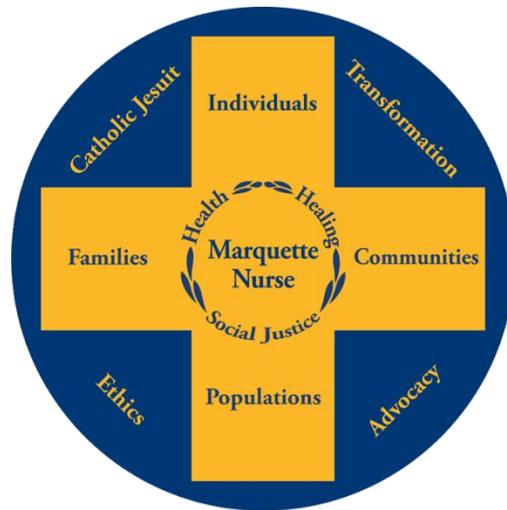


# MARQUETTE UNIVERSITY COLLEGE OF NURSING



## UNDERGRADUATE STUDENT HANDBOOK 2024 - 2025

MARQUETTE COLLEGE OF NURSING STUDENT AGREEMENT

**All undergraduate students in The College of Nursing are responsible for familiarizing themselves with policies and procedures of the College of Nursing as published in the *Marquette University Bulletin* and the *College of Nursing Undergraduate Student Handbook*.** The information provided in the student handbook is supplemental and all undergraduate students in nursing are required to electronically submit this form during their first semester as a College of Nursing undergraduate student acknowledging their familiarity with all policies and procedures that apply to undergraduate coursework found in the *Marquette University Bulletin* and *College of Nursing Undergraduate Student Handbook*. This form also includes a consent for Video/Audio Recording during Simulation, a Simulation Confidentiality Agreement and also acts as a consent form for Audio/Video Recording.

#### **Simulation Confidentiality Agreement**

I agree to keep all information regarding and surrounding the clinical simulation(s) in which I participate confidential until such time that all students in my class have completed the simulation(s). I agree not to discuss the simulation in any way with other learners, until they have completed the simulation(s).

#### **Consent for Video/Audio Recording During Simulation**

I authorize the College of Nursing to record my participation and appearance in clinical simulations and debriefing on video and audio tape. I understand that this recording will be used for educational, instructional, or research purposes only. Recordings will be stored in a secure server and deleted within one year unless additional consent is obtained. This authorization remains in effect throughout my participation in the nursing program unless I revoke my consent by notifying the Director of the Center for Clinical Simulation in writing.

#### **Video/Photo Release**

I hereby grant Marquette University the irrevocable right and permission to record my voice and likeness for use in print or in a media production, alone or with others, and to make unlimited use of the photograph(s), video(s) and sound recording(s) of me captured on campus or off campus during a Marquette University event. I understand the photograph(s), video(s), sound recording(s) of me may be published or distributed by means of a print publication, the Internet, videotape, DVD, broadcast, podcast, cablecast, film or any similar electronic or mechanical method. I also understand that Marquette may use my voice and likeness for any purpose without restriction and may use my name in connection with my voice and likeness. I understand that photographs and video footage are the sole property of Marquette University. I waive any right to inspect or approve the final use(s) of the photograph(s), video(s), or sound recording(s). I hereby release and discharge Marquette University from any claims and demands arising out of or in connection with the use of the photographs, videos or sound recordings, including all claims for libel or invasion of privacy. I have read this release and fully understand its contents, and I am 18 years old or older and have the right to enter into this contract or I am the parent / guardian of the minor named below and agree to these conditions.

#### **Student Handbooks**

I understand that, as an undergraduate student enrolled in undergraduate courses, I am responsible for being familiar with and following the policies and procedures as pertains to undergraduate coursework published in the current *Marquette University Bulletin* and the *College of Nursing Undergraduate Student Handbook*. This includes the Academic Progression Policy and the Academic Integrity Policy.

## TABLE OF CONTENTS

### **College of Nursing**

The Mission of the College of Nursing .....	1
Vision Statement	
Diversity & Inclusion Statement	

Marquette University College of Nursing Student Standards of Conduct.....	2
Respect for the Ethical Principles of the Profession	
Rules and Regulations of the University and of Professional Nursing	
FERPA	
HIPAA	

College of Nursing Contact Information.....	6
---	---

College of Nursing Dean’s List.....	7
-------------------------------------	---

College of Nursing Committees.....	8
------------------------------------	---

### **Undergraduate Student Services and Resources**

Academic Advising.....	9
------------------------	---

Campus Resources and Support Services.....	13
--	----

Nursing Organizations.....	16
Student Nurses Association	
Sigma Theta Tau International	
Marquette University Alumni Association	

Undergraduate Financial Assistance Options.....	17
---	----

Other Requirements.....	18
Costs	
RN NCLEX Licensing Examination Information	
Time Commitment	
Travel	

### **Undergraduate Program Details**

Purpose of the Undergraduate Program.....	19
Program Outcomes and Performance Indicators	

Sample Undergraduate Curriculum.....	20
Class of 2028	
Class of 2027	
Class of 2026	
Class of 2025	

Marquette Core Curriculum.....	24
Disciplinary Honors in Nursing.....	26
Graduation Requirements.....	27
Course Progression	
Progression Policies for Undergraduate Students of Nursing.....	28
Academic Censure	
Reinstatement	
Undergraduate Nursing Grading Scales.....	31
Guidelines for Independent Study.....	34
NURS 4995	
<b>Academic Rules, Policies and Procedures</b>	
Academic Integrity .....	35
Academic Misconduct .....	36
Attendance Policy.....	41
Fatigue, Sleep, and Work Schedule Effects – Patient Safety	
Approval of Courses Taken Elsewhere.....	43
Course Withdrawal Procedures.....	43
Grade Appeals.....	44
Grade Appeal Form	
Clinical/Health Requirements and Criminal Background Checks.....	45
College of Nursing Technical Standards.....	47
Guidelines for Professional Appearance.....	51
Nursing Student Uniform Requirements and Equipment Policy	

## **THE MISSION OF THE COLLEGE OF NURSING**

Through a transformational Catholic, Jesuit education, Marquette University College of Nursing prepares nurse leaders to promote health, healing and social justice for all people through clinical practice and development of nursing knowledge.

### **VISION STATEMENT**

The Marquette College of Nursing will be a premier program that prepares an increasingly diverse community of clinicians, leaders, educators and researchers who transform health care and will be the College of choice for those who are committed to:

- Providing high quality, compassionate care focused on individuals, families and communities.
- Advocating for social justice to eliminate health inequities.
- Engaging community partners to promote health care for all.
- Generating, evaluating and applying knowledge to improve health and education outcomes.
- Creating a dynamic, innovative learning community.
- Leading change to improve the health care environment.

### **DIVERSITY & INCLUSION STATEMENT**

The Marquette University College of Nursing community is committed to increasing diversity and promoting a sense of belonging for all. Diversity, through the recognition of intersectionality, broadly encompasses, but is not limited to, race, ethnicity, gender identity, sexual orientation, age, language, socioeconomic status, disability, nationality, culture, ability, religion, faith, political views, and veteran status. All members of the College of Nursing community are charged with the responsibility to treat everyone with care, respect, and to value differences.

Marquette University College of Nursing students, faculty, and staff deserve an inclusive, anti-racist, and anti-oppressive learning environment that promotes social justice and equity. Students share the responsibility of contributing to a climate that is dedicated to mutual respect. Recognizing the inherent worth of individuals will contribute to the transformation of each student into the Marquette Nurse who will protect, promote, and optimize the health and abilities of individuals, families, and communities.

Marquette University College of Nursing faculty and staff are charged with fostering an anti-racist, anti-oppressive, equitable, and inclusive learning environment for all, including diverse and underrepresented students, staff, and faculty. Faculty and staff are committed to recruitment, support, and retention of students, employing efforts to continually engage and expand their nursing competencies and knowledge about disparities, equity, social justice, and inclusive excellence. These commitments contribute to advancing an equitable, diverse, and culturally responsive workforce that mirrors the communities served.

## MARQUETTE UNIVERSITY COLLEGE OF NURSING STUDENT STANDARDS OF CONDUCT

When students are admitted to Marquette University College of Nursing, they become a part of the community of Marquette nursing and of a tradition rooted in Marquette values. As such, all nursing students, through their words, actions, and commitments, are expected to contribute to the development and promotion of a community that, informed by the College of Nursing's Catholic Jesuit ideals, is characterized by respect, caring, and honesty, and to uphold the ethical principles of the nursing profession. These characteristics and expectations are essential to ensure the rights and privileges of all people, preserve the integrity of the Marquette educational community, promote the integrity of the nursing profession and safeguard all those for whom we have the privilege to provide nursing care.

Upon matriculation into Marquette University College of Nursing, each student agrees to abide by the policies and procedures of the University, and the standards of conduct of the College, and to uphold the ethical principles of the nursing profession. The following sections describe the conduct expected of students as members of the Marquette College of Nursing community.

### **Respect for the Ethical Principles of the Profession**

When individuals enter professional nursing education, they accept a moral commitment to uphold the ethical principles of the nursing profession. All nursing students are considered to be a part of the nursing profession and are expected to maintain appropriate conduct and to be committed to the ethical responsibilities and high standards of patient care valued by the profession as described by the Nurses Code of Ethics.<sup>1</sup> As a Marquette nurse, one becomes a member of a community and a tradition that is characterized by respect, caring, and honesty, rooted in Marquette values, and devoted to service to others. Nurses have the awesome honor and responsibility of caring for the sick and suffering, vulnerable persons who depend on nurses to be persons of integrity. These standards are intended to help support the Marquette nursing community in this humbling endeavor.

**Respect for Self:** The College of Nursing shares in the mission of the University and, in the spirit of *cura personalis*, values all students and is concerned with their personal and professional development as men and women dedicated to the service of others. The expectations of conduct are meant to encourage students to take themselves, their personal and professional development, and their academic pursuits seriously. Examples of violations of the standard of respect for self include behavior and dress that are inappropriate for a person aspiring to professional nursing, excessive absenteeism, violating the University's Alcoholic Beverages and Consumption Policy or the University's Drug Policy, or other conduct described in the student handbook.<sup>2</sup>

Students engaging in such behavior, or observing others doing so, are encouraged, out of respect and concern for self and others, to seek assistance from the College of Nursing or the

---

<sup>1</sup> <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx>

<sup>2</sup> <http://www.marquette.edu/osl/policies/index.shtml>

University. The Marquette nursing community strives to be a community that supports personal and professional growth, promotes the preservation of integrity, and assists one another to refrain from behavior that might impede the ability to enjoy the privileges of education or to fulfill the responsibilities to self and others as professional nurses.

**Respect for Others:** It is expected that students will treat others, on and off campus, with respect and charity so as to establish an atmosphere of safety, trust, and respect, without which there is no community. The College of Nursing expects students to treat all others, including fellow students, faculty, staff, and individuals within clinical and community settings, with sensitivity, consideration, and understanding. This includes respecting persons with different cultures, practices, beliefs, and needs, and demonstrating an active concern for the safety, health, and well-being of others. Conduct, whether oral, written, or physical that is intimidating, hostile, or demeaning toward another is in violation of the standard of respect for others. This standard is not intended to set unreasonable limits on spirited debate related to political, social, ethical, or legal issues. Rather, it is intended to foster intelligent, reasoned, respectful, examination and discussion of issues of relevance to nursing and to further the mission of the University in the search for truth, the discovery and sharing of knowledge, and the fostering of personal and professional excellence.

The College of Nursing especially is concerned that students show respect for patients in all matters, respect being rooted in the transcendent dignity of the human person and guaranteed by the rights that flow from human dignity. It is vital that students take, with the utmost seriousness, their fiduciary responsibility toward patients, who, in their vulnerability, entrust their lives into the hands of those who profess to heal.

**Respect for Property:** Members of the Marquette nursing community are expected to act responsibly as it pertains to the use of any and all property on campus, in clinical and community settings and wherever nursing care is provided, including patient homes and other residential settings. Such a respect for property helps foster essential elements of a well-maintained, quality academic environment, a sense of security, and accomplishment. Respect for property in the clinical and community settings fosters relationships important to the education of students, faculty clinical practices, community outreach, and patient care.

**Honesty:** Nursing is a moral endeavor based on a trusting relationship between patient and nurse. Honesty is critical to the promotion and preservation of trust and essential to the proper practice of the profession. Marquette nurses are assumed to be persons of high moral character and expected to conduct themselves in a professional manner, maintain high ethical standards, and practice with honesty in all of their educational and professional endeavors, even when their actions may not be discovered.

“Honesty” includes truth-telling and truthful representations in all contexts. Admitting mistakes, should they occur, and striving to correct them and to learn from them, is a mark of honesty. However, engaging in conduct such as cheating, fabrication, plagiarism, or facilitating academic dishonesty, in any manner, are violations of the College of Nursing standard of honesty and the [University policy on academic honesty](http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy).<sup>3</sup>

---

<sup>3</sup> <http://bulletin.marquette.edu/undergrad/academicregulations/#academichonestypolicy>

## Rules and Regulations of the University and of Professional Nursing

Like all students at Marquette, nursing students are expected to comply with University rules and regulations as described in the University Student Handbook.<sup>4</sup> Failure to conduct oneself as a responsible member of the Marquette community may result in discipline, up to and including expulsion from the University under the procedures set forth in the student handbook. Any conduct reflecting a lack of the character expected of professional nurses, including but not limited to violations of the Wisconsin Board of Nursing Rules of Conduct Chapter N7,<sup>5</sup> may result in discipline.

### FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;

---

<sup>4</sup> [http://www.marquette.edu/osd/policies/doc/Student\\_Handbook.pdf](http://www.marquette.edu/osd/policies/doc/Student_Handbook.pdf)

<sup>5</sup> [http://docs.legis.wisconsin.gov/code/admin\\_code/n/7](http://docs.legis.wisconsin.gov/code/admin_code/n/7)

- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

**\*\*To allow someone access to the above at Marquette, please go to <https://www.marquette.edu/central/registrar/ferpa.php> for more information and instructions.**

### **HIPAA**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is **a federal law that required the creation of national standards to protect sensitive patient health information from being disclosed without the patient's consent or knowledge**. MUCN students will abide by this federal regulation in all clinical and simulation settings. HIPAA training is offered each clinical semester throughout the program.

## COLLEGE OF NURSING CONTACT INFORMATION

<http://www.mu.edu/nursing>

**Please Note: All Marquette University phone numbers have the area code (414).**

College of Nursing-General contact/directory Information  
David A. Straz Hall  
Information desk located in Suite 130 - Office of Student Services  
<https://www.marquette.edu/nursing/contact.php>

### OFFICE OF STUDENT SERVICES

[HTTPS://WWW.MARQUETTE.EDU/NURSING/DIRECTORY/INDEX.PHP#](https://www.marquette.edu/nursing/directory/index.php#)

### Project Beyond-2

<https://www.marquette.edu/nursing/directory/index.php#>

### FACULTY AND STAFF DIRECTORY

[HTTPS://WWW.MARQUETTE.EDU/NURSING/DIRECTORY/#](https://www.marquette.edu/nursing/directory/#)

### COLLEGE ADMINISTRATION

<https://www.marquette.edu/nursing/directory/index.php#>

### COMMUNICATION

**Email:** All official communication for the College of Nursing is done through the university email system.

**Students *must* check their MU email accounts frequently (recommended at least three times a day).**

## **COLLEGE OF NURSING DEAN'S LIST**

College of Nursing full-time students are recognized by the dean as meeting Dean's List requirements for the term if they have a minimum term grade point average of 3.500.

A student is not eligible for that term if they earn a No Pass Fail in clinical courses, withdraw from or fail a required NURS/HEAL course or are withdrawn for academic reasons.

Dean's List is awarded retrospectively after each Fall and Spring term.

## COLLEGE OF NURSING COMMITTEES

Faculty of the College, and in some instances staff and students, participate in the governance of the College through active involvement in the College committees. These diverse committees attend to specific College goals and initiatives and are charged to make recommendations as appropriate to administrators and others. Students serve on the following committees:

### **UNDERGRADUATE PROGRAM AND CURRICULUM COMMITTEE**

The Undergraduate Program Curriculum Committee exists for the following purposes:

- Develop, design, implement, and evaluate curricula congruent with the philosophy, objectives, themes, and long-range plan of Marquette University College of Nursing.
- Review, approve, and recommend to total faculty new courses for undergraduate program.
- Conduct ongoing, periodic review of the undergraduate curriculum.
- Recommend revisions or new directions for the program when indicated.
- Develop and review policies for the undergraduate program, including policies for student admission, progression, and appeal.
- Make recommendations to the assistant dean and associate dean of academic affairs regarding progression of students. This purpose is carried out by a subcommittee of three faculty members in closed session.

Student committee membership is coordinated by the dean's office. Students interested in membership on the committee should contact the administrative assistant to the dean, Irene Cvetich, [irene.cvetich@mu.edu](mailto:irene.cvetich@mu.edu).

### **DIVERSITY AND INCLUSION COMMITTEE**

Diversity and Inclusion Committee members actively promote a College atmosphere that acknowledges and addresses the unique gifts and challenges of all individuals. This committee is charged with developing and monitoring a comprehensive plan to attract, recruit, retain and foster the success of a diverse complement of students, faculty, and staff. The Diversity and Inclusion committee will serve as a liaison between the College and other University departments and committees. Students are elected by their peers and may alternate attendance at meetings.

# UNDERGRADUATE STUDENT SERVICES AND RESOURCES

## ACADEMIC ADVISING

The Marquette University College of Nursing views academic advising to be an important part of students' educational experience and success. The advising process is regarded as a shared responsibility between students and their academic advisor. Advisors give attention to matters relating to academic performance and are watchful for non-academic issues that could have an impact on student academic performance. Advisors in the College of Nursing strive to enhance each students' educational plans in ways that are consistent with their aspirations, interests, strengths, and values.

### ADVISOR ASSIGNMENTS

All Marquette University College of Nursing students are assigned to an academic advisor. All undergraduate students are advised by a professional advisor. Undergraduate students are required to meet with their advisor at least once per semester. In addition, students participating in Project BEYOND- 2 are required to meet with their Mentor/Advisor specialist.

### PROJECT BEYOND - 2

[Project BEYOND - 2 \(PB-2\)](#) supports students from underrepresented backgrounds to successfully complete the nursing program. PB-2 is designed to enhance academic success, leadership development, nursing career socialization and graduation to meet future workforce needs.

PB-2 offers eligible nursing students:

- An intensive, on-campus, week-long summer Pre-Admission Intensive program for incoming freshmen to enhance readiness for college
- Academic and personal support sessions which include group and individual tutoring
- Strategies to enhance test taking, note taking, and study skills
- Activities to promote self-care
- Professional nurse mentoring
- Peer mentoring circles to build community
- Structured and non-structured programming from staff, university leaders, supportive services, faculty, and community partners
- Experiential leadership development opportunities
- Focused programming to learn about the social determinants of education and health
- Volunteer activities
- Scholarships and/or stipends

### ACADEMIC ADVISING PHILOSOPHY AND GOALS

The College of Nursing adheres to the [Marquette University Academic Advising Philosophy and Goals](#). The primary purpose of advising is to enhance the academic performance of students. The result of this process should be graduates who are demonstrably committed to academic excellence and who assume responsibility for their own actions. Their growth toward this goal can be observed in their ability to make sound personal and academic choices.

Undergraduate student expectations for advising can be found the [bulletin](#).

**THE COLLEGE EXPERIENCE IS A STUDENT'S RESPONSIBILITY.**

Academic advisors will assist students by providing information and resources, but a student is responsible for planning their individual program and for meeting academic requirements and deadlines, which can be found in the University Bulletin and in the College of Nursing Student Handbook.

### **ADVISOR AND STUDENT EXPECTATIONS**

Marquette University is committed to the shaping of students' intellectual and personal development. Academic advising contributes substantially to this mission. It assumes a good working relationship between advisors and students. At Marquette University we strive to provide advising within the following set of expectations:

Students may anticipate the following from advisors:

- Advisors recognize the goal of advising is the academic success and personal growth of the student.
- Advisors work to develop good rapport with the student and in doing so, also serves as a mentor.
- Advisors have knowledge of major course content, course sequencing, the Marquette Core Curriculum (MCC) and graduation requirements as provided in the bulletin.
- Advisors are available during their regular office hours, or by appointment and prepares for each scheduled session by reviewing their advisees' record before the meeting.
- In addition to showing common courtesy toward advisees, advisors listen carefully, provide encouragement and support and respect the advisees' ability to make decisions.
- Advisors help students develop strategies for academic success and understand the possible associated consequences.
- Advisors identify and address potential conflicts that might arise in students' schedules and develop a long-term schedule to avoid conflicts (e.g., prerequisites, infrequent offerings, etc.).
- Advisors inform advisees of opportunities and information, particularly related to majors and minors but also including internships, research, graduate and professional school opportunities.
- Advisors understand that academic performance can be influenced by factors unrelated to the classroom and is prepared to deal with these issues and make referrals as necessary.
- Advisors know where to direct students to additional resources when necessary.

Advisors may anticipate the following from students:

- Students accept full responsibility for their academic success and acknowledge that advisors are a major resource for achieving that success.
- Students understand bulletin information including graduation requirements.
- Students acknowledge that successful advising requires openness and honesty with advisors.
- Students work to develop a good rapport with their advisors.
- Students have a desired expectation for their Marquette experience and come to meetings prepared to discuss career goals, co-curricular interests, etc.

- Students prepare for advising sessions by developing semester schedules that meet certain long-term goals such as fulfilling the requirements of the MCC and college curriculum.
- Students should have knowledge of the classes they are interested in taking, as well as alternative options, and recognize that their plans may change.
- Students show common courtesy toward their advisors, including honoring all advising appointments once scheduled.
- Students seek appropriate help to solve problems that may adversely affect their academic performance and recognize that the academic advisors are the appropriate person with whom to start this process.
- Students ensure that all questions and concerns are adequately addressed.

**Note:** the above statement evolved from a collaborative effort that included members of the Marquette University Student Government and the Committee on Academic Procedures. The Klinger College of Arts and Sciences Pre-major Advising Manual is the source for much of the information contained herein. The policy was reviewed by Marquette University General Counsel, February 1, 2006; revised and approved by the University Board of Undergraduate Studies, March 1, and approved by the Academic Senate, March 20, 2006.

### STUDENT ADVISING RESPONSIBILITIES TIMELINE

<p>Before the Semester</p> <p><b>Prepare</b></p>	<ul style="list-style-type: none"> <li>• Check your Marquette email account regularly</li> <li>• Identify textbooks and study aids for each class</li> <li>• Discuss any concerns with your academic advisor</li> <li>• Contact the Office of Disability Services for test or classroom accommodations</li> </ul>
<p>First Week</p> <p><b>Attend</b></p>	<ul style="list-style-type: none"> <li>• Verify the semester start date, end date, and add/drop deadline</li> <li>• Review each class syllabus</li> <li>• Meet with professors to discuss any initial questions about your courses</li> <li>• Review your graduation checklist- know the requirements!</li> </ul>
<p>First Month</p> <p><b>Initiate</b></p>	<ul style="list-style-type: none"> <li>• Sign up for tutoring</li> <li>• Keep track of financial aid and scholarship deadlines</li> <li>• Look for holds on your CheckMarq account and address any that you have</li> <li>• Check D2L regularly to keep track of your grades</li> </ul>
<p>Halfway</p> <p><b>Achieve</b></p>	<ul style="list-style-type: none"> <li>• Check your midterm grades; meet with your advisor if you have a “C” or below in any class</li> <li>• Connect with Student Educational Services for tutoring or other assistance</li> <li>• Review your graduation checklist to prepare for registration</li> <li>• Connect with your academic advisor to plan your next semester’s schedule</li> </ul>
<p>Almost There!</p> <p><b>Persevere</b></p>	<ul style="list-style-type: none"> <li>• Identify your registration date, listed in CheckMarq</li> <li>• Enroll in classes for the next semester</li> <li>• Review the final exam schedule – exams may not occur in the same place, time and day as the class</li> <li>• Keep up your studies. Don’t lose focus!</li> </ul>
<p>End of the Semester</p> <p><b>Evaluate</b></p>	<ul style="list-style-type: none"> <li>• Prepare for final exams</li> <li>• Check your final grades on CheckMarq</li> <li>• If you earned a C- or below in any of your courses, connect with your academic advisor</li> </ul>

## **CAMPUS RESOURCES AND SUPPORT SERVICES**

### **ALUMNI MEMORIAL UNION**

The Alumni Memorial Union (AMU) is a gathering place on campus for students, staff, faculty, alumni and guests. As Marquette University's student union, the AMU offers a space for the community to engage in campus activities, meet with others, seek out dining options, study with friends or simply hang out.

### **BOOK MARQ (TEXTBOOKS)**

The Book Marq is the university's official campus bookstore, which sells all required textbooks and course materials, along with official Marquette clothing and gifts, school supplies, tech products and much more.

### **CAMPUS MINISTRY**

Rooted in Catholic tradition and Inspired by the life and charism of St. Ignatius of Loyola, we work together to meet the diverse spiritual needs and interests of Marquette University's student community.

With partners of goodwill across campus, in Milwaukee and across the world, we engage students through worship, retreats, works of justice, anti-racism initiatives, reflection, interfaith dialogue and cross-cultural immersion. Through these programs and the ministry of presence and pastoral care.

### **CAREER SERVICES**

The Marquette University Career Services Center is here to partner with undergraduate students, graduate students, and alumni to provide guidance for choosing a major, exploring career paths, engaging in enriching career-related experiences, and, ultimately, pursuing lives with purpose.

### **COPIER/PRINT WISE**

PrintWise copier locations on campus provide the Marquette community with fast, secure, cost-effective, quality printing.

### **COUNSELING CENTER**

The MU Counseling Center serves students by supporting healthy personal and career development. The staff is comprised of experienced mental health professionals trained to attend to the emotional challenges and the career/major uncertainty that can accompany college. They provide services that include: personal counseling, group therapy, career exploration and outreach and consultation around various issues.

### **DISABILITIES SERVICES**

Marquette University strives to ensure equal access to qualified students with disabilities across all aspects of university life. The Office of Disability Services has been designated to coordinate this process in accordance with the university's compliance responsibilities under the law. Accommodation determinations for all students with identified and documented disabilities are made on a case-by-case basis. Any student is welcome to contact this office for more information; accommodations may be approved through an interactive process for individuals with a diagnosed medical, physical, or mental health condition that is affecting at least one major life activity.

Given the unique nature of the nursing programs, student's classroom and clinical accommodation needs may differ; Students are responsible for considering and requesting accommodations in both settings.

### SEVERE WEATHER POLICY

#### ITS

The Information Technology Services is located in Cudahy Hall, 2nd floor.

#### LIBRARY FACILITIES

Privileges with Marquette University Student Identification Card: Raynor Memorial Libraries. Hours vary, see site for details. It is recommended that students visit the libraries for orientation and to learn of available services. Libraries at many clinical agencies are available for students to use as well.

#### MARQUETTE CENTRAL

Students can visit Marquette Central when seeking assistance from the offices of the Registrar, Financial Aid and Bursar. With the combination of these three key areas in one physical location, they are able to provide efficient, timely and convenient services. The Marquette Central website is a great online resource as well, providing links to student accounts, student forms, schedule of classes, student employment information and important dates and reminders.

#### MARQUETTE UNIVERSITY POLICE DEPARTMENT

The Marquette University Police Department is open 24 hours each day for emergency use. **The non-emergency telephone number is 288-6800. The emergency number is 288-1911.** Sign up for student safety alerts <https://www.marquette.edu/mupd/safety-alerts.php>

#### MEDICAL CLINIC

The Marquette University Medical Clinic, located in Schroeder Complex, is committed to quality care and preventive health education for the university community, and providing it in the most accessible, efficient, sensitive, confidential and affordable manner possible. The Med Clinic operates on an all-appointment system and offers same-day appointments.

#### OFFICE OF ENGAGEMENT AND INCLUSION

As stated in the Office of Engagement and Inclusion mission statement, we foster a culture that values, respects, and promotes a sense of belonging for the Marquette community. Part of this is having opportunities to develop intellectual, personal, and physical growth outside the classroom. Marquette has more than 300 student clubs and organizations for you to choose from to aid in your development. If you do not find a club or organization that matches your interests or passions, we work with you to create a new organization for the Marquette community. No matter your passions, we hope you find a group that allows you to grow as a person

#### ON CAMPUS PARKING

Parking permits are available at the beginning of each semester.

### **STUDENT EDUCATIONAL SERVICES**

The Office of Student Educational Services provides a range of academic support services to students. These services include tutoring, study skills and time management sessions. Located in Coughlin 125, the Office of Student Educational Services invites students to drop in or phone the office with their requests or questions.

### **UNDERGRADUATE BULLETIN**

Students should refer to the current *Undergraduate Bulletin* for information on academic policies and procedures.

### **WELLNESS CENTER**

### **WRITING CENTER**

The Norman H. Ott Memorial Writing Center is a resource for all writers in the Marquette community and the surrounding Milwaukee neighborhood. The writing center is comprised of peer tutors—undergraduates, graduate students, and faculty from the humanities, sciences, and social sciences—who act as conversational partners for writers in all disciplines. Any MU student, faculty or staff can visit and work towards excellence in their writing.

## NURSING ORGANIZATIONS

### **MARQUETTE UNIVERSITY STUDENT NURSES ASSOCIATION**

MUSNA, the Marquette University Students Nurses Association, is a professional organization comprising nursing students at all levels that serves as a liaison between students and faculty. It is a service-based organization whose members volunteer within the university and the surrounding community.

MUSNA encourages students at all levels to actively organize, participate in and facilitate activities. Students are given opportunities to build confidence and leadership skills.

MUSNA is an official member of the [Wisconsin Student Nurses Association](#), a branch of the [National Student Nurses Association](#).

Email MUSNA at [musna@marquette.edu](mailto:musna@marquette.edu) to contact representatives or officers.

### **SIGMA THETA TAU INTERNATIONAL**

The Honor Society of Nursing, Sigma Theta Tau International, has chapters throughout the United States and in other countries. The mission of the organization is to promote scholarship and leadership in nursing practice, education, and research. Delta Gamma-at-Large Chapter is a joint chapter between Marquette College of Nursing and Alverno College.

Membership is by invitation to baccalaureate and graduate nursing students, as well as nursing leaders in the community. Once a year, undergraduate and graduate students with advanced standing are invited to join and to attend an induction ceremony.

Delta Gamma Chapter meets formally throughout the year, with events and projects such as:

- April Induction Ceremony
- Annual research awards
- Programs presenting research funded by Delta Gamma Chapter
- Joint Chapter Programs with other local Schools of Nursing

### **MARQUETTE UNIVERSITY NURSING ALUMNI ASSOCIATION**

The Marquette University Nursing Alumni Association is an affiliate of the Marquette University Alumni Association. In addition to sponsoring several events for nursing alumni, the Nursing Alumni Association maintains a liaison to the College of Nursing Administrative Team and Student Nurses Association for the purpose of joint sponsorship of activities between undergraduate students and nursing alumni.

*Marquette Nurse* is the official publication of the College, published biannually and circulated to 8,000+ alumni and to all colleges of nursing throughout the United States.

## UNDERGRADUATE FINANCIAL ASSISTANCE OPTIONS

### MARQUETTE CENTRAL

#### **MARQUETTE UNIVERSITY SCHOLARSHIP INFORMATION**

Information about undergraduate scholarships and other means of financial assistance can be found on our admissions website: <http://www.marquette.edu/explore/scholarships.shtml>. Information specific to the College of Nursing is listed below.

#### **STUDENT WORK-STUDY EMPLOYMENT**

Open positions on campus are posted on Job Connection: <https://jobx.marquette.edu/>.

The College of Nursing offers positions in the college office and Center for Clinical Simulation during the fall, spring and summer semesters. Contact [Pengpeng.wang@marquette.edu](mailto:Pengpeng.wang@marquette.edu) for more information.

#### **STATEMENT OF NEED**

If all options for assistance have been exhausted, submit a statement of need to the Assistant Dean for Undergraduate Programs. The College of Nursing has a small amount of funding that may be awarded to students with exceptional need.

**Note:** Students who have not registered with the Office of Student Financial Aid at 288-4000 or completed a FAFSA will not be considered for aid by the College of Nursing.

#### **PROJECT BEYOND - 2**

PB-2 offers scholarships and stipends to eligible nursing students on a case-by-case basis if qualified. Contact the Project BEYOND – 2 Coordinator, Dr. Terrie Garcia, for further information.

## OTHER REQUIREMENTS

**All nursing students are required to have a laptop computer by the beginning of their freshman year.** iPad's may not be supported by the online testing database. For more information, refer to [IT Services](#).

### **COSTS**

Students enrolled in the nursing program must anticipate additional costs that are directly related to the nursing program. These include uniforms (see uniform policy), laboratory equipment and fees, textbooks, NCLEX prep, criminal background check, CPR, health requirements, transportation, and any other equipment as necessary.

### **RN NCLEX LICENSING EXAMINATION INFORMATION**

In the spring of their senior year, nursing students receive information on the [NCSBN](#) NCLEX licensing examination. After graduation, all nurses need to pass the NCLEX exam in order to be licensed as professional nurses and to practice professional nursing. State licensure requirements are to be completed by the student. Any questions regarding the NCLEX exam can be directed to the assistant dean of undergraduate programs. **State licensure varies and it is a student's responsibility to review their state licensure requirements early in the program to be sure your coursework aligns with the licensing criteria.**

### **TIME COMMITMENT**

The nursing curriculum is challenging, labor intensive, and requires commitment and more time than most other courses of study. Clinical hours may be scheduled days and/or evenings. Course requirements may include testing during non-scheduled class hours.

### **TRAVEL**

Students in nursing are responsible for arranging their own transportation to and from hospitals and other agencies which provide clinical experience for the program.

# UNDERGRADUATE PROGRAM DETAILS

## PURPOSE OF THE UNDERGRADUATE PROGRAM

The primary purpose of the baccalaureate program in nursing is to prepare the graduate to function as a professional nurse in diverse nursing situations, and to work collaboratively with other health workers in coordinating and improving the health care of individuals, families and communities. The baccalaureate program provides a broad, basic foundation for graduate education in nursing and for continuing personal and professional development.

## PROGRAM OUTCOMES AND PERFORMANCE INDICATORS

The following program outcomes based on the AACN Essentials of Baccalaureate Education drive the undergraduate curriculum. The graduate of the undergraduate curriculum will demonstrate the following role dimensions of the professional nurse.

- I. **Provider of Care:** The baccalaureate graduate will enter professional nursing practice prepared to use sound clinical judgment in the delivery of high quality, safe, compassionate care.  
**Performance Indicators:**
  - a) Demonstrates use of nursing process.
  - b) Incorporates bio-psycho-social, ethical, and spiritual aspects of health into care.
  
- II. **Leader of Care:** The baccalaureate graduate will advocate for social justice to eliminate health inequities, and lead change to improve health and the health care environment.  
**Performance Indicators:**
  - a) Recognizes factors contributing to health disparities.
  - b) Identifies resources to promote social justice and eliminate health inequities.
  - c) Designs and evaluates plans to improve health outcomes for individuals, families, and aggregates.
  
- III. **Member of a Profession:** The baccalaureate graduate will function effectively as an inter-professional and community team member.  
**Performance Indicators:**
  - a) Communicates respectfully in a clear, accurate, relevant manner in oral, nonverbal and written modes.
  - b) Demonstrates ability to function as an effective member of the collaborative care team.

# Marquette University College of Nursing

## Bachelor of Science in Nursing Curriculum

### Class of 2028

FALL				SPRING			
<b>Freshman</b>				<b>Credits</b>			
NURS	1001	Nursing & Health in the Jesuit Tradition	3	NURS	1002	Dimensions of the Nursing Profession in the Jesuit Tradition	3
HEAL	1060	Survey of Biochemistry	3	BISC	2016	Human Anatomy & Physiology 2	3
BISC	2015	Human Anatomy & Physiology 1	3	PSYC	1001#	General Psychology	3
ENGL	1001+#	Foundations in Rhetoric	3	HEAL	1025+#	Culture & Health (ESSV 1)	3
OR HEAL	1025+#	Culture & Health (ESSV 1)		OR ENGL	1001+#	Foundations in Rhetoric	
THEO	1001+#	Foundations in Theology		PHIL	1001+#	Foundations in Philosophy	
OR PHIL	1001+#	Foundations in Philosophy	3	OR THEO	1001+#	Foundations in Theology	3
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>15</b>
<b>Sophomore</b>				<b>Credits</b>			
HEAL	2045	Normal and Therapeutic Nutrition	3	NURS	2002	Health Assessment & Fundamentals 2 (Includes Clinical)	4
NURS	2001	Health Assessment & Fundamentals 1	3	NURS	2110	Pharmacology	3
NURS	2100	Pathophysiology 1	3	NURS	2200	Pathophysiology 2	3
PSYC	2101+#	Introduction to Life-Span Developmental Psychology for Nursing Students	3	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
CORE	1929+#	Methods of Inquiry Foundation	3	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>16</b>
<b>Junior</b>				<b>Credits</b>			
NURS	3201#	Evidence Based Practice and Nursing Research	3	NURS	3700#	Nursing Concepts and Interventions for the Care of Adults - Older Adults I	3
NURS	3600#	Community and Population Health	3	NURS	3000#	Concepts and Interventions for the Promotion of Mental Health	3
NURS	3800#	Perinatal Nursing, Sexual, and Reproductive Health	3	NURS	3984#	Nursing Care for Persons with Chronic Conditions - Clinical	4
NURS	3965+#	Community Centered Nursing Clinical (ESSV 2)	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
NURS	3966#	Family Centered Nursing Clinical	2	HEAL	4300#	Microbiology	4
MCC	+#	Discovery (DSCV) <sup>1</sup>	3	<b>TOTAL</b>			<b>17</b>
<b>TOTAL</b>			<b>16</b>	<b>TOTAL</b>			<b>17</b>
<b>Senior</b>				<b>Credits</b>			
NURS	4800	Leadership in Professional Nursing Practice	3	NURS	4000+	Quality and Safety in Nursing (WRIT)	3
NURS	4700	Nursing Concepts and Interventions for the Care of Adults - Older Adults II	3	NURS	4961	Application of Clinical Judgement for Safe and Effective Nursing	1
NURS	4964	Nursing Care for Persons with Acute Conditions - Clinical	4	NURS	4984	Transition into Professional Nursing Practice - Clinical	4
NURS	4900	Family Centered Nursing of Children-Theory	3	HEAL	4901#	Palliative Care	3
CORE	4929+#	The Service of Faith & Promotion of Justice	3	NURS/HEAL#		Nursing or Health Elective	
<b>TOTAL</b>			<b>16</b>	Elec	#	General Elective	3
				<b>TOTAL</b>			<b>17</b>

HEAL 1025: fulfills ESSV 1 MCC requirement  
 NURS 3965: fulfills ESSV 2 MCC requirement  
 NURS 4000: fulfills writing-intensive (WRIT) MCC requirement  
 NURS 4961: must be taken in final semester of program

+ MCC requirement  
 # Courses offered both semesters

<sup>1</sup>The four courses in the Discovery Tier (DSCV) of the MCC must be completed in the same theme and include the following content areas: Humanities (HUM), Social Science (SOC), Natural Science and Mathematics (NSM) and one elective (ELE), which is an additional course from any of the three content areas. A maximum of two courses in the Discovery Tier can apply towards a primary major.

**Total Credits: 127**



# Marquette University College of Nursing

## Bachelor of Science in Nursing Curriculum

### Class of 2027

FALL				SPRING			
<b>Freshman</b>				<b>Credits</b>			
NURS	1001	Nursing & Health in the Jesuit Tradition	3	NURS	1002	Dimensions of the Nursing Profession in the Jesuit Tradition	3
HEAL	1060	Survey of Biochemistry	3	BISC	2016	Human Anatomy & Physiology 2	3
BISC	2015	Human Anatomy & Physiology 1	3	PSYC	1001#	General Psychology	3
ENGL	1001+#	Foundations in Rhetoric	3	HEAL	1025+#	Culture & Health (ESSV 1)	3
OR HEAL	1025+#	Culture & Health (ESSV 1)		OR ENGL	1001+#	Foundations in Rhetoric	
THEO	1001+#	Foundations in Theology		PHIL	1001+#	Foundations in Philosophy	
OR PHIL	1001+#	Foundations in Philosophy	3	OR THEO	1001+#	Foundations in Theology	3
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>15</b>
<b>Sophomore</b>				<b>Credits</b>			
HEAL	2045	Normal and Therapeutic Nutrition	3	NURS	2002	Health Assessment & Fundamentals 2 (Includes Clinical)	4
NURS	2001	Health Assessment & Fundamentals 1	3	NURS	2110	Pharmacology	3
NURS	2100	Pathophysiology 1	3	NURS	2200	Pathophysiology 2	3
PSYC	2101+#	Introduction to Life-Span Developmental Psychology for Nursing Students	3	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
CORE	1929+#	Methods of Inquiry Foundation	3	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>16</b>
<b>Junior</b>				<b>Credits</b>			
NURS	3201#	Evidence Based Practice and Nursing Research	3	NURS	3700#	Nursing Concepts and Interventions for the Care of Adults - Older Adults I	3
NURS	3600#	Community and Population Health	3	NURS	3000#	Concepts and Interventions for the Promotion of Mental Health	3
NURS	3800#	Maternity Nursing and Women's Health	3	NURS	3984#	Nursing Care for Persons with Chronic Conditions - Clinical	4
NURS	3965+#	Community Centered Nursing Clinical (ESSV 2)	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
NURS	3966#	Family Centered Nursing Clinical	2	HEAL	4300#	Microbiology	4
MCC	+#	Discovery (DSCV) <sup>1</sup>	3	<b>TOTAL</b>			<b>17</b>
<b>TOTAL</b>			<b>16</b>				
<b>Senior</b>				<b>Credits</b>			
NURS	4800	Leadership in Professional Nursing Practice	3	NURS	4000+	Quality and Safety in Nursing (WRIT)	3
NURS	4700	Nursing Concepts and Interventions for the Care of Adults - Older Adults II	3	NURS	4961	Application of Clinical Judgement for Safe and Effective Nursing	1
NURS	4964	Nursing Care for Persons with Acute Conditions - Clinical	4	NURS	4984	Transition into Professional Nursing Practice - Clinical	4
NURS	4900	Family Centered Nursing of Children-Theory	3	HEAL	4901#	Palliative Care	3
CORE	4929+#	The Service of Faith & Promotion of Justice	3	NURS/HEAL#		Nursing or Health Elective	
<b>TOTAL</b>			<b>16</b>	Elec	#	General Elective	3
				<b>TOTAL</b>			<b>17</b>

**HEAL 1025:** fulfills ESSV 1 MCC requirement  
**NURS 3965:** fulfills ESSV 2 MCC requirement  
**NURS 4000:** fulfills writing-intensive (WRIT) MCC requirement  
**NURS 4961:** must be taken in final semester of program

**Total Credits: 127**



**+ MCC requirement**  
**# Courses offered both semesters**

<sup>1</sup>The four courses in the Discovery Tier (DSCV) of the MCC must be completed in the same theme and include the following content areas: Humanities (HUM), Social Science (SOC), Natural Science and Mathematics (NSM) and one elective (ELE), which is an additional course from any of the three content areas. A maximum of two courses in the Discovery Tier can apply towards a primary major.

# Marquette University College of Nursing

## Bachelor of Science in Nursing Curriculum

### Class of 2026

FALL				SPRING			
<b>Freshman</b>				<b>Credits</b>			
NURS	1001	Nursing & Health in the Jesuit Tradition	3	NURS	1002	Dimensions of the Nursing Profession in the Jesuit Tradition	3
HEAL	1060	Survey of Biochemistry	3	BISC	2016	Human Anatomy & Physiology 2	3
BISC	2015	Human Anatomy & Physiology 1	3	PSYC	1001#	General Psychology	3
ENGL	1001+#	Foundations in Rhetoric	3	HEAL	1025+#	Culture & Health (ESSV 1)	3
OR HEAL	1025+#	Culture & Health (ESSV 1)		OR ENGL	1001+#	Foundations in Rhetoric	
THEO	1001+#	Foundations in Theology		PHIL	1001+#	Foundations in Philosophy	
OR PHIL	1001+#	Foundations in Philosophy		OR THEO	1001+#	Foundations in Theology	
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>15</b>
<b>Sophomore</b>				<b>Credits</b>			
HEAL	2045	Normal and Therapeutic Nutrition	3	NURS	2002	Health Assessment & Fundamentals 2 (Includes Clinical)	4
NURS	2001	Health Assessment & Fundamentals 1	3	NURS	2110	Pharmacology	3
NURS	2100	Pathophysiology 1	3	NURS	2200	Pathophysiology 2	3
PSYC	2101+#	Introduction to Life-Span Developmental Psychology for Nursing Students	3	NURS	3000	Concepts and Interventions for the Promotion of Mental Health	3
CORE	1929+#	Methods of Inquiry Foundation	3	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>16</b>
<b>Junior</b>				<b>Credits</b>			
NURS	3201#	Evidence Based Practice and Nursing Research	3	NURS	3700#	Nursing Concepts and Interventions for the Care of Adults - Older Adults I	3
NURS	3600#	Community and Population Health	3	NURS	4900#	Family Centered Nursing of Children	3
NURS	3800#	Perinatal Nursing, Sexual, and Reproductive Health	3	NURS	3984#	Nursing Care for Persons with Chronic Conditions - Clinical	4
NURS	3965+#	Community Centered Nursing Clinical (ESSV 2)	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
NURS	3966#	Family Centered Nursing Clinical	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	
MCC	+#	Discovery (DSCV) <sup>1</sup>	3	OR Elec	#	General Elective	
<b>TOTAL</b>			<b>16</b>	OR HEAL	4300#	Microbiology	3 or 4
				<b>TOTAL</b>			<b>16 or 17</b>
<b>Senior</b>				<b>Credits</b>			
NURS	4800	Leadership in Professional Nursing Practice	3	NURS	4000+	Quality and Safety in Nursing (WRIT)	3
NURS	4700	Nursing Concepts and Interventions for the Care of Adults - Older Adults II	3	NURS	4984	Transition into Professional Nursing Practice - Clinical	5
NURS	4964	Nursing Care for Persons with Acute Conditions - Clinical	4	HEAL	4901#	Palliative Care	3
CORE	4929+#	The Service of Faith & Promotion of Justice	3	NURS/HEAL#		Nursing or Health Elective	3
HEAL	4300#	Microbiology (4 cr)		Elec	#	General Elective	
OR MCC	+#	Discovery (DSCV) <sup>1</sup>		OR HEAL	4300#	Microbiology	
OR Elec	#	General Elective	3 or 4	OR MCC	+#	Discovery (DSCV) <sup>1</sup>	3 or 4
<b>TOTAL</b>			<b>16 or 17</b>	<b>TOTAL</b>			<b>17 or 18</b>

HEAL 1025: fulfills ESSV 1 MCC requirement  
 NURS 3965: fulfills ESSV 2 MCC requirement  
 NURS 4000: fulfills writing-intensive (WRIT) MCC requirement

**Total Credits: 127**

+ MCC requirement  
 # Courses offered both semesters



<sup>1</sup> The four courses in the Discovery Tier (DSCV) of the MCC must be completed in the same theme and include the following content areas: Humanities (HUM), Social Science (SOC), Natural Science and Mathematics (NSM) and one elective (ELE), which is an additional course from any of the three content areas. A maximum of two courses in the Discovery Tier can apply towards a primary major.

# Marquette University College of Nursing

## Bachelor of Science in Nursing Curriculum

### Class of 2025

FALL				SPRING			
<b>Freshman</b>				<b>Credits</b>			
NURS	1001	Nursing & Health in the Jesuit Tradition	3	NURS	1002	Dimensions of the Nursing Profession in the Jesuit Tradition	3
HEAL	1060	Survey of Biochemistry	3	BISC	1015	Principles of Human Anatomy & Physiology	5
ENGL	1001+#	Foundations in Rhetoric	3	HEAL	1025+#	Culture & Health (ESSV 1)	3
PSYC	1001	General Psychology	3	PHIL	1001+#	Foundations in Philosophy	3
THEO	1001+#	Foundations in Theology	3	<u>OR</u> THEO	1001+#	Foundations in Theology	<u>3</u>
<u>OR</u> PHIL	1001+#	Foundations in Philosophy	<u>3</u>				
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>14</b>
<b>Sophomore</b>				<b>Credits</b>			
HEAL	2045	Normal and Therapeutic Nutrition	3	NURS	2002	Health Assessment & Fundamentals 2 (Includes Clinical)	4
NURS	2001	Health Assessment & Fundamentals 1	3	NURS	2110	Pharmacology	3
NURS	2100	Pathophysiology 1	3	NURS	2200	Pathophysiology 2	3
PSYC	2101+#	Introduction to Life-Span Developmental Psychology for Nursing Students	3	NURS	2500	Concepts and Interventions for the Promotion of Mental Health	3
CORE	1929+#	Method of Inquiry Foundation	<u>3</u>	MCC	+#	Discovery (DSCV) <sup>1</sup>	<u>3</u>
<b>TOTAL</b>			<b>15</b>	<b>TOTAL</b>			<b>16</b>
<b>Junior</b>				<b>Credits</b>			
NURS	3201#	Evidence Based Practice and Nursing Research	3	NURS	3700#	Nursing Concepts and Interventions for the Care of Adults - Older Adults I	3
NURS	3600#	Community and Population Health	3	NURS	3900#	Family Centered Nursing of Children	3
NURS	3800#	Maternity Nursing and Women's Health	3	NURS	3984#	Nursing Care for Persons with Chronic Conditions - Clinical	4
NURS	3965+#	Community Centered Nursing Clinical (ESSV 2)	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	3
NURS	3966#	Family Centered Nursing Clinical	2	MCC	+#	Discovery (DSCV) <sup>1</sup>	<u>3</u>
MCC	+#	Discovery (DSCV) <sup>1</sup>	<u>3</u>	<b>TOTAL</b>			<b>16</b>
<b>TOTAL</b>			<b>16</b>	<b>TOTAL</b>			<b>16</b>
<b>Senior</b>				<b>Credits</b>			
NURS	4800	Leadership in Professional Nursing Practice	3	NURS	4000+	Quality and Safety in Nursing (WRIT)	3
NURS	4700	Nursing Concepts and Interventions for the Care of Adults - Older Adults II	3	NURS	4984	Transition into Professional Nursing Practice - Clinical	5
NURS	4964	Nursing Care for Persons with Acute Conditions - Clinical	4	HEAL	4901#	Palliative Care	3
CORE	4929	The Service of Faith & Promotion of Justice	3	HEAL	4300#	Microbiology (4 cr)	3
HEAL	4300#	Microbiology (4 cr)	3	<u>OR</u>			
<u>OR</u>				NURS/HEAL#		Nursing or Health Elective	3 or 4
NURS/HEAL#		Nursing or Health Elective	<u>3 or 4</u>	Elec		General Elective	<u>3</u>
<b>TOTAL</b>			<b>16 or 17</b>	<b>TOTAL</b>			<b>17 or 18</b>

**HEAL 1025:** fulfills ESSV 1 core requirement  
**HEAL 4901:** fulfills DSCV (NSM) in Basic Needs and Justice theme  
**NURS 3965:** fulfills ESSV 2 core requirement  
**NURS 4000:** fulfills writing-intensive (WRIT) core requirement

**+ MCC requirement**  
**# Courses offered both semesters**

<sup>1</sup> The four courses in the Discovery Tier (DSCV) of the MCC must be completed in the same theme and include the following content areas: Humanities (HUM), Social Science (SOC), Natural Science and Mathematics (NSM) and one elective (ELE), which is an additional course from any of the three content areas. A maximum of two courses in the Discovery Tier can apply towards a primary major.

**Total Credits: 126**



## MARQUETTE CORE CURRICULUM

[THE MARQUETTE CORE CURRICULUM](#) (MCC) is the center of every Marquette University student's educational experience. Rooted in Jesuit perspective and values, the MCC creates students who communicate responsibly and ethically, engage the world as moral actors and citizens with purpose, collaborate with diverse others using a broad disciplinary focus, and become leaders in discovery to solve global problems.

The MCC consists of three tiers: Foundations, Discovery and Culminating.

### FOUNDATIONS

This beginning tier aims to engage students in contemplating, analyzing and communicating with others about concrete situations in multidisciplinary ways, drawing from theology, philosophy and rhetoric. Students will take these courses in the first two years.

- THEO 1001: Foundations in Theology
- PHIL 1001: Foundations in Philosophy
- ENGL 1001: Foundations in Rhetoric
- CORE 1929: Methods of Inquiry (MOI)
- Engaging Social Systems and Values (ESSV1)

### DISCOVERY

This tier allows students to discover the ways in which multiple disciplines approach a particular question, challenge or problem. Students will take the discovery courses starting in their second year. Student will take a total of four courses in the discovery tier.

- Humanities
- Social Sciences
- Natural Science and Mathematics
- Discovery course elective

Two of the courses must be denoted as:

- Engaging Social Systems and Values 2 (ESSV2)
- Writing Intensive (WRIT)

### CULMINATING

This integrates the MCC experience, emphasizing reflection on and application of knowledge and skills developed at the university. Students will take this course during years three or four at the university.

- CORE 4929: Service of Faith and Promotion of Justice

# MARQUETTE UNIVERSITY CORE REQUIREMENTS

Year 1	Year 2	Year 3	Year 4
<b>Foundation Tier (15 Credits)</b> Foundations in <b>Theology</b> Foundations in <b>Philosophy</b> Foundations in <b>Rhetoric</b> Methods of <b>Inquiry</b> <b>Engaging Social Systems and Values 1 – Requirement</b>			
	<b>Discovery Tier (12 Credits from same theme)*</b> <b>Humanities Course</b> <b>Natural Sciences and Mathematics Course</b> <b>Social Sciences Course</b> Discovery <b>Elective Course</b>		
		<b>Culminating Course (3 Credits)</b> <b>Service of Faith and Promotion of Justice</b>	

\*2nd level Engaging Social Systems and Values (ESSV2) requirement and Writing Intensive (WRIT) requirement must be fulfilled through a Core class or through other degree requirements.

\*Maximum two courses in the Discovery Tier can count towards a primary major

## DISCIPLINARY HONORS IN NURSING

### ELIGIBILITY

Sophomores with a minimum cumulative GPA of 3.000 are eligible to apply to the program; the Disciplinary Honors Program in Nursing Committee selects a limited number of applicants. The program is structured to be completed over the last four semesters of a student's academic career.

### APPLICATION

The application requires each applicant to submit a 300 to 500-word personal statement addressing why they would like to participate in Disciplinary Honors and what type of research they are interested in.

### ACADEMIC STANDARDS DISCIPLINARY HONORS REQUIRED COURSES

Students must maintain a 3.000 cumulative GPA in order to complete Nursing Disciplinary Honors and the Comprehensive Honors degree. Students must earn a grade of C or better in a course for it to count toward the Comprehensive Honors degree.

Honors students are expected to actively engage in all activities of the program, including:

- Participate in ongoing research activities with faculty mentor throughout the duration of the honors program.
- Actively disseminate scholarly work through publication, publication, presentations and participation in local research conferences such as Building Bridges (Nursing research conference in Southeastern WI).
- Attend all honors programs meetings.
- Maintain honors designation, including minimum GPA requirements and adherence to the MUCN academic and professional code of conduct.

### DISCIPLINARY HONORS REQUIRED COURSES

MATH 1700	Modern Elementary Statistics	3
PSYC 1700	Psychology Introductory Statistics Lab	1
NURS 3956H	Honors Nursing Practicum 1	1
NURS 4956H	Honors Nursing Practicum 2	1
NURS 4997H	Honors Senior Capstone	1
<b>Total Credit Hours</b>		<b>7</b>

## **GRADUATION REQUIREMENTS**

A candidate for a baccalaureate degree in Nursing is required to complete 126 – 127 credits, as indicated on their cohort's respective curriculum. This includes all the requirements in the Marquette Core Curriculum and the College of Nursing curriculum. In addition, the college adheres to the [University Graduation Policy](#).

## **COURSE PROGRESSION**

To read about specific NURS and HEAL course descriptions and prerequisites, students can access the [Major in Nursing Course List](#).

## PROGRESSION POLICIES FOR UNDERGRADUATE STUDENTS OF NURSING

The College of Nursing adheres to the [University Academic Censure Policy](#). The following general requirements must be met for progression into and throughout the nursing major. Failure to meet these requirements may extend your course of study and can result in a warning, [CAA](#), [RWAR](#), or [RWAM](#).

- A. A minimum grade of C in all required NURS and HEAL courses with a letter grading scale. Grades of C- and lower are not acceptable. A minimum grade of Pass (P) in all required clinical courses with a pass/fail grading scale. For more information on letter grades, see the [University Grading System](#).
- B. A minimum grade of C in the following cognate courses:  
BISC 2015/2016 – Principles of Human Anatomy and Physiology  
PSYC 1001 – General Psychology  
PSYC 2101 – Introduction to Life-Span Developmental Psychology
- C. A minimum grade of D is required for all other required courses not listed above.
- D. Earning less than the required passing grade in any required course will result in having to repeat the course.
- E. No required cognate or required NURS/HEAL course may be repeated more than one time.
- F. Students can only repeat a maximum of two different required NURS/HEAL or cognate courses.
- G. Students must adhere to The MUCN Statement on Repeat Classes (as defined in Q below) in addition to the [University Repeated Courses Policy](#).
- H. Freshmen completing their first semester must earn a term GPA of at least 2.000. Students beyond their first semester must earn a term GPA of 2.500 or higher. (Summer term GPA is not considered.)
- I. **Academic Warning:** Students who earn less than the required GPA, earn less than the required grade, withdraw from a required NURS or HEAL course, or are assigned a WA or WF by faculty will receive a warning letter from the College. This policy is upheld for any one of the following: required NURS/HEAL courses (as defined above in A); cognate courses (as defined above in B).
- J. **CAA with opportunity to appeal for reinstatement to College of Nursing** – Students will receive a College Academic Alert (CAA), which is dismissal from the College of Nursing, for any *repeat or combination* of the following in required courses or cognates (as defined in A, B, and C above):
- earning less than the required GPA
  - earning less than the required grade
  - withdrawing from a required or cognate course
  - receiving a 'Withdrawn-Excessive Absences' (WA) or 'Withdrawal-Failing' (WF) in a course

**K. CAA without opportunity for reinstatement to College of Nursing** – Students will receive a CAA and be dismissed without opportunity for reinstatement to the College of Nursing for the following:

- not successfully completing a required course after two attempts
- not successfully completing more than two required courses
- earning lower than the minimum term GPA of 2.500 in more than two consecutive semesters (not including summer semesters)

L. All students are required by the Undergraduate Program and Curriculum Committee to complete external, standardized, comprehensive nursing examinations and a review course as a condition of graduation. (fee required)

M. Students must meet health requirements as specified on pg. 46-47, *Clinical/Health Requirements and Criminal Background Checks*, in this handbook. (fees required). Clinical placement is not a guarantee unless all health requirements are met.

N. Students who withdraw from a theory course that has a corresponding clinical course must also withdraw from that clinical course.

O. All required NURS/HEAL courses must be taken at Marquette University, this includes clinical courses. Exceptions must be approved by the assistant dean.

P. Students wanting to enroll in more than 18 credits must obtain College approval. Students may not, under any circumstances, enroll in more than 21 credits.

Q. MUCN Statement on Repeat Classes

This statement outlines the criteria and procedures for students in the nursing program to repeat a course. The aim is to ensure that students master the essential skills and knowledge necessary for their progression and success in the nursing field.

A course within the nursing program may be repeated only once. A student can only repeat two NURS/HEAL or cognate courses (as defined in terms E and F above). This statement applies to all NURS/HEAL and cognate courses, with particular emphasis on those with high-value material critical to the nursing curriculum.

High-value courses identified by the program may have additional criteria or support requirements before a student is allowed to retake them. Repeating a course may impact the student's progression in the program. Students should consult with their academic advisor to understand how retaking a course affects their academic plan and timeline to graduation.

The request to repeat a course should include the reasons for the initial failure or withdrawal and a plan for success in the repeated course. This will come before a student can repeat the course by way of academic warning or CAA.

Upon approval, the student will be allowed to enroll in the course for the subsequent term when the course is offered.

If a student fails to pass a repeated course, they will be subject to CAA and will not be reinstated to the nursing program.

Repeat courses are not offered every semester and require a minimum of 10 students to run a course. If a course does not run, students will need to wait until the course is run in the curriculum.

Repeat courses are offered as followed:

NURS 2100 - Offered as a repeat in Spring semester (in person)

NURS 2200 - Offered as a repeat in Summer semester (fully online)

### **REINSTATEMENT TO THE COLLEGE OF NURSING**

Students placed on College Academic Alert status will be notified by letter or email of the committee's decision and of the appeal process. When the student submits their appeal, they will be asked to indicate another college choice if not reinstated. The request will be sent to the Dean of that College for approval.

Unless the CAA is removed via the individual colleges' appeal process, the student may not register for courses at Marquette and may be dropped from any classes for future terms in which they are registered.

Special conditions may be prescribed in writing at the time of the student's admission, readmission or transfer into the college. Conditions may also be prescribed in writing in the case of students whose course performance or failure to follow academic advice warrants such action. All students to whom conditions have been specified will be subject to committee review and possible CAA restriction should they fail to fulfill the specified terms. Students concerned about their academic progress should consult their academic advisor or the assistant dean.

## UNDERGRADUATE GRADING SCALES

The undergraduate grading scale used in the College of Nursing for non-clinical courses is as follows:

94-100	A	86-89.99	B	78-81.99	C	70-73.99	D
92-93.99	A-	84-85.99	B-	76-77.99	C-	LESS THAN 70	F
90-91.99	B+	82-83.99	C+	74-75.99	D+		

Clinical courses are graded “Pass with distinction, Pass satisfactory, and No Pass Fail.” Students will earn a passing grade if they have 100% completed all course assignments AND have met course objectives, otherwise they will earn a failing grade or incomplete.

\*Note a grade of “Pass with distinction, Pass satisfactory, and No Pass Fail” does not affect grade point average in anyway, however it does earn credit for these courses needed for progression towards program completion.

**Note: Students may fail a clinical at any time during the semester for either a pattern of unsafe and/or unethical nursing behavior or a particularly serious incident of unsafe and/or unethical nursing behavior. At the faculty’s discretion a learning plan may be put in place based upon the student’s performance. Once students are informed of a failing grade in a clinical course, withdrawal from that course is no longer an option.**

Pass With Distinction (PD)	Final Evaluation Only
Pass Satisfactory (PS)	Midterm or Final Evaluation
No Pass Fail (NPF)	Midterm or Final Evaluation

<b>All Students must consistently meet the following to be successful in clinical:</b>	<ul style="list-style-type: none"> <li>• Acts in the best interest of the client.</li> <li>• Maintains client confidentiality based on HIPAA guidelines.</li> <li>• Is truthful and always adheres to ethical principles as outlined by the ANA code of ethics.</li> <li>• Maintains consistency with the mission, vision, and policies of the College of Nursing during all interactions with clients, families, communities, clinicians, staff, and classmates.</li> </ul>		
<b>Level of Achievement</b>			
<b>Clinical Objective</b>	<b>Pass with Distinction (PD)</b>  *At the time of Final Eval only. Grading is progressive over time.  <b>Student performs at this level at least 90% of the time over the course of the semester.</b>	<b>Pass Satisfactory (PS)</b>  *Midterm or Final Eval Grading is progressive over time.  <b>Student performs at this level at least 75% but less than 90% of the time over the course of the semester.</b>	<b>No Pass Fail (NPF)</b>  *Midterm, Final Eval or anytime during a clinical for a pattern of unsafe nursing.  <b>Student performs at this level less than 75% of the time over the course of the semester. Student does not show progression over time.</b>

<p>Demonstrates comprehensive cue recognition based on needs and complexity of the client, family or community, at the knowledge/skill level of the student.</p>	<ul style="list-style-type: none"> <li>• Self identifies cues that lead to insightful clinical judgment for client safety.</li> <li>• Completes a comprehensive assessment based on client's, family's or community's current condition.</li> <li>• Preparation for the integration of all labs, diagnostics, meds, treatments, and clinical manifestations when forming the plan of care for each clinical day (if applicable to clinical site).</li> <li>• Recognizes the diverse cultural needs and preferences of the client, family, or community, based on assessment.</li> <li>• Identifies learning/teaching needs of clients or communities</li> </ul>
<p>Demonstrates knowledge and skills to correctly prioritize the current client, family and community needs.</p>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of client's, family's or community's primary diagnoses and relevant comorbidities (if applicable to clinical site).</li> <li>• Identifies and individualizes the client's, family's, or community's health promotion and disease prevention needs.</li> <li>• Synthesizes knowledge obtained from core principles from nursing courses.</li> <li>• Prioritizes and individualizes goals for the client's or community's plan of care (short term and long term).</li> <li>• Asks appropriate questions that reflect in-depth clinical judgment.</li> <li>• Demonstrates math competency and the use of 6 rights and delivers medications safely, monitors effects (if applicable to the clinical site).</li> <li>• Uses knowledge to appropriately tailor plan of care based on assessment findings.</li> </ul>
<p>Implements evidence-based strategies to achieve a desired outcome.</p>	<ul style="list-style-type: none"> <li>• Seeks out additional resources to support further learning.</li> <li>• Demonstrates the ability to find and appropriately utilize policies and procedures of the unit, clinic or organization.</li> <li>• Is able to discriminate between clinical opinion and research and evidence-based practice.</li> <li>• Ability to support rationale for clinical decision making with appropriate resources related to evidence-based practice in a healthcare or community setting.</li> <li>• Identifies factors used in making decisions and defends decisions.</li> </ul>
<p>Identifies and carries out steps in the action plan appropriate at the knowledge/skill level of the student</p>	<ul style="list-style-type: none"> <li>• Systematically carries out the person/family-centered or population-based plan of care involving the client, family, or community members in the planning process.</li> <li>• Implements and documents plan of care in an appropriate time frame as designated by clinical faculty and unit, clinic, or organization policy.</li> <li>• Recognizes changes in client status and communicates with interdisciplinary team members.</li> <li>• Demonstrates ability to recognize, adjust and implement plan of care based on changes in client or community status.</li> <li>• Utilizes the act of delegation appropriately at the directions of the instructor.</li> <li>• Carries out a comprehensive plan of care that includes health promotion and disease prevention education</li> </ul>
<p>Evaluates the effectiveness of their actions through reflection at the knowledge/skill level of the student</p>	<ul style="list-style-type: none"> <li>• Accurately evaluates interventions and client's/family's condition or community's status and is able to change the plan of care as needed.</li> <li>• Provides rationale and insight regarding effectiveness of plan of care.</li> </ul> <p>Student is self-directed, self-disciplined, and self-monitored, and self-corrects to the level expected of the student.</p>

<p>Identifies the impact social determinants of health have on the client's, family's or community's needs and values that affect clinical decision making and ongoing care needs.</p>	<ul style="list-style-type: none"> <li>• Recognizes and gives cares focused on all aspects of patient and/or family's, mind, body, spirit, environment, psychosocial, cultural and social factors.</li> <li>• Engage patient, family, or community members in a partnered relationship by providing relevant information, resources, access, and support.</li> <li>• Evaluates effectiveness of client, family or community teaching and modifies plan of care as needed.</li> <li>• Advocate for clients, families or communities based on diverse patient, family, or community values, preferences, and needs.</li> <li>• Verbalizes the connection between social determinants of health and assessment findings.</li> </ul>
<p>Exhibits accountability, professional communication and responsibility for safe beginning professional nursing practice</p>	<ul style="list-style-type: none"> <li>• Comes to clinical prepared and on time.</li> <li>• Interacts and communicates respectfully with clients, families, communities, clinicians, staff, and classmates.</li> <li>• Is eager to learn and consistently participates in all aspects of clinical.</li> <li>• Is dressed appropriately per hospital, clinic, organization, and college policy.</li> <li>• Accepts responsibility for actions, receives constructive feedback, and corrects behavior as asked.</li> </ul>

## GUIDELINES FOR INDEPENDENT STUDY: NURS 4995

Registration for a NURS 4995 course is not an expectation for all students. It represents an option available for individualized independent study in nursing as part of the elective credits.

<https://www.marquette.edu/central/registrar/how-do-i-register-for-an-independent-study.php>

### NURS 4995 COURSES

1. Courses numbered 4995 (Independent Study) may be taken twice.
2. It is not possible to register for 4995 courses via CheckMarq.
3. The 4995 course is intended to be a tutorial experience in which a subject of interest to the student can be explored in depth. More than one student may not enroll in the same independent study section within a given semester.
4. While there is considerable freedom in designing and implementing 4995 courses, the following general guidelines may be helpful:
  - a. When advising students regarding 4995 courses, the role of the advisor is to help the student identify a general topic and suggest faculty members with appropriate expertise.
  - b. The student then approaches the selected faculty member with a proposal for the study topic.
  - c. Before registration, the student and faculty member mutually determine the specific topic, credit allocations, objectives, methodology, and means of evaluation.
  - d. The [NURS 4995 form](#), with details specified in 4c, is submitted for approval to the assistant dean of undergraduate programs.
  - e. Credit allocation and faculty involvement are determined by the nature of the topic, the objectives, and the methodology.
  - f. Independent study courses are to be completed by Friday of final exam week.

# ACADEMIC RULES, POLICIES AND PROCEDURES

## ACADEMIC INTEGRITY

Refer to Marquette University's Academic Honesty Policy and Procedures at: <http://www.marquette.edu/provost/academic-integrity.php> for definitions and policies & procedures for academic dishonesty.

[Academic integrity](#) is the foundation of learning, research, and scholarship. To that end, it is imperative that all members of the university community adhere to a shared understanding of the standards outlined in this policy. All College of Nursing faculty, staff, and students are required to recognize, respect and uphold:

- The Statement on Academic Integrity
- The Honor Pledge
- The Honor Code
- Best Practices
- Academic Misconduct Policy

### Academic Integrity Best Practices

It is an expectation in the College of Nursing that in addition to the honor code, members of the Marquette University community commit to the following set of best practices.

As students, we strive to come to class on time and to be prepared for the material at hand. This includes all readings and assignments. We strive to devote our full attention to the class proceedings and to be fully engaged in class discussions and activities. We recognize the importance of asking questions about material we don't understand, as it helps other students who may not have thought of the question but need to hear the answer, and it gives the instructor valuable feedback. We respect the views of classmates and instructors, and we avoid distracting the class and instructor with irrelevant conversations or behavior. We strive to prepare for exams in a timely manner, and to seek help from the instructor when necessary, during the preparation. We start preparing papers, projects, and homework assignments early enough to have sufficient time to do the best we can.

As instructors, we strive to be prepared and current with respect to the content and conduct of our courses, and to plan the course and class sessions to achieve the course objectives effectively. We strive to answer questions honestly and completely, and to acknowledge when we do not have an answer. We strive to give all students equal opportunity to participate in class discussions and activities. We respect students' views on issues of judgment, and we clearly distinguish between our personal opinions and our professional expertise. We are available during office hours or at arranged times to work with students individually to help them to master course material. We strive to develop and update exams and assignments so that they are meaningful tests of understanding and progress toward achieving course objectives. Finally, we give due and careful consideration to students' answers and submissions when evaluating them and assigning grades.

As *researchers*, we strive to be honest, accurate, efficient, ethical, objective, and accountable in conducting and reporting our research efforts. Where applicable, we aim to publish in outlets

accessible to other professionals in the field for the greatest possible dissemination of creative scholarly research.

*As staff*, we strive to serve all faculty and students within the confines of Marquette University's policy and procedure. We recognize the importance of serving all faculty and students fairly and on a timely basis while maintaining confidentiality. We respect teaching and learning, and support faculty and students in this endeavor every day.

### **[Academic Integrity Tutorial](#)**

All undergraduate, graduate and health science professional students must successfully complete an Academic Integrity tutorial during their first term of enrollment or be subject to a registration hold for the following term.

## **ACADEMIC MISCONDUCT POLICY**

### **Definitions of Academic Misconduct**

The Marquette University College of Nursing will not tolerate any form of academic dishonesty. Academic misconduct includes the types below, but is not limited to, individual violations, helping another student with any form of academic misconduct, failing to report any form of academic misconduct, or intentionally interfering with the educational process in any manner. Faculty, staff or students who are aware of academic misconduct and fail to report it are considered complicit in these actions. The following sections provide representative examples of academic misconduct. If students are in doubt as to whether an action or behavior is subject to the academic misconduct policy, they should consult an appropriate member of the [Academic Integrity Council](#), faculty or staff.

- The following definitions are consistent with the definitions in the University policy on academic honesty; do not supersede those definitions but are intended to provide additional clarification for students in the College of Nursing.

“Cheating” consists of using, attempting to use, or helping another person to use materials, information, or study aids in any academic activity that would provide an unfair advantage. This includes not only in-class tests, quizzes, and examinations, but also online or electronic activities. Unless the course instructor directs otherwise, cheating includes, but is not limited to, doing, or attempting to do, the following:

- Obtaining, prior to the time authorized by the instructor, a copy of an examination, test, quiz, assignment, answers, or other information;
- Bringing notes or other materials to an examination, test, or quiz, and keeping them in a location where the student can see their content during the examination, test, or quiz (whether or not the notes or materials are used);
- Copying another student's answer to an examination, test, quiz, or other written assignment;
- Using information relevant to an examination, test, or quiz when such information was obtained using a personal computer or other electronic device during the examination, test, or quiz;

- Submitting written or other work to satisfy a course requirement that was prepared in another context, such as in another course;
- Using any materials or information not authorized by the course instructor, or otherwise violating the instructions given by that instructor, in taking an examination, test, or quiz, or in preparing any assignment for any class;
- Disclosing to another student who is going to take a make-up or special test, examination, or quiz, the content of the test, examination, or quiz, including specific questions or the nature of questions that are on the test, examination, or quiz;
- Communicating with another person regarding the substance of an examination, test, or quiz, while either person is taking an examination, test, or quiz.

“Fabrication” consists of inventing or falsifying information for the purpose of deception and includes, but is not limited to:

- Falsifying information in an academic exercise, activity, or assignment, including data, citations, bibliographic sources, or research results;
- Falsifying information in an application, including job applications, academic applications, and resumes;
- Falsifying information about a patient, or making false oral or written statements about a patient or the patient’s care, including, but not limited to, a medical record;
- Making false oral or written statements to court officials, police officers, or University faculty or staff, including University public safety officers;
- Falsely claiming to be a professional nurse before legal authorization to practice as such;
- Misrepresenting to the College of Nursing, the University, potential employers, state board organizations, or other educational institutions or organizations one’s academic, professional, or personal qualifications.

“Plagiarism” consists of presenting as new or original the words or ideas of another, and includes the following, whether in draft or final form:

- Presenting the language of the original author or source, whether quoted or paraphrased, without attribution;
- Presenting the work of the original author or source without attribution, including facts that are the result of the original author’s research;
- Presenting an idea of the original author or source without attribution (e.g., failing to acknowledge a source when the student’s own analysis is based on that source);
- Presenting the exact language of the original author or source with attribution, but without indicating that the language is an exact quotation; Presenting portions of one’s own previously submitted assignments and published and copyrighted work without attributing the previous publication.

### **Research Misconduct**

The [University Research Misconduct Policy](#) applies to faculty, staff, students, and others who are employed by or affiliated with Marquette University. Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

## **Procedures for Incidents of Academic Misconduct**

When a faculty member or other member of the Marquette community has reason to suspect or receives notification of students' alleged academic misconduct, he or she must complete the Academic Misconduct Report form and submit it to the Academic Integrity Council Director.

### **Expedited Procedure**

If the student has no record of academic misconduct at Marquette University and the alleged misconduct is relatively minor and does not involve graduate students, or Health Science Professional courses, the Academic Integrity Council Director may offer the student an expedited review specifying the maximum penalty that could be assigned. The student has two business days to respond to the Academic Integrity Council Director. If the student accepts responsibility and the penalty, the Academic Integrity Council Director will send a final letter to the student summarizing the finding and the penalty. At the same time, the Academic Integrity Council Director, will send a letter specifying the penalty to the student's college/school office, and the faculty member in whose class the misconduct occurred.

If the student does not accept the expedited review option, the case will move to a full hearing.

In all cases, a copy of the file relating to the alleged misconduct including all correspondence will be forwarded to the Office of the Registrar to be held in the student's permanent confidential file.

### **Full Hearing**

A Hearing Board will be convened by the Academic Integrity Council Director for cases that are ineligible for expedited review, all cases in which students request a hearing or cases the Academic Integrity Council Director deems appropriate. The Board will generally consist of two faculty, two students and the dean's office designee from the student's college/school. A faculty member will normally be assigned the role of board facilitator.

- On being formed, the Hearing Board will review all documents and material related to the alleged misconduct
- A hearing will normally occur within ten business days of the Board's formation. The hearing may be delayed by up to 30 business days if the Board cannot be convened.
- The Board will determine whether there are witnesses it wishes to call in addition to the student under investigation. The student under investigation may also request additional evidentiary witnesses and provide additional information for consideration to the board facilitator at least two business days prior to the hearing.
- The student may bring an individual for support. This person is not allowed to contribute to the proceedings. If the support person is an attorney, a representative from the Office of the General Counsel at Marquette must also be present. In these cases, the hearing may need to be rescheduled to allow a member of the Office of the General Counsel to attend.
- Prior to deliberation, the Board will excuse all non-Board members from the meeting.

- Within three business days of the hearing, the Academic Integrity Council Director will send a letter to the office of the dean in the student's home College/School. The dean's office has three business days to review the finding and inform the Academic Integrity Council Director of any changes to the recommended penalty.
- At the same time, a copy of the file relating to the alleged misconduct including all correspondence will be forwarded to the Office of the Registrar to be held in the student's permanent confidential file, and if applicable, the maximum grade penalty allowed will be forwarded to the faculty member in whose class the misconduct occurred.
- Within six business days of the hearing, the Academic Integrity Council Director will inform the student summarizing the finding and the outcome (i.e., any penalty).

### **Student Appeals**

Students have the right to appeal the hearing board's determination if they believe the determination was unfounded, biased or capricious or there is new information available that was not available at the time of hearing which affects the disciplinary decision. In this case the student should submit a formal written appeal stating the grounds for appeal and relevant documentation to the Academic Integrity Council Director **within five calendar days** of the notification of the decision. Upon receipt of the appeal the Academic Integrity Council Director will convene a review of the student's actions by the Academic Integrity Council Executive Committee. The committee reviews the details of the student's actions and may ask to speak to the student, the instructor, the chair of the department offering the course, associate deans and others. The Academic Integrity Executive Committee will review the appeal and, make a determination within five business days of receipt of the appeal. The Academic Integrity Council Director will provide a written statement to all parties concerned. The decision of the Academic Integrity Executive Committee is final. A copy of the decision will be placed in the student academic file located in the Office of the Registrar. The disciplinary response and procedure for incidents of academic dishonesty that do not lead to suspension or expulsion concludes at this step.

For actions involving campus-wide sanctions, such as suspension or expulsion, the student has the right of appeal to the Office of the Provost. A formal written appeal stating the grounds for appeal and available documentation is to be submitted to the Office of the Provost within five business days of the notification of the hearing board's decision. The provost or designee will conduct a review of the appeal materials, may seek additional information, and may consult with the student, faculty, chair(s), associate dean(s), deans and others. The final decision to uphold or modify the action of the hearing board will be provided to the student and to the dean and associate dean of the student's assigned college within fifteen business days of receipt of the appeal. A copy of the provost's decision will be placed in the student academic file located in the Office of the Registrar. The decision of the provost is final.

### **Maintenance of Disciplinary Records**

Records relating to academic misconduct will be maintained by the Office of the Registrar in perpetuity. The university will not release students' disciplinary records to any person and/or entity unless authorized to do so by the student in question or when allowed by law.

## **Professional Ethics and Standards Policy and Procedure**

As a Nursing student you are held to the Nursing Practice Standards and Code of Ethics in addition to the MU Honor Code (ANA, 2015). The College of Nursing may identify additional expectations or procedures related to the academic integrity violation such as but not limited to enrollment in a repeat course in which the violation occurred, stipulations on method of course timing, course delivery, examinations (e.g. modality or location), or assignment modifications, or additional assignments that demonstrate the students commitment to and understanding of the Professional Code of Conduct/Code of Ethics. Upon completion of the MU Academic Integrity process, the college will notify the student verbally and in writing about any additional requirements within 7 days. To appeal the College additional requirements or stipulations, the student must communicate their appeal in writing within 5 days to the Associate Dean. A formal written appeal stating the grounds for appeal and available documentation is to be submitted.

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*.

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

## **ATTENDANCE POLICY**

The College of Nursing follows the [University Attendance Policy](#). Students should refer to course syllabi, as each course may have additional attendance requirements.

### **THEORY COURSES:**

Attendance is mandatory in all scheduled classes and clinicals. Absences place students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the instructor ahead of time, just as they should contact their instructor as soon as possible after an absence. Students are responsible for monitoring their absences during the term

An instructor or college office may withdraw a student from a nursing theory (non-clinical) course due to excessive absences and assign a grade of WA (Withdrawn-Excessive Absences) or WF (Withdrawn-Failing) if the following maximums are exceeded:

Absence: In a 2-credit course, maximum of two class hours. In a 3-credit course, maximum of three class hours. In a 4-credit course, maximum of four class hours.

Tardiness: Tardiness of greater than ten minutes is counted as one absence.

### **LABORATORY/CLINICAL COURSES**

Attendance at all clinical experiences (includes skills labs and simulation) is a demonstration of professionalism and accountability. It is the opportunity for the student to be evaluated by the clinical faculty in performance of clinical skills, assessment of clinical judgement and successful mastering of course objectives. Clinical attendance and completion of all clinical related course work is mandatory within the time frame of the given semester.

It is the student's responsibility to notify the course instructor about any absence prior to the start of the clinical time. Being tardy, or not being at a clinical site on an assigned clinical day will result in an absence. Any absence may impact the student's ability to achieve course objectives thereby impacting their grade. In alignment with the University absence policy in the Undergraduate Bulletin (<https://bulletin.marquette.edu/undergrad/academicregulations/>), a student may be withdrawn from a course due to excessive absences. Absences that prevent a student from meeting all course objectives may result in failure of the clinical course.

**Once a student is informed that they are failing a clinical course, withdrawal from that course is no longer an option.**

### **FATIGUE, SLEEP, AND WORK SCHEDULE EFFECTS – PATIENT SAFETY**

Marquette University College of Nursing students need to comply with any specialty-specific requirements that may exist associated with clinical hours. In general, students engaging in clinicals should be well rested. Attending clinical without adequate rest represents a threat to patient safety and optimal clinical performance. Providing direct patient care for 16 or more consecutive hours without a break for meals and rest is not advised. To comply with these expectations, Marquette University College of Nursing students are strongly encouraged to adjust their employment and personal activities to maximize rest before and after clinical hours. It is the student's responsibility to ensure fitness for any clinical duty associated with an

educational program. If a student is deemed unfit for patient care as a result of excessive fatigue or lack of preparation, they will be sent home, and this could impact your grade.

### **MUCN EXAMINATION POLICY FOR PRE-LICENSURE COURSES**

Ethics and Culture of Testing Rationale: By creating a program culture with integrity will decrease academic dishonesty (Stonecypher & Wilson, 2014; McClung & Gaberson, 2020; McClung & Schneider, 2015; Schwartz, et al., 2013)

For nurses, there is an association between exam dishonesty and professional misconduct (Birks et al, 2018; McClung & Schneider, 2018)

#### General Guidelines:

The testing policy is consistent with the University/College academic dishonesty policies.

- Undergraduate: <https://bulletin.marquette.edu/undergrad/academicregulations/>
- Graduate: <https://bulletin.marquette.edu/grad/policiesofthegraduateschool/>

Exam Criteria and Security for in person exams (students may also refer to their course syllabus):

- Students are required to be present in person, in the classroom on exam days for in person exams.
- Students cannot start an exam unless a proctor is present.
- Any student who will miss an exam due to emergency or severe illness must notify the professor (via email or phone) before the start of the exam. Failure to do so may result in a grade of 0 for the exam.
- Late arrival to exams may result in a reduction time for exam or may require the need to be rescheduled at the discretion of your faculty.
- Students will be notified in advance if they will need to show Marquette ID at the start of the exam.
- Students will sign in at the start of an exam (or when submitting exam) if requested by the proctor.
- No food or beverage (unless approved by the instructor prior to the exam).
- No hoods, hats or earbuds allowed. Students will not be prohibited from wearing religious or cultural head coverings.
- No personal belongings will be allowed on the desk during the exam except for a pencil or pen. Cell phones and all other electronic personal devices (including watches) must be stowed in bookbag or coat during exams. All coats and bookbags must be placed at the front/back of the room.
- Students will be notified prior to the exam if a calculator or scratch paper will be provided. Scratch paper will be collected prior to the end of exam by proctor.
- Students will remain in the testing environment until they finish the exam and show submission screen to proctor.
- Students cannot congregate outside the testing area after the exam.
- Students cannot discuss the contents of exam outside of the testing area with others who have not taken the exam, until grades are posted.
- If a computer issue arises, stay in your seat, and raise your hand. An instructor/proctor will come to you.

- Online exams will be password protected.
- Students are required to utilize lockdown browser and respondus monitor (if online) for entire duration of exams.

Any student who needs reasonable adjustments to ensure access related to a disability should contact the Office of Disability Services.

#### [APPROVAL OF COURSES TAKEN ELSEWHERE](#)

Except under special circumstances, students are not allowed to take courses at another institution during a semester they are enrolled at Marquette University. In such circumstances, the approval of the assistant dean of undergraduate programs must be obtained before the course begins.

Currently enrolled undergraduate students who wish to take courses at another US institution for transfer to Marquette may review established equivalencies at [Transfer Central-US Institutions](#). This review is unofficial. To obtain an official approval, students must submit an [External Transfer Course Request: Undergraduate form](#) before enrolling in the external course. The approval form must be submitted as directed. If prior approval is not obtained, there is no guarantee that credits earned will be accepted by Marquette University.

#### [COURSE WITHDRAWAL PROCEDURES](#)

Students are not officially withdrawn from any class until the completed within Checkmarq (unless a special procedure is required, **check with advisor before initiating any withdrawals**)

Note: Students who withdraw from a theory course that has a corresponding clinical course must also withdraw from that clinical course.

Note: If a student withdraws from a course as a result of a violation of academic integrity, there may be required procedures or circumstances for the retake of the course to align with the university honor code and the nursing Code of Ethics.

## College of Nursing Undergraduate Program Grade Appeal Policy

Undergraduate students may appeal any final course grade that the student believes to be in significant violation of clearly established written policies, a result of improper procedures or discriminatory. Before initiating a formal grade appeal, the student must consult with the instructor assigning the grade and present evidence why the student believes the grade to be in error. If this does not lead to resolution, the student may initiate, in writing, a formal grade appeal. To be considered, the Undergraduate Grade Appeal Form must be submitted **no later than ten calendar days after official grades are posted** in CheckMarq. However, it may be in the student's best interest to appeal sooner than this deadline if his/her academic progress is dependent on the outcome of the appeal. In addition, the student must consult with the college or school offering the course for which the grade is being appealed to determine if other requirements for the written appeal are in force.

The written appeal must be submitted to the College of Nursing's assistant dean of undergraduate programs. The written appeal must provide the reason(s) students believes the recorded grade is incorrect. Students may present evidence of their performance and may also request that all other pertinent materials be supplied by the instructor. The assistant dean will collect and analyze the evidence in a timely manner. Evidence will be gathered through consultations with the instructor, students and any witnesses. These consultations may be in person, by phone or by electronic means. Hard copies of relevant documents may also be requested. The assistant dean will evaluate the appeal or choose to designate an ad hoc committee for this purpose. The assistant dean or ad hoc committee will consider the appeal and evidence and make one of the following decisions: the assigned grade should remain, the course instructor is asked to reconsider the grade in light of information collected and the reconsidered grade will stand, or a grade change is warranted. The decision will be communicated in writing via email (as the official method of communication) within thirty days to the student and the instructor with copies of the formal response placed in the student's file and forwarded to the dean and any indicated grade changes filed with the registrar.

Students have the right to appeal the decision of the assistant dean or ad hoc committee to the dean. This appeal must be submitted in writing **no later than three calendar days from the date of the formal response**. The dean will review the procedural evidence, which now includes all the evidence previously gathered, the appeal letters and the formal response from the assistant dean or ad hoc committee and will render the final decision on the grade appeal. The decision is communicated in writing via email within thirty days to students and the instructors with copies of the formal response placed in the student's file and any indicated grade changes filed with the registrar.

**Marquette University College of Nursing**  
**Undergraduate Grade Appeal Form**  
**[please print or type all information]**

**Prior to initiating this formal grade appeal:** It is understood that the student will have consulted with the instructor assigning the grade, presenting the student's rationale and evidence for a grade change. If this does not lead to resolution, the student may initiate a formal grade appeal by submitting the form below.

**Timing, according to grade appeal policy:** The appeal is to be submitted no later than ten calendar days after official grades are posted in CheckMarq. However, it is in the student's best interest to appeal as soon as possible after learning of the grade that will be appealed, since academic progress may be dependent on the outcome of the appeal.

Name of Student: \_\_\_\_\_  
Name of Advisor: \_\_\_\_\_  
Cell Phone #: \_\_\_\_\_  
E-mail: \_\_\_\_\_

Level in Program (check one):  Freshman  Sophomore  Junior  Senior

MUID#: \_\_\_\_\_ Current cumulative GPA: \_\_\_\_\_

I am appealing a final course grade (\_\_\_\_\_) that I received in (\_\_\_\_\_) from (\_\_\_\_\_).

Reason(s) for my grade appeal indicated by checking the appropriate box(es) below:

- significant violation of clearly established written policies (specify on an additionally submitted document the exact source, e.g., syllabus, student handbook, etc.)
- result of improper procedures (specify on an additionally submitted document)
- discriminatory (specify on an additionally submitted document)

My rationale for this appeal is as follows: *(Please attach a written explanation.)*

On \_\_\_\_\_, I consulted with the instructor who assigned the grade about the above. I presented the following evidence about why I believe the grade is in error: *(Please attach a written explanation.)*

I have decided to request a formal grade appeal.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Check off any applicable options below:

- I am choosing to submit additional evidence of my performance with my appeal.
- I am requesting that additional pertinent materials be submitted in addition to my appeal.

Send completed form to Assistant Dean for Undergraduate Programs  
Dr. Madeline Schmidt (madeline.schmidt@marquette.edu)

## CLINICAL/HEALTH REQUIREMENTS AND CRIMINAL BACKGROUND CHECKS

All pre-licensure students are required to complete and successfully pass a criminal background check and provide proof of health history, physical exam and immunization status by August 18th prior to entry into the program. Further requirements are due Fall of sophomore year. Students are responsible for the cost of these services. The approximate cost is \$100 for the first year and \$50 for the second year. Further charges may be incurred to meet requirements.

**Students will not be permitted to progress in the program and/or continue in clinicals if the below health requirements are not current and on file at [www.castlebranch.com](http://www.castlebranch.com). If clinical time is missed due to missing health requirements, students' progression may be affected.**

Specific clinical sites may require additional documentation or additional fees.

The following items are required PRIOR TO STARTING THE NURSING PROGRAM:	
<b>Background Check</b>	Required by the Wisconsin Caregiver Background Check Law. The Office of the General Counsel and the Wisconsin State Board of Nursing will be contacted in all instances of criminal offenses identified to determine if a student is eligible to remain in the program. All students must get a background check upon admission and then must provide annual self-report verification of criminal background status. Students should refer to CastleBranch for self-report form. Marquette University cannot guarantee clinical course placement when there is a positive finding on a background check. Prior to accepting a student into their clinical settings, healthcare institutions require notification of any positive finding on a background check. If a healthcare institution does not grant a clinical placement because of a positive finding on a background check, the student may not be able to complete the requirements of the educational program. <b>If there are any changes to your criminal background status between annual verifications, it is the responsibility of each student to notify the College immediately. Please contact your Assistant Dean.</b>
<b>Health History and Physical Exam including a History of Communicable Disease</b>	THE PHYSICAL MUST BE WITHIN TWELVE MONTHS PRIOR TO ENTRY INTO THE PROGRAM. A physician, nurse practitioner, or a physician assistant must provide signed documentation of the health history and physical exam. In addition, the provider must attest that the student is in satisfactory health to participate in Marquette University's College of Nursing Program, including engaging in clinical practice. Any ADA/restrictions must be listed. <i>Please see link for the Healthcare Practitioner Statement, which must be uploaded to <a href="http://www.castlebranch.com">www.castlebranch.com</a>.</i>
<b>*Tetanus-Diphtheria Booster (RENEWED EVERY 10 YEARS)</b>	Within the <u>past 10 years</u> ; renewal every 10 years.
<b>*Chickenpox Varicella Vaccine</b>	2 doses of Varicella vaccine, at least 4 weeks apart. OR Documentation of a positive Varicella blood titer.
<b>*2 MMR Vaccines OR 2 Measles, 1 Mumps, 1 Rubella Vaccine</b>	Dose 1 on or after the first birthday; Dose 2 must be at least one month after the 1 <sup>st</sup> dose. If immunization date is not available, a laboratory report of a blood test (titer) showing immunity to Rubella, Mumps and Rubella will be accepted. Vaccine/Titer not required for those born prior to 1957.
<b>*Hepatitis B Virus Vaccine (HBV/HBSAB Series)</b>	Immunization Series or Post Vaccination Antibody Screen: This is a series of 3 vaccinations and 1 post vaccination antibody screen. The vaccination series is voluntary but strongly recommended for all students entering a health career field. Students must provide 1 of the following: Documentation of serologic immunity (a quantitative, numeric Hepatitis B antibody level with interpretation/scale that indicates immunity). This testing must be dated at least one month after completion of the 3-dose vaccine series. OR documentation provider that the student is in the process of receiving the 3-dose Hepatitis B vaccination series, appropriately spaced per CDC guidelines. OR a signed Hepatitis B Vaccine Declination form.
<b>*Seasonal Influenza Vaccine (RENEWED ANNUALLY by NOV 1)</b>	Provide documentation of annual immunization. Documentation must indicate one of the following: <ul style="list-style-type: none"> <li>• that the vaccine was from a batch from the current flu season OR</li> <li>• that the vaccine was administered within two months of the due date (11/1).</li> </ul> If needed, a medical exemption document must be signed by primary care provider; religious exemption document must be signed by clergy. If valid exemption documentation is on file, student must sign annual declination form as self-report, <i>due by November 1<sup>st</sup> every year</i> .
<b>COVID-19 Vaccine</b>	This tracker has been added to all new and returning student's CastleBranch accounts. If you have been fully vaccinated, please upload a copy of your vaccine card.

**\*If the record is handwritten or is not a printed document from a healthcare facility, then it MUST be signed by an MD, NP, DO, or PA. Electronic signatures and stamps from healthcare facilities are accepted. State immunization registry reports are accepted.**

**Items required PRIOR TO STARTING CLINICALS (sophomore year):**

<p><b>CPR Certification</b> (RENEWED EVERY 2 YEARS per expiration date)</p>	<p>Provide a copy of your card. CPR certification must be maintained throughout the program. Only American Heart Association BLS Provider certification, which includes AED, will be accepted, and it must be renewed every 2 years. Certification at Marquette University is available.</p>
<p><b>Ten Panel Urine Drug Screen</b></p>	<p>Must be completed the semester prior to entering clinicals – by November 1st of sophomore year. All nursing students will undergo a Ten Panel Urine Drug Screen prior to clinical start; a negative result will require no further screens unless indications of impairment are present, in which case additional screens may be requested. If a student has a current positive drug screen result, they will not be able to participate in a clinical placement until further documentation is provided, processed, and accepted.</p> <p>If there is a break in a student’s enrollment, the urine drug screen will need to be repeated.</p> <p>Any additional drug screens are at the expense of the student. <b>We can <i>only</i> accept test results from approved facilities. Please follow the instructions provided by <a href="http://castlebranch.com">castlebranch.com</a>.</b></p>
<p><b>*Tuberculosis (TB) Skin Test</b> (RENEWED ANNUALLY per expiration date)</p>	<p>Provide documentation of two Mantoux tuberculin skin tests (“two-step”) administered 1–3 weeks apart, prior to November 1 of sophomore year.</p> <ul style="list-style-type: none"> <li>• Students with a documented 0 mm induration Mantoux skin test within the past 12 months only need one additional skin test done prior to November 1 of sophomore year.</li> </ul> <p>OR provide documentation of an Interferon Gamma Release Assay (IGRA) test prior to November 1 of sophomore year.</p> <p>Students who receive a positive TB skin test result must provide documentation of a negative TB QuantiFERON blood test result. If the TB QuantiFERON test is positive, BOTH of the following are required:</p> <ul style="list-style-type: none"> <li>• Negative chest x-ray report dated post positive QuantiFERON</li> <li>• Annual Health Symptom Survey</li> </ul> <p>Students who are positive for active TB disease must participate in an active treatment plan to be reviewed annually. They will not be eligible to participate in clinicals until their medical provider determines that they are not communicable.</p> <p>Renew the TB test annually with a one-step skin test or IGRA test. Renewal date will be set for one year from negative test results. No renewal is required for positive results.</p>
<p><b>Student Health Update Statement</b> (RENEWED ANNUALLY per expiration date)</p>	<p>Verify that your health status has not changed since your last physical OR notify the school that your health status has changed and submit a new Healthcare Practitioner Statement.</p>
<p><b>Criminal Record Update Statement</b> (RENEWED ANNUALLY per expiration date)</p>	<p>Verify that your criminal record has not changed since your last criminal background check run by CastleBranch OR submit a signed and dated explanation of any new charges.</p>

**NOTE:**

The preceding documentation is required by the College of Nursing and is to be submitted to [castlebranch.com](http://castlebranch.com). Any health information required by the University must be submitted separately to MU Student Health Services.

If students become injured at any time before or during a clinical semester, they must notify the Undergraduate Program Office and their clinical instructor immediately. Each student will be assessed individually to determine if they can continue in the required Nursing courses for that semester. Some conditions that may prevent students from participating in Nursing courses include but are not limited to head injuries that prevent students from thinking clearly, and hand or leg injuries that prevent students from washing their hands or walking without an assistive device or being full weight bearing. Additionally, if a student’s believed to be impaired at a clinical unit, a repeat drug test may be required.

**MARQUETTE UNIVERSITY COLLEGE OF NURSING  
TECHNICAL STANDARDS**

Marquette University College of Nursing curriculum, which provides education and training,

leading to the eligibility for licensure as a registered nurse, advanced practice nurse, or nursing leader, requires students to engage in experiences important to acquiring and practicing essential nursing skills and functions. Students must meet at least the minimum level of knowledge and skill required to meet the standards of nursing student practice. Acquisition of these skills and functions is essential to successfully completing the requirements of Marquette's College of Nursing degree programs (BSN, MSN, DNP, or PhD) and post-graduate certificates. Marquette University College of Nursing is committed to accommodating the needs of students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum or patient safety. The student must possess the intellectual, physical, and emotional capacities essential to attaining the competencies required to function as a nurse. Questions or concerns regarding these technical standards should be directed to the assistant dean of the program in which the student is enrolled or seeks to apply.

The technical standards include, but are not limited to the following abilities:

1. Communication

Students must be able to:

- communicate effectively, to provide an adequate exchange of information with patients, family members, and other health professionals.
- read and write English effectively in order to fulfill academic requirements, and to maintain accurate clinical records on patient care.
- express his or her ideas and concerns clearly and demonstrate a willingness and ability to give and receive feedback.

2. Mental/Cognitive Capacities

Students must be able to:

- measure, calculate, reason, prioritize, analyze, integrate, and synthesize information.
- sustain attention and memory to maintain patient safety.
- comprehend written materials, evaluate and apply information, engage in critical thinking in the classroom (online or in person), lab, and clinical setting within the time constraints unique to each setting.
- demonstrate acquisition and application of knowledge through clinical practice, coursework, discussions, and examinations.
- possess the physical and emotional health required to deliver nursing care and make sound judgments in an appropriate and prompt manner.
- function effectively under physically taxing workloads, and in times of physical and mental stress.
- display compassion, sensitivity, and concern for others, and maintain professional integrity at all times.

3. Professional Conduct:

Students must be able to:

- possess the ability to reason morally and practice nursing in an ethical manner.
- be willing to learn and abide by the Code of Ethics for Nursing and professional standards of practice.

- engage in patient care delivery in a variety of settings and be able to deliver care to all patient populations.
- demonstrate professional behavior when confronted with unexpected events in the classroom, outside the classroom, and in the clinical setting.
- demonstrate respectful verbal and non-verbal communication and non-threatening body language at all times.
- meet Marquette University College of Nursing's attendance requirements.
- satisfy all requirements set forth by health care agencies' affiliation agreements.

#### 4. Physical Capacities:

Students must be able to:

- execute movements required to provide general care and treatment to patients in all health care settings.
- recognize personal limitations and notify and work with the Office of Disability Services and the College of Nursing to identify and develop appropriate adaptations to provide safe and competent patient care.
- fulfill requirements of clinical rotations, including but not limited to taking a medical history, performing a physical examination, administering medication, and performing standard medical procedures.

Requirements	Standards	Examples
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation	Identification of cause/effect relationships in clinical situations. Use of the scientific method in the development of patient care plans. Evaluation of the effectiveness of nursing interventions.
Professional relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	Establish rapport with patients/clients and colleagues. Capacity to engage in successful conflict resolution with fellow students, instructors, members of healthcare team and patients and families. Able to hold peers accountable for safe practice.
Communication	Communication adeptness sufficient for verbal and written professional interactions	Explanation of treatment procedures, initiation of health teaching. Documentation and interpretation of nursing actions and patient/client responses.
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Movement about patient's room, workspaces and treatment areas. Administration of rescue procedures- such as cardiopulmonary resuscitation.
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibration and use of equipment. Therapeutic positioning of patients.
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Ability to recognize monitoring device alarms and other emergency signals. Ability to discern auscultatory sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary for patient care	Ability to observe patient's condition and responses to treatments.

Tactile sense	Tactile ability sufficient for physical assessment	Ability to palpitate and percuss in physical examinations and various therapeutic interventions.
---------------	--	--

### References

Southern Regional Education Board. (2004). Americans with Disabilities Act: Implications for Nursing Education. Retrieved March 10, 2018, from <https://www.sreb.org/publication/americans-disabilities-act>

US Department of Education, Office of Civil Rights. (September 2007). Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities. Retrieved March 11, 2018, from <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

US Department of Justice. (January 1990). Americans with Disabilities Act of 1990. Retrieved on March 11, 2018, from <https://www.eeoc.gov/eeoc/history/35th/1990s/ada.html>

## STUDENT UNIFORM AND EQUIPMENT REQUIREMENTS

### GUIDELINES FOR PROFESSIONAL APPEARANCE OF MARQUETTE UNIVERSITY NURSING STUDENTS

The purpose of wearing a uniform is for students to identify themselves as professional student health care providers to clients, other health care workers, and the public. While individual preferences exist, the personal appearance of students may have a significant impact on the safety and comfort of patients, clients, families, and other staff. For this reason, appropriate attire in all areas is the standard, considering all aspects of patient/client/ student safety and infection control practices. Ethnicity, national origin, and cultural traditions are acknowledged and respected when patient, client, or student safety is not at risk.

Undergraduate pre-licensure students order their uniform during the fall semester of their freshman year. Beginning in NURS 2001, uniforms must be worn during all labs and clinical courses on- and off- campus unless otherwise instructed by the course faculty (i.e., uniform requirements may vary in some clinical courses). They are not, however, to be worn outside of clinical rotations (e.g., at other jobs). Please keep in mind that you are representing MUCN when you are in uniform.

1. College of Nursing uniforms and guidelines must be followed at all times. Clean and intact clothes are required. Length must be reasonable and size sufficient to allow for movement, comfort, and professional appearance. Proper undergarments are to be worn and not exposed or visible through clothing.
2. Navy blue scrub pants and navy scrub shirt with MUCN emblem patch on the left shoulder. Pants and tops can be any style.
3. Optional for clinical: White lab jacket, A Marquette emblem is to be sewn on left shirtsleeve 1-1.5" below shoulder seam.
4. Any visible layers under scrubs (i.e., t-shirts, tank tops, long sleeved shirts etc.) must be white.
5. Any outer layer of your uniform requires the MU emblem and can be purchased directly from CINTAS below. There is a warm-up jacket or fleece jacket option for outerwear. Any other MU or MUCN spirit wear (sweatshirts, etc.) is considered out of uniform on the clinical site.
6. ID badges issued by the healthcare organization and/or College of Nursing **MUST always be worn and must be in clear view**. MUCN ID is provided by MU Card Services in the Union Station. Replacement cards may be purchased for a fee.
7. Clean white shoes are required. They are to be plain, leather or leather types without stripes or logos. Clogs, crocs, and open toe shoes/ sandals are not acceptable.
8. Hair must be clean and well-trimmed. Hair must be secured so it does not fall forward over the shoulders or into the face.
9. Facial hair must be cleaned and well-trimmed and able to wear a mask in the hospital setting.
10. For safety reasons, be mindful of jewelry, and facial piercings in clinical settings. Hospital units may require removal for clinical care.

11. There are certain clinical sites (geriatrics, perinatal, neonatal, etc.) where fingernails should be no longer than the tip of the finger to prevent injury to clients. Artificial nails, enhancements or acrylic overlays need to be of acceptable length and may be prohibited in some settings and will be discussed in your clinical orientation.

12. Good body hygiene is important during contact with clients.

\*\* The list above identifies some but not all items or attire that are deemed appropriate. The College of Nursing and the healthcare agencies have the right to determine appropriateness for the professional work environment. Students may be asked to leave the clinical site if not wearing the specified uniform with the required identification. Individual healthcare agencies may have more restrictive dress codes that must be followed.

Items can be purchased from: [www.mycintas.com](http://www.mycintas.com) (go to Company, Type Marquette)

**Cintas Corporation**  
**6415 N 62<sup>nd</sup> St**  
**Milwaukee, WI 53223**

Cintas Corporation will visit campus for students to try on uniforms for sizing prior to ordering.

### **Equipment Policy**

All students are expected to have the following equipment: pen-light, blood pressure cuff, stethoscope (27-30" inches long) and a watch with a second hand. *Cell phones may not be used in clinical sites and are not acceptable as watches.*

Equipment items may be purchased from any medical supply company. Be sure to find out if the company will repair equipment, if necessary.