Study program.

- Upon completion of the internship, the site of the internship must provide to the overseeing faculty member a report (e.g., letter from the Personnel Services division or internship supervisor) on the types of activities the student undertook as an intern and an assessment of the student’s performance.

- In each instance, following review of the student reflective essay and the site report, the Associate Dean overseeing the program is to recommend the awarding of the one-quarter credit of UNIV 1NT.

- The administrators of the program are to be provided with reasonable assurance that the number of hours required for the internship is appropriate for the academic goals of the experience.
II. Procedures for the Initiating Student

- A student interested in UNIV 1NT should be referred to the Office of the Dean of the College of Arts and Sciences where a copy of the policy statement may be obtained. The policy statement along with the application form is available on-line through myBucknell, Academics, College of Arts and Sciences, Information for Students, under Forms & Policies.

- The student must describe how the proposed internship experience relates to his or her academic experiences and interests, and include a brief overview of the activities that will be completed during the internship.

- The student must provide the name, address, email address, and other contact information of the person supervising the internship.

- Due to the time that will be required for the approval of proposals, the student is strongly urged to present the proposal to the Associate Dean overseeing the program no later than two weeks before registration prior to the semester in which the internship is to be undertaken. This will assure that the student will be able to register for the UNIV 1NT quarter credit during the registration period.

- Upon completion of the internship, students are to submit a two-to-three page essay discussing in a self-reflective manner the relevance of the internship for their academic progress.

- Upon completion of the internship, it is the responsibility of the student to ensure that the site of the internship provides to the overseeing Associate Dean a report (e.g., letter from the Personnel Services division or internship supervisor) on the types of activities the student undertook as an intern and an assessment of the student’s performance.
TRANSFER BETWEEN THE COLLEGE OF ENGINEERING 
AND THE COLLEGE OF ARTS AND 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.
POLICY ON WITHDRAWAL, LEAVE OF ABSENCE, AND READMISSION

Separation from Bucknell
There are several reasons for which a student may be separated from the University. The forms of separation recognized by the University include: Withdrawal, Voluntary Leave-of-absence, Health Leave-of-absence, and Involuntary Leave-of-absence.

Students on any type of leave or withdrawal must leave campus within 24 hours of initiating the leave. Students subject to any leave or withdrawal covered by this policy may not attend classes, participate as a member of a student organization, or be on campus for any reason without prior permission from the Dean of Students.

Withdrawal
Students who decide, for any reason, to discontinue their educational experience at Bucknell and do not intend to return will complete the process for withdrawal. Students interested in withdrawing from Bucknell should contact the associate dean of their college to initiate the process.

Voluntary Leave-of-absence prior to the start of the semester
A student in good standing who wishes to temporarily interrupt studies following the end of a semester may apply to the academic dean’s office for a leave-of-absence if the student intends to complete degree requirements at Bucknell University and if the courses for the semester preceding the leave have been satisfactorily completed.

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

Applications for a leave of absence normally will be submitted by August 1 for the fall semester, and by January 1 for the spring semester.

During a leave of absence, students wishing to take academic courses elsewhere to transfer back to Bucknell must receive prior permission of the dean of the college and in no case will more than two course credits be approved.

Students on leave-of-absence who subsequently fail to return to Bucknell University will be administratively withdrawn with an effective date reverting back to the last date of attendance at the University. If a student decides to enroll at another institution and not return to Bucknell University, they must contact the dean of the college and initiate withdrawal from Bucknell University. In both cases a student will be required to submit an application to the dean of admissions to return to Bucknell University.

Voluntary Leave-of-absence during the semester
A student who, during any semester, is unable to meet the demands of his or her academic program should contact the office of the dean of the appropriate college to discuss possible options. Such a student may be well advised to consider a voluntary leave. Voluntary leave after the second week of the semester will result in the recording of WP (withdraw passing) or WF (withdraw failing) grades for each course (see Grading System). It should be noted that grades of WF will be factored into the student’s GPA as failing grades. A voluntary leave once classes have begun will result in the loss of some or all tuition (see Finance and Financial Aid Information/deposits and Refund policies). A voluntary leave must be initiated by the last day of classes for the semester; the student must fill out a form that is available on-line. Students should contact their academic dean’s office for additional information.

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

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

Leave-of-absence for Health Related Reasons

During the semester:
Counseling and Student Development Center
Staff of the Counseling and Student Development Center will consider supporting a student's request for a leave from the University during a semester based on psychological or mental health reasons if the student has been actively engaged in counseling either with Counseling and Student Development Center staff or with another clinician/agency. If a student has not been engaged in counseling, thereby lacking the documentation needed to support a leave, staff in the Counseling and Student Development Center will assist the student in obtaining the necessary assessment or diagnosis. This might be with Counseling and Student Development, with a clinician in the community, or with a clinician at home. A student must initiate a health leave at least two weeks before the last day of regular classes and have all supporting documentation to Counseling and Student Development before the last day of classes. A mental health or psychological health leave after the first four weeks of the semester normally requires the student's absence from the University for at least one complete regular semester before consideration will be given for readmission. This allows the student time to address the issues that necessitated the leave-of-absence.

Bucknell Student Health
Physical health concerns may also interrupt a student's ability to fulfill his or her academic obligations. A health leave for physical health reasons must be initiated through Bucknell Student Health and can occur at any time during the semester. Once the health leave is initiated, the medical reason for the leave must be addressed before the student can return. A physical health leave after the first four weeks of the semester normally requires the student’s absence from the University for at least one complete regular semester before consideration will be given for readmission.

Whether the health leave is initiated through Counseling and Student Development or Bucknell Student Health, grades of W (withdraw) will be recorded for all courses for the semester. A health leave may result in the loss of some or all tuition unless the student has purchased tuition insurance that is offered before the start of each academic year (see Finance and Financial Aid Information/Deposits and Refund Policies/Credit and Refund Policies)

Following the conclusion of a semester:
If a student needs to take time off for health reasons following the conclusion of a semester, it must be processed as a health leave and authorized by Bucknell Student Health or Counseling and Student Development.

Involuntary Leave-of-absence
Bucknell University endeavors to provide a safe and orderly environment in which all students are able to pursue their academic and social development. Bucknell reserves the right to require an involuntary administrative leave of any student who suffers from a mental health disorder and, as a result of such disorder:

- Engages, or threatens to engage, in behavior which poses a danger of causing physical harm to self or others, and/or
- Engages, or threatens to engage, in behavior which would cause significant property damage, which directly and substantially impedes the lawful activities of other members of the University, and/or
- Demonstrates an inability to satisfy personal needs (e.g., nourishment, shelter) such that there is a reasonable possibility that serious physical harm or death might occur within a short period of time, and/or
- Commits a violation of the University's Student Conduct Code and lacks the capacity to comprehend and participate in the University's disciplinary process, and/or
- Commits a violation of the University's Student Conduct Code and did not understand the nature or wrongfulness of the conduct at the time of the offense.
The student will be given the opportunity to elect voluntary leave or will participate in a Behavioral Assessment.

**Students and Prevention of Suicide, Serious Self-Harm and Harm to Others**

The Pledge of Student Responsibility notes that it is the duty of each student to protect and promote the health and safety of himself/herself and of others in the Bucknell community. Therefore, acts that deliberately put into serious jeopardy the health and/or life of the individual or members of the Bucknell community (suicide attempts, suicide threats, destructive self-mutilation, inability to care for self, alcohol and other drug abuse, physical assaults, threats of harm to others, etc.) contradict a fundamental standard of the Bucknell community. The student who engages in such activities may be required by the Dean of Students to participate in a Behavioral Assessment, a professional assessment of the student’s condition.

**Behavioral Assessment**

The process the Dean of Students uses to determine whether a student should be separated from the University is called a Behavioral Assessment. The Behavioral Assessment Committee is chaired by the Dean of Students and also consists of the Director of Bucknell Student Health and the Director of Counseling and Student Development. 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: for example, the student might need to refrain from consuming substances that intensify problematic behavior; or the student may have to relocate into more supportive housing on campus. And in certain cases, the student may be required to take some time away from Bucknell in order to focus on the issues at hand.

The student referred to a Behavioral Assessment is required to sign a release of information so that his/her general circumstances can be discussed with the Dean of Students. The release does not require that the therapist and/or physician discuss all the details or background of the case, but it must allow the therapist/physician 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 therapist and/or physician, the student is fit or unfit to return to studies and represents (or does not represent) a continuing threat to himself/herself or others.

A student who refuses to comply with a Behavioral Assessment, and/or who refuses to sign limited releases (noted above) will have his/her case assessed on the behavioral circumstances by the Dean of Students. In dealing with suicide, serious self-harm and harm to others, the Dean of Students must consider both the welfare of the individual and the wider Bucknell community. Therefore, if dangerous behavior seriously affects other persons in a residence hall, fraternity or sorority, class, or other places on campus and its environs, that is relevant.

In situations characterized by suicide or serious self-harm the Dean of Students, or other member of the Behavioral Assessment Committee, reserves the right to consult with the parents, guardians or emergency contact of the individual in danger.

Finally, students who observe or hear another student engage in, or threaten to engage in, suicide or serious self-harm have a moral obligation to seek assistance for that troubled individual. They might confidentially contact the Counseling and Student Development Center, Bucknell Student Health, Deans of Students, or Chaplains.

**Readmission**

To apply for readmission after a health leave-of-absence or an involuntary leave-of-absence, the student must submit a letter to the associate dean of his/her college asking to be readmitted. At the same time, the student must provide to the director of the Counseling and Student Development Center or Bucknell Student Health the following documentation from his/her treating clinician(s) or physician(s): 1) Diagnosis or clinical assessment; 2) Summary of treatment, including progress in treatment and resolution of the issues that prompted the withdrawal; 3) Current medications; 4) Evaluation of the student’s readiness to
resume his/her university responsibilities; and 5) Any recommendations for follow-up treatment or support. Once these criteria are satisfied and the student is deemed ready to return, readmission procedures can be initiated. The deadline for submission of these materials is June 1 for a fall semester, November 1 for a spring semester, and March 1 for a summer session. The Director of Counseling and Student Development and the Director of Bucknell Student Health may refer students applying for readmission to a Behavioral Assessment if they feel a more comprehensive assessment of the student’s condition is required.

Financial Aid Information
If the student is a current financial aid recipient, when they withdraw, federal regulations require the Office of Financial Aid to calculate the percentage of the semester completed and determine whether Bucknell 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 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, 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.

If the student will be returning to Bucknell after a voluntary leave, health leave or involuntary leave-of-absence, the student must reapply for financial aid each year. Although Bucknell cannot make any guarantees, if the student is eligible, Bucknell will do our best to provide financial aid. Our deadline for returning students is April 15, so students must be sure to complete their financial aid file by this date.

Credit and Refund Policies/Tuition and room fees will be credited to students’ accounts who give written notification of withdrawal or leave from the University, subject to the conditions as outlined under the “Deposits and Refund Policies” in the Bucknell University Catalog and under Credit and Refund Policies on the Finance Office web page. The date of receipt of the written notice by the Office of the Registrar will be considered the official date of withdrawal or leave. Questions regarding the policy should be directed to Bursar Services in the Finance Office at 570-577-3733 or e-mail bursar@bucknell.edu.

Protection for Health-Related Withdrawal/Leave of Absence
Bucknell is pleased to offer a way to help families protect their substantial financial investment in a college education. The Tuition Refund Plan is an optional private insurance plan through A.W.G. Dewar, Inc., that assures subscribers who withdraw or on leave for illness or accident a refund throughout the semester according to the terms of the policy, even if Bucknell’s own refund policy has expired. For costs, benefit levels, further information, or an application form, please contact John Strain at A.W.G. Dewar, Inc.

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 no-need 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.

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 eligible, we will do our best to provide financial aid to you. Our deadline for returning students is April 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.

**Protection for Health Related Withdrawals**
Bucknell University is pleased to offer a way to help families protect their substantial financial investment in a college education. The Tuition Refund Plan is an optional private insurance plan through A.W.G. Dewar, Inc., that assures subscribers who withdraw for illness or accident a refund throughout the semester according to the terms of the policy, even if Bucknell’s own refund policy has expired. For costs, benefit levels, further information, or an application form, please contact John Strain at A.W.G. Dewar Inc., 4 Batterymarch Park, Suite 320, Quincy, MA 02169-7468, or at 617-774-1555. Bucknell encourages students and their parents to investigate tuition insurance and weigh carefully the cost and benefits in making a decision.
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. She has appointment times throughout the week, and appointments can be scheduled through the Career Development Center 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 pre-health website at http://www.bucknell.edu/premed and to register in the Pre-Health Advising System through the link on that web page.
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 Career Development Center at 570-577-1238. The Pre-Law adviser can also be reached via e-mail at 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.

<table>
<thead>
<tr>
<th>Area of Certification</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K-4</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Art (K-12)</td>
<td>Art</td>
</tr>
<tr>
<td>Biology (7-12)</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry (7-12)</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Earth and Space Science (7-12)</td>
<td>Geology</td>
</tr>
<tr>
<td>English (7-12)</td>
<td>English (not film studies)</td>
</tr>
<tr>
<td>French (K-12)</td>
<td>French</td>
</tr>
<tr>
<td>German (K-12)</td>
<td>German</td>
</tr>
<tr>
<td>Latin (K-12)</td>
<td>Classics</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td>Spanish</td>
</tr>
<tr>
<td>General Science (second certification only)</td>
<td>Biology, Chemistry, Geology, or Physics</td>
</tr>
<tr>
<td>Mathematics (7-12)</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Music (K-12)</td>
<td>Music</td>
</tr>
<tr>
<td>Physics (7-12)</td>
<td>Physics</td>
</tr>
<tr>
<td>Social Studies (7-12)</td>
<td>Anthropology, Economics, Geography, History, Political Science, Psychology, or Sociology</td>
</tr>
<tr>
<td>English as a Second Language (ESL)</td>
<td>Elementary Education, English, Foreign Language or Mathematics.</td>
</tr>
<tr>
<td>Letter of Eligibility</td>
<td></td>
</tr>
</tbody>
</table>

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
2. Have a GPA of 3.0 or better
3. Have completed a W1 and an English (American or British) Lit. course
4. Have completed two math courses
5. Have completed initial pre-service state mandated assessments (PAPA)

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1 Currently the W1 and English Lit. and two math courses are defined as follows:
   - W1 and English Lit.: 1 course in English Literature and a W1 course (not including the English Literature course, not necessarily in English). English Literature can be any ENGL course labeled as 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 Lynn Hoffman)
Teacher Certification (continued)

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 Lynn Hoffman)
   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 ENGL 218 and MATH 117, one of two required mathematics courses.

**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](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 or 335 (fall and spring) – Child and Adolescent Development
- EDUC 345 (fall) – Inclusive Practices
- One of the following pedagogy courses depending on area of preparation:
  - ENGL 297 (fall only, alternate years) – Teaching of English
  - LING 241 (fall only) – Teaching of Foreign Language
  - MATH 207 (fall only, alternate years) – Teaching of Math
  - EDUC 355 (fall only) – 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 349 and EDUC 359 (fall and spring) – Student Teaching and Professional Seminar.

**Recommended sequences for the various certification areas can be found at:** [http://www.bucknell.edu/TeachingCertification](http://www.bucknell.edu/TeachingCertification)
INTERNATIONAL EDUCATION

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

I. General Comments

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

II. Role of Adviser

- **Discuss the possibility of off-campus study with first year advisees.** In order to accommodate off-campus study, some students may need to take required courses for the major out of sequence, or they may wish to delay fulfilling College Core Curriculum Requirements so that one or more of these requirements may be taken off campus.

- **Encourage sophomore and junior advisees to contact the Office of International Education in the Botany Building for advice and information.** Although the office alerts all sophomores and juniors in September to procedures and due dates, we need your help in stressing that they follow the guidelines and attend a required group advising session before scheduling an individual appointment with the director or the advising staff.

- **Remind advisees that they may only select programs from those approved by the Office of International Education.** Refer to the office website at [www.bucknell.edu/InternationalEducation](http://www.bucknell.edu/InternationalEducation) for a list of approved programs. Should one of the approved programs not meet the student’s academic needs, students may request special permission to attend a non-approved program. It is rare that this permission is granted and it must be granted one full semester prior to the application deadline.

- **Encourage students to research** when they wish to study off campus and which program is most appropriate for them. Discuss your advisee’s choice of programs and selection of courses to be taken off campus.

- **Ensure that the student will be able to incorporate one or two semesters off campus into his or her degree requirements,** all of which must be met in eight semesters. You will be asked to indicate this on the academic adviser’s form of the Application for Approval to Study Off Campus that the student will give you.

- **Advise applicants for off-campus study on which courses may count** toward the major(s) by carefully reviewing the Transfer of Credit Form that the student will give you, either in October or March.

- **Please remind students that all financial aid (with the exception of work study awards) can be applied to approved off-campus study,** if the appropriate arrangements are made.

- **Alert us if you have any questions or anticipate any academic problems** the student may encounter in studying off campus. Our goal is to work closely with academic advisers to ensure that students have a successful academic experience off campus.

III. Summer Study Abroad

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

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SUMMER SESSION

Bucknell

During the summer of 2016, Bucknell will offer students the opportunity to elect up to two courses, selected from among regular course offerings, independent study, and non-traditional study. The dates for 2016 summer session are June 13 – July 22. 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 http://www.bucknell.edu/summersession/.

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

Elsewhere

Students desiring to attend summer session elsewhere must obtain prior approval of their course selection(s). Approval of the adviser, the chair of the department of the proposed course, and of the 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/Documents/Registrar/off-campusstudy.pdf. This form should be completed prior to taking the summer session course to insure acceptance of credit at Bucknell.

MILITARY SCIENCE CREDIT

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

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

Situations in which Credit by Examination may be approved include:

A. Cases in which Credit by Examination will permit students to accelerate in their major program.

B. Cases in which the course experience can be demonstrated to be redundant.

C. Cases in which Credit by Examination allows students to make up deficits incurred, for example, through transfer, leave of absence, change of curriculum or major.

D. Cases in which Credit by Examination will enable students to complete a degree program interrupted near completion for non-academic reasons. Exceptions to the senior residence requirement (all candidates for a degree are required to be in residence for a minimum of two semesters during the junior and senior years, including the final semester) will be approved by the Dean only if three-quarters of the major requirements and a minimum of 16 courses in residence have been completed satisfactorily as a resident student.

REGULATIONS AND PROCEDURES

1. In general, Credit by Examination is available to full-time undergraduate students; it is not available to graduate students, special students, students who have previously audited or failed the course in question, students on exchange from other universities, or persons who have never attended Bucknell University.

2. The total number of credits-by-examination and credits for non-conventional courses together is in no case to exceed six (6). A student qualifying for Credit by Examination under "D" above will be allowed to finish degree requirements via this option by taking a maximum of four courses under Credit by Examination.

3. While in residence, a student is expected to carry the normal course load of 3 - 4.5 courses each semester exclusive of credit for which application is made in this program.

4. Registrations for Credit by Examination will be accepted the first week of the semester and for four (4) weeks following the pre-registration period. Tests shall be administered as follows:
   a) For courses registered in the first week of the semester, the testing period will be the second week of the following November or April.
   b) For courses registered in the weeks following preregistration, the testing period will be the first week of the following semester (September or January).

5. Applications for Credit-by-Examination may be obtained from the Registrar. They require the signatures of the student, the instructor who will administer the examination, the Department Chair, and the student's appropriate academic Associate Dean.

6. The student will take the approved application to the Cashier and pay a non-refundable fee of $225.00. The receipted application must be submitted to the Registrar to complete registration and establish eligibility to take Credit by Examination.
Credit by Examination (continued)

7. A Permit to Earn Credit by Examination will be mailed by the Registrar to the student, who will present it to the instructor.

8. A Grade Report Form will be prepared by the Registrar when the Permit is issued and will be forwarded directly to the instructor. To be posted for a given semester the grade must be received in the Registrar's Office not later than two weeks before the last day of classes. Only passing grades will be entered on the student's record.

9. A Permit to Earn Credit by Examination is valid only for the week for which it is issued and may not be extended or postponed.

10. Courses regularly offered for Credit by Examination are listed below. Other courses may be approved if a course following the one in question in departmental sequence is to be taken the following semester.

11. Exceptions to any of these regulations and procedures must be approved by the appropriate Associate Dean.

ARTS AND SCIENCES

Art 101, 102, 103, other courses in history of art by permission
Chemistry 201
Education 101
Geography 101
Geology 103, 104
German 204, by permission only
Greek 101, 102; other courses only under extraordinary circumstances with the permission of the Department Chair
Latin 101, 102; other courses only under extraordinary circumstances with the permission of the Department Chair
Mathematics - any course by permission
Music - 101, 102, 141, others by permission
Philosophy - 103, 201
Physics - by permission
Psychology - by permission only
Russian - 101, 102, 103, 104, 201
Sociology 100, but only under extraordinary circumstances; permission of the instructor required

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

ENGINEERING

Any, by permission of the appropriate Department Chair.
Computer Science does not offer any credit by examination.
GRADUATE SCHOOL ADVISING

The University Graduate School Advising Coordinator is Prof. James Mark Shields (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. He can also provide an overview of various fellowships available for post-Bucknell travel and study. Each department and program also has a Departmental Graduate School Adviser, and a number of fellowships have on-campus advisers to give information, and to assist with the on-campus application process when that is relevant. Names of Departmental Advisers, Fellowship Advisers, and links to many fellowship sites can be found at the Graduate Advising website: http://www.bucknell.edu/GradSchoolAdvising.xml. Information sessions on graduate school applications are offered once each semester jointly by the Coordinator and CDC staff.

Many graduate programs require an applicant to take the Graduate Record Examination. All general exams are 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 CDC website: http://www.bucknell.edu/x2573.xml. The CDC also has listings for advisers for professional programs in law, medical/health, and business school.

In addition to these resources, the Writing Center offers occasional workshops on writing essays for graduate school applications. Also, all faculty members (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. The Graduate Catalog and application forms for admission and financial aid are available from the Graduate Office, 226 Marts Hall, and on the Graduate Studies web page www.bucknell.edu/GraduateStudies.

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

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1. Monday, Wednesday, Friday 8 a.m. – 5 p.m. = 1 hour time blocks.
2. Tuesday, Thursday 8 a.m. – 11 a.m. and 1 p.m. – 4 p.m. = 1 ½ hour time blocks.
3. Tuesday, Thursday 11 a.m. – 12 noon = 1 hour time blocks for half credit and 4 p.m. – 5 p.m. = courses or conversation hours.
4. Monday, Wednesday, Friday 2 p.m. – 5 p.m. = 3 hour seminars or lab courses.
5. Tuesday, Thursday 1 p.m. – 4 p.m. = 3 hour seminars or lab courses.
6. Monday, Wednesday, Thursday 7 p.m. – 10 p.m. = evening class times.
7. Monday/Wednesday, Wednesday/Friday, or Monday/Friday 8:30 – 10 a.m. or 3 – 4:30 p.m.
8. 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 2015-16 academic year.

| Day       | Time          | Class Meeting
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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 online.

FINAL EXAM POLICY

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

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

1. From 7 a.m. the Wednesday following the last day of class to the end of the period of final examinations, no student events of any kind other than voluntary review sessions may be scheduled either officially or unofficially; including: additional class hours, meetings, seminars, social events, athletic games, professional interviews, special programs, or any examinations beyond the final exams scheduled through the Registrar’s Office.

2. The dates for the examinations are given in the University Calendar. In no case may a final examination, including a take-home examination, be administered or fall due in advance of the time appointed for the final examination. Students are expected to lodge a complaint with the Associate Dean of the appropriate College should their instructor violate this regulation.

3. Individual faculty members may not reschedule final exams for individual students without approval of the Associate Dean of the student’s College. In such cases, make-up examinations will be given at such time as the instructor appoints.

4. A student may be excused from a final examination in the case of serious illness or other grave emergency. Such excuses can only be authorized by the Associate Dean of the student’s College. In such cases, make-up examinations will be given at such time as the instructor appoints.

5. A student who has three final exams that begin and end within a 24-hour period may ask to have one of the exams rescheduled. The student must consult with the Associate Dean of his or her College.

6. Students who wish to reschedule an exam in order to participate in a culminating academic event or culminating varsity-level athletic event may be allowed to do so upon the agreement of the Associate Dean of the student’s College and the faculty member whose exam conflicts with the event; the event must be scheduled by a non-Bucknell organization; and there must be no suitable alternative to the event.

7. The University policy regarding the last week of classes and the final examination period will be posted each semester on the Registrar’s Office web page.
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 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 a signed release from the student (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 (Karen Marosi in the College of Engineering; Lynn Breyfogle or Rich Robbins in the College of Arts and Sciences; Ivy Kepner-Shaner in the School 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 of 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. If the faculty member prefers, he or she may also discuss the situation without naming the student with an appropriate Dean to seek further guidance regarding broader disclosure.

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. Finally, information about students, including their views, beliefs, political affiliations, and other personal information, should be protected even if that information is disclosed in the classroom.

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 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 Barbara Martin, the University's Title IX Coordinator at (570) 577-1554 or barbara.martin@bucknell.edu.

Bias incidents also include completed, 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 (as necessary). 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. 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 – 12:30 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
GUIDELINES FOR REFERRAL TO THE COUNSELING & STUDENT DEVELOPMENT CENTER

Most Bucknell students encounter new challenges during their college years. These challenges often involve the development of new skills, changes in attitudes and values, new relationships with friends, teachers, parents and others, and the development of new goals for the future. 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 and psychotherapy for personal, interpersonal, academic and vocational concerns.
- Personal and interpersonal development and lifestyle enhancement counseling and programming.
- Crisis intervention and support for students who find situations or circumstances overwhelming their usual coping skills.
- Consultation with faculty, staff, parents and other students who are concerned about a student’s wellbeing and/or academic performance.
- Clinical, study skills and personality assessment.
- 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. The student’s behavior raises concerns for his/her or other’s safety. A student may communicate to you his/her intentions or thoughts about self-harm or harm to others. The communication may be verbal 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 traumatic events for which their nascent coping skills are inadequate or only partially effective. The traumatic event might be as extreme as the death of a parent or having been sexually assaulted, or as ordinary as a break-up in a relationship or a poor grade. What makes it a crisis is not the event, but the person’s inability to cope with the event. The student may communicate directly that she/he is dealing with a crisis, e.g., “I’m going home for a family funeral” or indirectly, e.g., changes in behavior, changes in mood, missing classes, inconsistencies in behavior, etc.

3. The student is exhibiting problematic behaviors or struggling with an issue of mental health. Problematic behaviors include a variety of actions or inactions, e.g., irregular class attendance, consistently late papers or projects, inappropriate behavior in
class, impulsivity, depressed or anxious mood, inappropriate or disproportional anger, obsessive thoughts, difficulty working with a classmate or with a team, coming to class intoxicated, disordered eating – unhealthy appearance, poor self-esteem, bizarre behaviors, etc.

4. **The student 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 understand change and their own identity development. Counseling can help students address personal identity development and how to integrate what they are learning within that identity.

5. **The student would like to explore lifestyle changes.** In response to their educational experiences students often realize that old ways of acting or perceiving are no longer effective or relevant to their lives. They would like to change or learn new approaches to life. Lifestyle changes can range from recognizing a co-dependent relationship and seeking to become more self-driven and independent, to recognizing that procrastination is a response to anxiety and seeking to be more self-disciplined and initiating.

6. **The student is seeking personal development.** Students often use 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 (Lowry House, 110 University Ave. – corner of Loomis St. and University Ave., across from the President’s House.) The office assistant will help the student to arrange a meeting with a counselor.

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

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

When referring a student to 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 his/her 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 the student allows the counselor to discuss this request with the student and obtain his/her 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 the student voices some concern about the CSDC (e.g., she/he seems 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: During the academic year a counselor is on-call at all times that the university is in session. 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 Lowry House. 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, and requesting the answering service operator to contact the counselor on-call. (Please be aware that there may be a short delay while the call is forwarded to the answering service, please remain on the line.) The operator will ask if this is an emergency and you should respond “yes” and that you would like to speak with the counselor on-call. The operator will take your name and telephone number and contact the counselor on-call. The counselor will call you at the number given. The counselor can consult with you and/or the student on the phone, arrange to meet with you and/or the student on campus, or meet you at the local hospital, depending on the circumstances. The counselor on-call is asked to respond by telephone as quickly as possible, usually within 20 minutes. If more immediate intervention is needed, seek assistance from Public Safety or the police first. A counselor can be contacted following Public Safety’s or police intervention.

During the summer school session, a counselor can be reached during regular office hours (8:00 A.M. to noon and 1:00 P.M. - 4:00 P.M.). For after-hours or weekend emergencies during the summer session, the CSDC answering service will direct callers to community emergency resources.
3. **Danger to self or others.** Indications or apprehensions that a student might harm him/herself or others constitute an emergency. Immediate action is imperative. If the faculty or staff member is not sure of the immediacy of the danger, he/she should consult with the professional staff of the CSDC immediately or call the Student Affairs Dean on Call. To reach the Dean on Call, contact Public Safety (570-577-1111) and ask to speak with the Dean on Call.

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 him/herself 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 he/she is 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

The Office of the Dean of Students, Room 211, Elaine Langone Center, 570-577-1601, is a resource for all students with questions and concerns of a non-academic nature. A number of individuals, services and programs are available on campus to assist students who encounter academic difficulty or other problems. The following list is not complete, but may serve as a guide for the more common questions.

Counseling, mental health assistance and consultation - (Counseling & Student Development Center)  
(Linda Locher, Director, 570-577-1604)

Students with psychological and mental health concerns, students seeking help with personal development and lifestyle choices or questions or students seeking to enhance their academic, personal and interpersonal performance and wellbeing should be referred to the Counseling & Student Development Center. The office is located in Lowry House, (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 noon and 1:00 P.M. to 4:00 P.M. during the summer. After regular office hours and on weekends when the university is in session a counselor is available for emergency consultation; the center's answering service can assist callers to reach the counselor on call.

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). Our staff will be pleased to assist with application materials and answer any questions about aid eligibility and options.

Residential Education and Fraternity and Sorority Affairs  
(Amy Badal, Associate Dean of Students, 570-577-1638)

The Residential Education staff is committed to the total education of each student within a traditional residential campus. Students having questions relating to room assignments, living arrangements, residential colleges, residence hall councils, or other aspects of Residential Life should be referred to the office.

There are 11 fraternities and 8 sororities on campus with a total membership of approximately 1500 undergraduate students. Students have numerous opportunities to become involved in areas including but not limited to; academics, philanthropy, community service, alumni/ae relations, and intramurals. Any questions concerning fraternity and sorority affairs should be directed to the Office of Residential Education and Fraternity and Sorority Affairs located at 306 Elaine Langone Center (570-577-1638).

Housing Assignments and Living Arrangements (Daniel C. Remley, Associate Dean of Students, 570-577-1195)

The mission of the Office of Housing Services (Room 207, Elaine Langone Center) is to develop, coordinate, administer, and evaluate services and facilities for the residential living opportunities at the University. This includes traditional residence halls, special interest houses, Greek-letter organizations, and apartment complexes. Housing Services also has responsibility for students residing off-campus.

Reading and Study Skills

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

Students who require extra academic assistance should first be directed to their individual instructors or to the department head. 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 on a limited basis through centralized programs in the Teaching and Learning Center. For more information, please see the TLC web page for students: www.bucknell.edu/LearningCenter.html.

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

- Presentations and workshops related to academic success topics will be offered at various points throughout the year; short video modules about effective learning strategies, time management, and preparing for exams will also be available online. If you would like to have a workshop or presentation visit your class, please email learning@Bucknell.edu.

- TLC Study Groups are led by trained peer facilitators for introductory courses in many departments, and are open to anyone who wants to join. Student members commit to weekly meetings in which facilitators guide the group in content review and active problem-solving. Effective study groups provide meaningful and efficient mechanisms for learning; they can help students keep up with material, review and study, and engage with diverse perspectives. Group availability and registration will be online through the TLC web page in the first weeks of the term. This program covers all the courses covered by tutoring and many more; it is expanding regularly. For an updated list of Study Group options, please see the TLC web page for students: www.bucknell.edu/LearningCenter.html.

- The TLC Tutoring Program offers assistance to those needing help in some introductory courses in biology, physics, mathematics, and chemistry. This program is meant for those who have already used the primary channels of academic assistance (talking with the professor, attending help sessions, etc.) and are still having problems grasping course materials and concepts. Students needing such assistance should first consult with their professor and then obtain a Tutor Request Form from the TLC’s Student Learning Support suite, 325 Bertrand (570-577-1841) or online from the web page. The philosophy of the program is to assist students with content and processes as they work to become more self-regulated learners. Available tutors are matched with clients based on needs, skills and availability. No tutor match is ever guaranteed. For an updated list of courses covered by Tutoring, please see the TLC web page for students: www.bucknell.edu/LearningCenter.html.

Individual appointments are available for students 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 or visit http://learningbucknell.youcanbook.me and click on any available time to make a booking.
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