Introduction

Welcome to the School of Nursing and Health Professions at Marian University! We are pleased that you have chosen to pursue your professional nursing degree with us. Since 1936, Marian University has offered both professional and liberal arts education for its students. The baccalaureate nursing program was initiated in 1964 and has played a prominent role in attracting students to Marian University. In 2002, the School of Nursing was approved to offer the masters of science in nursing with two foci: adult nurse practitioner and nurse educator. All of our programs have provided quality education for students seeking to enter the nursing profession or pursue advanced degrees. This handbook has been created to facilitate your success along the way.

Nursing Program policies and procedures delineate what is necessary for nursing students to proceed through their chosen program smoothly. Should unforeseen questions arise, an academic advisor is available to assist in locating the necessary information to answer questions. Recommendations regarding items for consideration to be incorporated in subsequent editions of this handbook can be made through Academic Advisors or the Marian University Student Nurses Association (MUSNA) Faculty Advisor.

Nursing students are responsible for all information noted in the general Nursing Programs section and the appropriate nursing program section of this handbook. Students should become familiar with its contents and use it as a reference during enrollment in the nursing program. The Nursing Student Handbook is designed to be used in conjunction with the Marian University Academic Bulletin and the Marian University Student Handbook. Note that where policy of a School is more restrictive, students are held to the more restrictive policy. Course selection and registration are the responsibility of the student.

We look forward to working with you throughout your educational pursuits here at Marian University and extend our hopes that this will be a rewarding and meaningful experience.

Nursing Programs Faculty and Staff

Marian University School of Nursing and Health Professions is approved by the State of Wisconsin Department of Regulation and Licensing, Board of Nursing and is accredited by the Commission on Collegiate Nursing Education (CCNE)

One DuPont Circle, NW, Suite 530
Washington, DC 20036
Tel: (202)887-6791

Note: This handbook is accurate at the time of publishing. Policies contained herein are subject to change without notice. It is the student’s responsibility to keep informed of changes. The on-line Nursing Student Handbook is the most current version and supersedes the information contained in a print version.
Cover Design

The design on the cover is the Marian University nursing pin. The Marian University pin has a unique shape. Rather than an oval or round shape like most other nursing schools, it has the shape of an M. This M signifies Mary, the Mother of Jesus, and Marian University.

The items depicted on the pin are taken from the seal of Marian University. The lily on the center stands for Mary Immaculate, the patroness of the University. Above the lily, the torch of wisdom is shown. In academic circles it stands for academic excellence, which is a goal of Marian University. The torch is also a symbol of Mary.

The pin was designed from ideas gleaned from members of the first graduating class in 1968.

The pin design was updated to reflect the transition from Marian College to Marian University in the summer of 2008.
Dear Nursing Student:

What an exciting time this is for the nursing profession! Whether you are embarking on the pre-licensure nursing program or are here to continue your education through the master’s of science in nursing, upon completion of the curriculum the doors of a dynamic career will open to you. You are to be commended for your accomplishments that earned you admission into your selected nursing program. As a nursing student, this handbook serves as one of your resources for successful completion of that program.

The nursing student handbook provides general information regarding policies and procedures for students enrolled as a student in the School of Nursing and Health Professions, as well as program specific information. You will find some practical information about the Nursing Programs within these pages, including information about the Marian University program goals, course requirements, and academic progression. Every effort has been made to assure accuracy at the time of publication; however, the Marian University School of Nursing and Health Professions Faculty, Administration, and Board of Trustees retain the right to make changes as needed. You will be notified of any changes, but it is your responsibility to be knowledgeable on the policies and procedures of the Nursing Programs and those specific to your program.

As noted by the Russian playwright Anton Chekhov, “knowledge is of no value unless you put it into practice.” Therefore, remember that success in the nursing program depends on you, and the best means to achieve that goal is to be familiar with the program policies and procedures and demonstrate responsibility and accountability by adhering to them.

I wish you all possible success on your educational journey here at Marian.

Best wishes,

Dr. Linda K. Matheson, RN
Dean,
School of Nursing and Health Professions
Marian University
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Marian University Vision, Mission, and Core Values

Vision Statement

Transforming lives through academic excellence, innovation, and leadership.

Mission Statement

Marian University is a Catholic applied liberal arts community that welcomes diverse spiritual traditions. Sponsored by the Congregation of Sisters of St. Agnes, Marian University engages students in the education of the whole person. We embrace justice and compassion and transform lives for professional service and leadership in the global community.

Core Values

COMMUNITY: Respecting our diversity as individuals, we encourage, challenge and nurture one another, joining together to accomplish our shared mission and vision.
LEARNING: We engage in a collaborative lifelong process of seeking truth and appropriating knowledge and values to transform the individual, our communities and the world.
SERVICE: Through active service and ministry, we support one another and seek to meet the needs of the larger community.
SOCIAL JUSTICE: We work to create individual and societal change which supports the value, dignity and opportunity of every person.
SPIRITUAL TRADITIONS: Valuing Marian’s Catholic religious heritage, we respect each individual’s freedom to explore a diversity of spiritual beliefs.
Nursing Curriculum

Mission Statement

Transform individuals through nursing education and global values to be able to serve the health of the broader community.

Philosophy of Nursing

Provide state of the art undergraduate and graduate nursing education that endows nursing graduates with the knowledge, values, and skills to work within collaborative interdisciplinary teams to provide safe patient-centered care in any setting. Through the use of research evidence, health informatics, and knowledge of quality improvement, graduates will have the skill set to lead change in individual patient care settings, the community, and the nursing profession.

Nursing Program Goals

The goals of the Nursing Programs are to:

1. Provide quality nursing programs at the baccalaureate and master’s level.
2. Prepare learners for life-long learning in formal and informal settings.
3. Provide nursing education that prepares students to practice nursing with diverse populations in a variety of settings.

Undergraduate Major Program Goals

The mission and philosophy of the Nursing Programs serve as a foundation for the development of program goals. The baccalaureate program goals are to:

1. Provide a curriculum, which combines the foundation of liberal arts and biopsychosocial sciences with baccalaureate level nursing concepts.
2. Provide a curriculum, which fosters professional growth, professional development, and a commitment to life-long learning at the baccalaureate level.
3. Provide a curriculum that fosters strong critical thinking and decision-making skills for the baccalaureate level nurse within the nursing, teaching-learning, research, and leadership processes.
4. Foster compassion and respect for people from diverse cultures and the belief that each person has the right to participate in the fullness of life to the greatest extent possible.

Revisions approved 5/02
Reviewed 3/10
Undergraduate Program Graduate Learning Outcomes

1. **Patient-Centered Care/Holistic**
   The graduate will partner with the patient to provide compassionate and coordinated care with respect for patient preferences, values and needs.

2. **Informatics**
   The graduate will integrate information and technology for the purpose of communication, knowledge management and clinical decision support.

3. **Quality Improvement**
   The graduate participates in the Quality Improvement process to optimize achievement of patient outcomes.

4. **Safety**
   The graduate provides safe patient-centered, staff and system care.

5. **Evidence-Based Practice**
   The graduate will integrate current evidence for best practice of effective nursing care.

6. **Teamwork and Collaboration**
   The graduate will effectively collaborate with members of the health care team, inclusive of the patient and system, to provide holistic care.

7. **Nursing Judgment**
   The graduate utilizes nursing judgment to make timely and appropriate healthcare decisions to address patient, system, and community needs.

8. **Professionalism**
   The graduate incorporates leadership and system thinking skills in their professional practice.

Graduate Major Program Goals

The mission and philosophy of the Nursing Programs serve as a foundation for the development of graduate program goals. The nursing graduate program goals are to:

1. Provide nursing programs grounded in Judeo-Christian tradition.
2. Prepare learners for life-long learning in formal and informal settings.
3. Provide nursing education that prepares students to practice nursing in various settings with diverse populations.

Graduate Program Graduate Learning Outcomes

**Family Nurse Practitioner**

1. Demonstrate strong critical thinking and decision-making skills;
2. Critically and accurately assess, plan, intervene, and evaluate the health and illness experiences of clients (individuals, families, and communities) to improve health care delivery and outcomes of patient care at the health care provider level;
3. Communicate effectively, both orally and in writing with professional and non-professional individuals;
4. Analyze, synthesize, and utilize knowledge required throughout the course of study.

**Nurse Educator**

1. Demonstrate strong critical thinking and decision-making skills;
2. Critically and accurately assess, plan, implement and evaluate educational experiences of learners (nursing students, staff and clients) to improve learning and health outcomes;
3. Critically and accurately assess, plan, implement and evaluate educational programs available to nursing students, staff and clients to improve delivery of education, and to promote health outcomes;
4. Communicate effectively, both orally and in writing with professional and non-professional individuals;
5. Analyze, synthesize, and utilize knowledge acquired throughout the course of study.

**Teaching/Learning Beliefs about the Adult Learner**

**Beliefs about Teaching**
1. Teaching involves considering cognitive, psychomotor, and affective “domains” to assist learning (Bloom, B.S. (Ed.), 1956)
2. Nurse educators act as role models for professional socialization as well as in the roles of teacher and facilitator, collaborator, consultant, and coach in the educational process (Penn, 2008, p. 40)
3. Teachers are encouraged to mentor, guide, provide support and challenge. (Taylor, Marienau & Fiddler, 2000)

**Principles of Learning**
1. Learning is a voluntary, dynamic experience that encompasses a person’s total being throughout the life span.
2. When people learn, they may change their attitudes, values, life style, and method of solving problems.
3. Learning throughout the life span begins with acquiring new knowledge, information, and skills and may result in changing one’s behavior.

**Factors that Facilitate Learning**
1. The person must be ready to learn, both physically and emotionally.
2. The person learns more if there is a genuine desire to learn.
3. People learn best in a warm, accepting atmosphere.
4. Learning is facilitated in a pleasant physical environment that is free from distractions.
5. Material is learned more easily when it is presented in a form that has meaning for the person.
6. The person is more successful in remembering and assimilating well-organized materials that proceed from the simple to complex.
7. Learning is strengthened and reinforced when positive behaviors are rewarded.
8. People learn more effectively when they are encouraged to participate in the education process.
9. Repetition of key factors and concepts reinforces learning.
10. People retain information and skills longer when they are allowed to put new information and skills into practice immediately.
11. People occasionally reach learning plateaus, which may be overcome by modifying the teaching-learning methods.

Beliefs about Clinical/Practicum Teaching/Learning

Students pass through five levels of proficiency; novice, advanced beginner, competent, proficient, and expert (Brenner, P., 1984).

Assumptions that Characterize Adult Learning Andragogical Model

1. As individuals mature, they become increasingly self-directed regarding learning.
2. Adult learners approach new learning experiences with a lifetime of accumulated learning and experiences.
3. Adult learners define or characterize themselves in terms of their experiences, which relates to their self-concept.
4. Adult learners are characterized by a readiness to learn in order to cope with real life situations.
5. Learning becomes more meaningful as it relates to what the person needs to know in order to perform effectively socially, professionally, or personally.
6. Adult learning is based on solving real-life problems and the necessity for getting results immediately.
7. Adult learners have a problem-centered orientation (task centered) to learning. (Knowles, 1990)

Assumptions Underlying Teaching/Learning of RN Students

1. Faculty adjust adult learning to the experiences of specific student RN cohorts. Teaching strategies may vary from cohort to cohort. (p. 36)
2. Classroom assignments for RN students are focused on professional roles. Knowledge of technical skills is assumed. (p. 37)
3. RN students are usually employed as Registered Nurses.
4. Clinical assignments are focused on individual learning needs.
5. RN students validate their nursing knowledge through portfolio review and outcome assessment (Penn, 2008).
6. Adult learning results from transformation of perspective in response to unexpected events of disorienting dilemmas (cognitive dissonance). (Mezirow)

Assumptions Underlying Accelerated Pace for RN Students

1. Adult students are able to apply aspects of their professional and life experiences to new educational encounters.
2. Adult students are highly motivated and goal-directed, and express an openness to personal growth and commitment to self-development.
3. Adult students are able and willing to do greater amounts of self-directed learning outside the classroom. (Knox, A., 1981, 1986)

References

University Wide Policies
Compliance with Federal Regulations on Non-Discrimination

Non-Discrimination Policy
Marian University admits students of any race, color, creed, age, national or ethnic origin or disability to all the rights, privileges, programs and activities generally accorded and made available to students at the University. Marian University does not discriminate in the administration of its educational policies, scholarships or loans, and other school-administered programs.

Rehabilitation Act of 1973
Americans with Disabilities Act of 1990
Marian University does not discriminate on the basis of disability in its educational programs or employment practices. Reasonable accommodations will be made to ensure that the University environment and academic programs are accessible to the greatest extent possible by all students and employees with disabilities.

Title IX
It is the policy of Marian University and the requirement of Title IX of the Education Amendments of 1972, and Part 86 of Title 45 of the Code of Federal Regulations not to discriminate on the basis of sex in educational programs or activities, including employment and admission. Inquiries concerning the application of this law and regulations may be referred to the President of Marian University.

Family Education Rights and Privacy Act
Marian University of Fond du Lac is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics of students’ rights under this Bill are available in printed form from the Office of the Registrar.

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. Rights under FERPA regulation are posted on the Registrar home page.

Disability Services and Related Online Links for Nurses

For information related to accessing disability services and qualifying for academic accommodations, refer to the Mymarian website for Disability Services, or pages 17-18, in the Academic Bulletin.

Marian University will provide reasonable accommodations to qualified individuals with disabilities. If you feel you need accommodations to fully participate in this program please contact Lisa Olig, Coordinator of Disability Services and Academic Support in the Center for Academic Support and Excellence or at 920-923-8951.
Academic Bulletin and Marian University Student Handbook
The Marian University Academic Bulletin is a general catalog that provides information regarding university policies, procedures, and academic programs. The Academic Bulletin can be viewed in its entirety at: http://www.marianuniversity.edu/Academic-Programs/Academic-Bulletin/
Students are also responsible for information provided in the Marian University Student Handbook. NOTE: Where policy of a School is more restrictive, students are held to the more restrictive policy.

Failure to Provide Required Documents
A student entering Marian University after having attended any post-secondary institution for any length of time must provide Marian University with all official transcripts of all prior course work by the end of the first semester attended. Failure to provide official transcripts from all institutions attended will result in a Registration Hold being placed on the student record. The Registration Hold will not allow for registration in future semesters until all required transcripts are obtained.

Classroom and Campus Expectations
Students are encouraged to maximize the learning experience offered through Marian University. Ideal learning takes place in environments where trust, mutual respect and active engagement are valued and observed by all participants.

Students enrolled at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful, or uncivil in their conduct – including language – in any setting at Marian University (this includes online, Facebook, and web-based venues).

A student who is deemed to be inappropriate in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Harassment
Verbal, written, or physical conduct directed at any person or group based on color, race, nationality, ethnicity, gender, or sexual orientation where the offensive behavior is intimidating, annoying, hostile or demeaning, or which could or does result in mental, emotional, or physical discomfort, embarrassment, ridicule or harm is strictly prohibited.

Courses for Audit
Refer to the Academic Bulletin for policy details.

Financial Aid
Access the following link for information regarding financial aid including application deadlines. Financial Aid, 1-800-2-MARIAN ext. 7614 or (920) 923-7614
Dropped Courses Refund
Tuition refunds, if applicable, are based on a scale determined by the length of class. The policy is published in the Academic Bulletin.

Impact of Course Changes on Financial Aid
Each time students change their schedules, the student must notify the Financial Aid Office. Changes can affect eligibility for aid. Changes may make it necessary to return the loan and reapply for financial aid. All students who borrow from the loan programs must go through entrance counseling. Consult with the Financial Aid office directly for answers to all financial aid questions.

Failure to Officially Register or Pay Fees
Students who attend courses for which they have not officially registered or for which they have not paid will not be allowed to receive grades or credits for the courses.

Grades and Academic Standards
The University uses the following grading and grade point system:

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<tr>
<th>Grade</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.75</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.25</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.75</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.25</td>
</tr>
<tr>
<td>C</td>
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<tr>
<td>NC</td>
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<tr>
<td>WF</td>
<td>Withdraw – Failing</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
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<tr>
<td>IP</td>
<td>In Progress</td>
<td>0</td>
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WF – Withdrawal after the designated drop period. This grade is counted as an F in determining grade point average.

I – An Incomplete grade may be assigned when a student is prevented from completing course requirements because of illness or other serious circumstances outside of his or her control.
Incomplete Policy: Upon the assignment of an incomplete (I), the student has twelve (12) calendar weeks after the close of the semester in which it was issued to complete the course work. An extension may be granted by the Department Chair and the Dean of Graduate Studies. If the work is not completed by the deadline, the incomplete is changed to an “F.” (This does not apply to Practicum or Research Projects.) Refer to the Academic Bulletin for the entire Incomplete Policy.

IP – If a course has been designed to extend beyond the end of the semester so that grades cannot be submitted by the published deadline, an “in-progress” (IP) grade may be assigned. IP is also used for practicum and for action research courses. The “IP” grade carries 0 credit points and is not to be computed in the GPA.

The “IP” grade must be made up by the end of the next semester; however, all “IP” grades must be completed and grades that apply toward the degree must be received in the Registrar’s Office after the end of a student’s last semester of attendance within the published degree completion deadline.

If a grade is not received by the deadline, the “IP” grade is changed automatically to an “F” grade with both the semester and the cumulative grade point averages adjusted accordingly. An “F” grade may not be changed back to an “IP” grade.

CR – Indicates that the student registered for the master’s thesis or master’s project. The mark “CR” gives neither credit nor grade points toward a graduate degree.

In Progress Policy (MSN)
Any student with an In Progress (IP) grade for any phase of their project or thesis must complete the requirements for that phase by the end of the following term; otherwise, the student will receive a No Credit (NC) grade and must register for that phase of the project or thesis action again and pay full fees and tuition.

Grade Appeals
Grades submitted to and recorded by the Registrar are, with the exception of “I” (Incomplete) or “IP” (In Progress), considered final. Only in extraordinary circumstances may recorded grades be changed. Extraordinary circumstances are confined to:

1. Clerical error on the part of the instructor in submitting the grade, or
2. Clear or apparent major inconsistency or injustice due to “arbitrary and capricious” grading on the part of the instructor in assigning the grade.

For the complete policy refer to Marian University Academic Bulletin.

Appealing Grades not yet recorded and final (recorded)
Refer to Marian University Academic Bulletin

Academic Grievances
Refer to Marian University Academic Bulletin

Refund/Grade Policy due to Medical Conditions
When students find they are unable to attend courses due to medical conditions, students may request a withdrawal and an exception to the university refund and/or grading policy.
Required Documentation from the Student’s Physician, Medical or Mental Health Provider:

- Documentation must be typed and submitted on official letterhead from a qualified medical professional, must include the professional’s medical license number, an office telephone number and address, and signature. (Although a copy may be faxed, the original must be received by the Vice President for Academic Affairs Office within the deadline before the documentation will be considered official.)
- Documentation must contain 1) a specific diagnosis; 2) treatment with inclusive dates; 3) should indicate how the medical condition has affected the student’s ability to attend class or complete academic course work. Detailed descriptions of confidential medical data or details of diagnoses, however, are not necessary.
- The letter should identify the last day the student was able to attend classes and a clear statement that—in the professional opinion of the medical provider—the student was unable to attend classes from that date for the rest of the term because of the stated medical condition.
- This letter and supporting documentation will be kept as part of the student’s confidential file in the Registrar’s Office; it is not included in the academic record.
- It is the student’s responsibility to make certain that the information is sent and received. The letter and documentation must be received by the last day of classes.

The health care provider should submit the documentation to the following address:

Vice President for Academic Affairs, Marian University
45 S. National Avenue, Fond du Lac, WI 54935
Telephone: (920) 923-8796
Fax: (920)-926-2114

Graduation and Commencement

All students are required to submit an application for graduation to the Registrar at the beginning of the semester in which they expect to receive the degree. A graduation fee is required. Students must be enrolled in all courses required for graduation during the semester in which they intend to graduate. Students who complete their degrees in August or December may participate in graduation exercises in May.

There are three degree completion dates throughout the calendar year: May, August, and December; however, commencement is only held in May. The university wide baccalaureate and graduate commencement ceremony is available for all qualified graduates. Application for cap and gown will be announced in advance. A brief reception usually follows the graduation ceremony. All degree requirements must be completed before participation is allowed.

In addition to the graduation ceremony, a celebration service for the School of Nursing is commonly held in May and December. If ordered by the baccalaureate graduate, the official Marian University nursing pin is issued at this time. This is a special event at Marian University for graduating professional nurses, an event which is usually well attended by family and friends. Graduates may be asked to assist the Student Committee with planning this event.
Students are required to pay fees for nursing pins before the date of the ceremony. Diplomas and transcripts will be withheld from the student until all fees are paid.

**Graduation Policy**

All students are required to submit an application for graduation to the Registrar at the beginning of the semester in which they expect to receive the degree. A graduation fee is required. August graduates with six (6) or fewer credit-hours remaining to complete their degree requirements may participate in the May graduation ceremony if they are registered for the remaining 6 credits to be completed by the end of summer school. Students completing their course work for graduation by:

- January 15 will have the December graduation date stated on their diploma.
- June 15 will have the May graduation date stated on their diploma.
- August 31 will have the August graduation date stated on their diploma.

**Maximum Credit Load Policy**

**Undergraduate**

The following student credit loads have been established for undergraduates:

<table>
<thead>
<tr>
<th>Maximum Student Credit Loads</th>
<th>2-3 week term</th>
<th>4 week term</th>
<th>7-8 week term</th>
<th>13-14 week term</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3 credits</td>
<td>6 credits</td>
<td>9 credits</td>
<td>18 credits</td>
</tr>
</tbody>
</table>

In unusual circumstances, undergraduate students with a cumulative 3.0 GPA or higher may file an Overload Permission Request to exceed the maximum student credit load limits. A student may take no more than 4 credits in a 2-week term and no more than 21 credits in a semester. Final decisions on overload requests are made by the Vice President for Academic Affairs. If granted, the student is required to pay for credits taken above the maximum student credit load.

**Graduate**

For each fall/spring semester, the maximum credit load for full-time students is 12 graduate credits; the maximum credit load for part-time students is 6 credits. For summer, the maximum credit load is 12 credits. Permission from Graduate Studies is required for any student to take more than the maximum load.

Graduate students who are in good academic standing and who are involved in undergraduate coursework to remediate deficiencies, or those who have exceptional circumstances resulting in special hardship, must appeal to the Dean of Graduate Studies for permission to carry more than the maximum credit load. Each individual student appeal must be submitted to Graduate Studies prior to the beginning of the semester.

Deviations from this policy may be determined by the Graduate Studies Dean in conjunction with the Department Chair of a particular program.
Name and Address Change Information

Students must report changes in the following personal information directly to the Registrar’s Office: local and home address, telephone number and legal name. To ensure accurate and proper documentation these changes cannot be made by e-mail, telephone, or by a third party. Use the following link to access Change of Address Name Form

CHANGING FROM MAIDEN TO MARRIED NAME
Submit a copy of your new social security card, driver’s license, or marriage license to the Registrar’s Office and complete the Change of Address/Name form.

CHANGING FROM MARRIED TO MAIDEN NAME
Submit a copy of your divorce decree, new social security card, or driver’s license verifying the name change to the Registrar’s Office and complete the Change of Address/Name form.

LEGAL NAME CHANGE
Submit a copy of court order, dissolution decree, new social security card, or driver’s license to the Registrar’s Office and complete the Change of Address/Name form. For non-U.S. Citizens: Current passport or official proof of identity, certified by U.S. embassy abroad or by the appropriate foreign embassy in the U.S.

ADDRESS CHANGE
Submit a Change of Address/Name form to the Registrar’s Office or perform online edits in your personal SabreNet account. Please note that address changes will not be taken over the phone, via e-mail or by a third party.

Approved by Faculty Senate March 2001.
Updated 8/18/04, 8/08, 6/10

MARIAN UNIVERSITY EMAIL address assigned to you will be used exclusively for all university communications and in reverse; you are expected to originate all communications with Marian University using your assigned email address.

Policy for Student Papers and Assignments
Faculty has the right to retain copies of student written papers and assignments. This is usually done for validating course documents for accreditation, evaluating student assignment comprehensiveness in particular courses, or for monitoring originality of course work. In order to maintain anonymity when documents are displayed, students’ names and grades are removed when documents are used for accreditation purposes. Faculty reserve the right to keep the originals and students should make copies of their assignments before submitting them.

Policy for Withdrawal from Course
Students withdrawing from any course need to follow University withdrawal procedures by filing a Course Drop Form with the Registrar. If the student has formally withdrawn during the designated "drop/add period", the course will not be recorded.

University Refund Policy
Drop before first class 100% refund
No notation on transcript
Non-attendance/no drop/no show 90% refund
WD on transcript
All students withdrawing from the University or changing enrollment status are issued tuition refunds based on the scale below:

<table>
<thead>
<tr>
<th>Length of class</th>
<th>Amount of refund</th>
<th>Academic</th>
<th>Notation</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 weeks or longer:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st or 2nd week (add/drop period)</td>
<td>100%</td>
<td></td>
<td>No notation on transcript</td>
</tr>
<tr>
<td>3rd or 4th week</td>
<td>75%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>5th or 6th week</td>
<td>50%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>After 6th week</td>
<td>None</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>After the 10th week</td>
<td>None</td>
<td></td>
<td>WF on transcript</td>
</tr>
<tr>
<td>7 to 13 weeks:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st week</td>
<td>90%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>2nd week</td>
<td>75%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>3rd week</td>
<td>50%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>After 3rd week or up to 69% of course completed</td>
<td>None</td>
<td>WD on transcript</td>
<td></td>
</tr>
<tr>
<td>70% or more of course completed</td>
<td>None</td>
<td></td>
<td>WF on transcript</td>
</tr>
<tr>
<td>1 to 6 weeks or more than 2 course meeting days:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10% of course completed</td>
<td>90%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>11 to 25% of course completed</td>
<td>75%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>26 to 40% of course completed</td>
<td>50%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>41% to 69% of course completed</td>
<td>None</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>70% or more of course completed</td>
<td>None</td>
<td></td>
<td>WF on transcript</td>
</tr>
<tr>
<td>2-Day Courses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st day</td>
<td>50%</td>
<td></td>
<td>WD on transcript</td>
</tr>
<tr>
<td>2nd day</td>
<td>None</td>
<td></td>
<td>WF on transcript</td>
</tr>
</tbody>
</table>

If the student withdraws no later than the 10th week, the grade for that course will be recorded as "WD". If the student withdraws after the 10th week, a grade of "WF" will be recorded. This grade is counted as an F in determining the GPA. **If students fail clinical within the first 7 weeks, they are no longer eligible to withdraw from the course.**

**Policy for Withdrawal from Semester**

Students withdrawing from a given semester need to file the Request to Withdraw from the University Form indicating that all courses have been dropped and intent to return. For courses in progress, no grade will be recorded when formal withdrawal is made during the drop/add period. If students withdraw after that time, the grades for these courses will be recorded as "WD". However, after the withdrawal period has passed, a grade of "WF" will be recorded.

**Policy for Withdrawal from University**

Students wishing to withdraw from the university must follow withdrawal procedures and file an official Request to Withdraw from the University Form with the Registrar. An exit interview with the Registrar is required to determine why the student must drop the program and when the student plans to return to Marian University. Refunds for unused tuition will depend upon the date of exit interview.
Policy: Student Absence Due to Legal Obligations

When a student must be absent from class for court-imposed legal obligations (e.g., jury duty or subpoena), the student may wish to seek a release through the procedures of the appropriate court if the obligation will jeopardize a student’s academic work.

If a student is unable to obtain a release, the student must present the appropriate School Dean a written verification of the obligation and inform all instructors of the anticipated absence in advance.

If the student will be absent for a short period of time, the student’s instructors will make arrangements to accommodate missed assignments or examinations. If an extended absence is anticipated, the student’s request must go through another level of review. The student will meet with the instructors and the appropriate School Dean to determine if arrangements will be made to accommodate the student’s completion of his or her academic work. If necessary, the student will be allowed to withdraw from all or part of his or her coursework without penalty. A student withdrawing for this reason will be authorized a full tuition refund and applicable fees for all credits from which the student withdraws.

Students are expected to attend class if they are not required to spend the full day in meeting this obligation. After the legal obligation is satisfied, it is the responsibility of the student to contact the instructor to discuss missed class work and make arrangements to fulfill the requirements of the class.

Presented: Curriculum & Education Standards Committee, April 22, 2005.

Un-Enrolled Individuals in the Classroom Policy

On a daily basis, the University uses measures to reasonably ensure the health, safety, and welfare of the University community -- its students, staff, and faculty. The University also is committed to ensuring the maintenance of a campus that promotes a positive and productive learning environment. As a result, it is important for the University to ensure, on a daily basis, that those who come to campus have the authority to do so.

Faculty, staff, and students may not bring un-enrolled persons to class without express authorization or permission from their supervisor and/or instructor. Should a University student, staff, or faculty member

**Have a personal, child or family-care emergency, or

**Face a personal illness that poses a risk of infection to others,

they should immediately contact their supervisor(s) and/or instructor(s) to discuss the need for the use of authorized personal/release time, and/or make alternate arrangements for the completion of academic assignments. The cooperation of all within the University community is encouraged and appreciated.
This policy is not intended to inhibit persons who are not members of the Marian community from visiting the campus for legitimate reasons, such as attending a sporting event, attending a meeting, or visiting the coffee house.

**Student Evaluation of Courses**

At the completion of each course, students have an opportunity to evaluate the course. The evaluation will take place at one of the last scheduled class times of a course. The evaluation forms used for this process are similar to the forms used for instructor evaluation in other traditional or outreach courses at Marian University. Currently, evaluation forms are used for classroom and clinical evaluation.

A secretary from Marian University disseminates the evaluation forms and returns them directly to a designated office, where summary reports will be compiled. Summary copies will be sent to the instructor of the course and the Chairperson of the Division. One copy will be retained in the Academic Affairs Office. Evaluations are an important part of the accreditation process of the University and helpful suggestions assist the instructor and the divisions to improve courses within the program.

**Re-admission of Former Students**

If a student has not maintained continuous enrollment at Marian University, formal application to the University must once again be made. If necessary, the Marian University Re-Admission Committee will review an applicant’s file to determine if the student should be re-admitted to the University. This decision is based on past academic performance as well as the student’s conduct while previously a student at Marian. All outstanding financial obligations must also be satisfied before re-admission is granted. Probationary status and academic standing continue upon readmission. The program requirements and academic standards that were effective upon initial enrollment in the major will be applicable only if the student is readmitted after an absence of only one semester. For non-enrollment for two or more continuous semesters (fall and spring), the program requirements and academic standards that are currently effective will be applicable.

To be considered for re-admission, candidates must submit the following:

1. A completed Marian University application paper form or online form accepted.  
   [http://www.marianuniversity.edu/Apply/](http://www.marianuniversity.edu/Apply/)
2. No application fee is necessary.
3. An official transcript from each college or university attended since last enrolled at Marian University.

**University Closures/Emergencies Policies and Procedures**

For specifics regarding University delays or closures, check the Marian University Home Page under Quick Links, Class and Event Cancellations.

**Protocol for University Closures/Emergencies**

The Chief Academic Officer will decide whether or not classes will be cancelled or the University will be closed due to inclement weather or emergencies.
The Chief Academic Officer will confer with the General Manager of Campus Services and/or the Vice President for Student Engagement as appropriate. (General Manager of Campus Services will call the Chief Academic Officer by 5:00 a.m. if weather concern warrants possible closure.)

If the Chief Academic Officer determines that the University will close, s/he must call the following individuals:

- Director of the Office of University Relations
- Director of Information Technology
- Coordinator of Campus Safety and Security

External Communication (media outlets, MyMarian, and web site) will be handled by the Office of University Relations.

Internal Communication (email, phone recordings, and Connect Ed) will be administered by the Office of Information Technology.

Directors, Deans and Vice Presidents may choose to call their direct reports.

If the Chief Academic Officer is out of town or unavailable, s/he must notify the Vice President for Student Engagement and the General Manager of Campus Services. The Vice President for Student Engagement will then take the place of the Chief Academic Officer in the above protocol.

Weather-related closure decisions will be posted by 6:00 a.m. Upon closure, only essential personnel need to report to work. ¹

Traditional classes – Fond du Lac campus

Closure before 8 a.m.: Security will monitor the weather conditions each morning, including checking the Weather Channel and the General Manager of Campus Services will notify the Chief Academic Officer if weather conditions warrant consideration of closure.

Closure after 8 a.m.: If weather conditions warrant closure of the University during the school day, the Chief Academic Officer (or next in line) will notify the appropriate personnel for information dissemination as below:

- Confer with Vice-President for Student Engagement, Dean of Student Engagement, Director of University Relations, General Manager of Campus Services, Director of Outreach Services and Partnerships, and the Athletic Director.
- Internal communication will be sent to all faculty, staff, and students from the Connect Ed by the Office of Information Technology, per the Chief Academic Officer.
- Email communication will be sent by the Office of Student Engagement and will include information such as library hours, coffeehouse hours, gym hours, cafeteria hours and emergency paging information for maintenance.

¹Essential personnel include Sodexo employees, as designated by the Directors of Campus Services and Food Services.
Cancellation of evening, non-traditional, and graduate classes
Director of Outreach Services and Partnerships will check all sites by noon when there is concern about inclement weather and will notify the School Deans as to specific site closures and/or class cancellations and will notify the Chief Academic Officer of such by 3:00 p.m. Staff at Outreach sites should be vigilant of changing weather conditions and call the Director of Outreach Services and Partnerships if s/he has not made contact.

(Note: In the absence of the Director of Outreach Services and Partnerships, this function will be initiated and communicated to the School Deans and the Chief Academic Officer by the staff at the outreach sites.)

Internal communication will be sent to faculty and staff from the Chief Academic Officer or the Director of Outreach Services and Partnerships.

External communication will be sent by the Office of University Relations to media outlets, and posted on the Marian web site. Phone recordings will be updated by the Director of Student Services.

Cancellation of weekend classes/activities:

Classes: It is the responsibility of the Director of Outreach Services and Partnerships and the Deans of Schools offering weekend classes to monitor weather conditions on Saturday mornings. If the decision is made to cancel classes or close a center, the Director of Outreach Services would then contact the appropriate departments to begin communication.

Activities: It is the responsibility of the Dean of Student Engagement and Athletic Director to monitor weather conditions. If the decision is made to cancel an event or activity, they are to contact the appropriate departments to begin communication.

General Information:

Closing Scenarios for web/media posting:

a) Due to inclement weather conditions, all daytime and evening classes have been cancelled, and the University is closed today, (date). – FDL
b) Due to inclement weather conditions, all daytime and evening classes have been cancelled, however, the University remains open today, (date). – FDL
c) Due to inclement weather conditions, all evening classes have been cancelled for (site) on (date).
d) Due to inclement weather conditions, all Saturday classes have been cancelled for (site) on (date).

As always, even if Marian University does not cancel classes or close during inclement weather, students, faculty and staff should use their best judgment regarding whether they can safely get to their designated locations.

Terminology: The term “campus closed” means that classes will not be held and staff (except for essential personnel) needs not report for work. The term “classes cancelled” means that classes will not be held, but staff should report for work unless they are unable to get to the campus.

Last Updated: Nov. 20, 2014

ALSO: Refer to the School of Nursing policy Section for more detail about weather cancellation of clinical.
Nursing Program Policies
Attendance and Examination Make-Up Policy

To promote professional accountability and to achieve the objectives of class, laboratory, simulation, clinical and practicum, the following requirements for attendance will be enforced.

Class/Laboratory/Simulation
1. Regular and punctual attendance at all scheduled classes and laboratories is required and is regarded as integral to course success. Punctuality is non-negotiable – arriving on time is a basic rule of considerate and professional behavior.
2. When a student has attended 80% or less of class/laboratory meetings, the faculty may complete a Withdrawal Form and submit it to the Registrar’s Office with the student’s knowledge. A grade of “WD” will be recorded for the first 10 weeks. A student who is withdrawn after 10 weeks will receive a grade of “WF” except in mitigating circumstances. Documentation must be placed in the student’s academic file. For courses that do not follow the standard semester, policy will follow the timing per the University Refund Policy as stated in the Academic Bulletin.
3. For all Extra-curricular Activities (athletics, field trips, etc.) Students:
   a. Must provide each instructor a copy of practice/competition schedule as soon as it becomes available,
   b. Are responsible for material covered when classes are missed. Instructor is not responsible for re-teaching the material to anyone who misses class.
4. Planned vacations or elective procedures during class/laboratory time will not be permitted, so plan these activities during the time off between semesters.
5. The student is responsible for all material presented in the classroom and/or laboratory. It is the student’s responsibility to obtain material missed in class or laboratory meetings.

Clinical/Practicum
1. Students must attend 100% of scheduled clinical/practicum activities and demonstrate meeting of course/clinical objectives.
2. Planned vacations or elective procedures during clinical time will not be permitted, so plan these activities during the time off between semesters.
3. In extraordinary circumstances, if a student must be absent, he/she must notify the faculty of absence as outlined in the course syllabus or by specific clinical instructor in clinical orientation.
   a. For pre-licensure students: One missed clinical day may be rescheduled at the discretion of the clinical instructor and/or clinical coordinator. Additional missed time will not be rescheduled and will result in the inability to meet the course/clinical objectives.
4. Students will be required to provide documentation of medical clearance for clinical participation from their health care provider prior to readmission to clinical.
5. Absence on the first day of clinical will result in removal from the course (Administrative withdrawal).
6. If the student arrives to clinical unprepared, s/he will be considered unsafe and asked to leave the clinical setting. This will be counted as a clinical absence and will require clinical make-up.
7. **Hazardous Weather** – Marian University School of Nursing and Health Professions does not expect the student to drive under hazardous conditions. However, class, lab, simulation, clinical, and practicum are held unless the university closes. Due to the fact that clinicals occur in many different geographic locations and times, cancellation is at the discretion of the instructor. If cancelled, make up will be determined in collaboration with the clinical instructor and the clinical coordinator. If the university is closed an excessive number of days due to inclement weather, clinical make-up could take place during scheduled university breaks. Plan accordingly.

Tardiness/Unexcused Absences/ Early Departures
Students who arrive late to class on days that a test is being given will not be allowed to take the test at that time.

Students who arrive late to lab on “check off” days will not be allowed to perform the skill at that time.

Students who arrive late to simulation will not be allowed to perform the simulation exercise at that time.

Being tardy to clinical or practicum counts as time missed. A second tardy or early departure will result in failure of clinical. Students must arrive by the time stated by the instructor.

Exam Make-up for Any Missed Exam
1. Attendance is required at ALL scheduled exams.
2. If the student is unable to be present at the scheduled exam time, he/she is responsible for notifying the instructor PRIOR to the exam time. At the discretion of the faculty, a zero will be recorded for the exam grade, or the points for the exam will be reallocated to the value of the final exam for the course.
3. If the student is late for the exam time the student will be required to take a make-up exam and receive one grade lower than scored (Ex: B- to C-).
4. Students must make arrangements for exams that will be missed at least one week prior to the date of the exam. Student is responsible to notify instructor at least one week prior to any absence from class.

Reviewed/Revised 2/8/2013, 4/4/2014 (Undergrad Curriculum Committee)
Approved Nursing Senate: 2/15/2013, 9/12/2014

**Policy on Rounding Up Grades**

In the pre-licensure program, the final grade of a course will be rounded up for 0.5 or above. Grades given throughout the course will not be rounded up.

In the graduate program, the policy is no rounding of grades.

Passed by majority vote at UGC on 2/21/14.
Approved Nursing Senate 4/4/2014
Policy on Extra Credit

Extra credit is not given.

Online Etiquette

The following points should be taken into account when communicating in an online course or through email.

1. **Tone down your language.** Given the absence of face-to-face cues, written text can be easily misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it is best to write it first as a draft and then review it before posting or emailing the content in order to remove any strong or inappropriate language.

2. **Keep a straight face.** In general, avoid humor or sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication. The reader may not understand the context of your writing without facial cues.

3. **The recorder is on.** Think carefully about the content of your message before sending it. Once sent, there is no taking it back. Also, grammar and spelling of words in an email or other e-communication do reflect on you. Your reader may not be able to decode misspelled words or poorly constructed sentences. Use capital letters, appropriate punctuation and spacing. It is good practice to compose and check your writing using the ‘spell check’ option or having another colleague edit your communication.

4. **Test for clarity.** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly vague to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person, before sending, even better.

5. **Netspeak.** Many of us have used electronic communication in a variety of areas. Many conventions have been established but are not always appropriate in all situations. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in online communication. Acronyms and emoticons are popular, but excessive use of them can make your message difficult to read. Some common ones are listed below:

   **Acronyms**
   - FYI = For Your Information
   - B/C = because
   - W/ = with
   - BTW = by the way
   - F2F = face to face

   **Emoticons**
   - : ) = smiley face, happiness
   - : ( = frowning face, displeasure

Source:

Adopted from the University of Wisconsin Colleges Online and Drexel University
Procedure for Student Reporting Academic Concerns

A student that has an academic concern is responsible for addressing the concern according to the following reporting order, #1 first, followed by each authority listed in numbered succession. The need for successive reporting to the next authority shall be determined by the outcome of discussion and merit of the concern. Academic advisors may serve as a resource in this process.

1. Discuss concerns with person directly involved.
2. Course/Clinical Instructor
3. Clinical Course Coordinator (if clinical issue)
4. Program Chairperson
5. Dean of School of Nursing and Health Professions

Revised 1/6/2012, 10/18/2013

Uniform Policy

Professional appearance and cleanliness have long been important to the nursing profession. The following policy has been established by the Nursing Senate:

I. Pre-licensure Students: the specified uniform for each clinical/practicum rotation is defined in the syllabus for each course.
   a. All students must have
      i. White supportive shoes
      ii. White socks, or neutral hose
      iii. White or neutral undergarments
      iv. Waterproof watch with second hand
      v. Stethoscope
      vi. Marian University Student ID card with picture which is provided to students during orientation. The name tag serves to identify the student for admission to clinical departments or nursing units.
   b. For community-based experiences
      i. Uniform polo-shirt
      ii. Black dress pants, must not be tight-fitting and must cover when bending
      iii. Black supportive shoes
   c. For hospital-based experiences
      i. Uniform top and pants
      ii. May wear a uniform warm-up (scrub) jacket

II. Master's Students: business casual dress with consultation/lab coat if required
   a. For men: button down or polo shirt and slacks
   b. For women: blouse or shirt with skirt or slacks
   c. For men and women: shoes according to practicum agency policy
   d. Marian University Student ID card with picture which is provided to students during orientation. The name tag serves to identify the student for admission to clinical departments or nursing units.

III. All students:
   a. No visible skin from neck to knees with exception of arms
   b. No denim, sweats, leggings, short skirts, deep cut necklines, or exposed backs
c. Uniforms, shoes, and other appropriate clothing must be kept clean, neat, and pressed.
d. Meticulous personal hygiene is expected.
   i. The student and/or uniform must not smell of tobacco products, perfume/cologne, or other scented products.
e. Hair
   i. Unnatural color (i.e. blue, green, pink) not allowed
   ii. Clean and worn off the collar neatly secured away from the face without large accessories
   iii. Facial hair must be kept short
f. Jewelry
   i. Smooth wedding bands are allowed
   ii. A necklace, if worn, must be limited to a simple chain.
   iii. Earrings, if worn, must be plain post-type earrings and not over one half inch in diameter. Only one earring per ear is allowed. No other visible body piercings (including tongue) are allowed.
g. Makeup, if worn, is to be modestly applied
h. Fingernails must be clean, free of polish, and short enough to not scratch clients or interfere with clean/sterile technique. Acrylic nails are not allowed.
i. No visible tattoos.
j. Additional policies regarding professional dress codes within clinical/practicum agencies must be adhered to.

IV. Students who appear for clinical or practicum inappropriately dressed or with poor hygiene will be dismissed from clinical/practicum which will count as an unexcused absence. Consistent or periodic failure to abide by this policy are grounds for clinical/practicum failure.

Updated by Student Committee 4/7/2011
Reviewed 1/11/2013
Revised 1/30/15
Confidentiality of Protected Health Information Policy

Students must hold confidential all protected health information (PHI). The failure to do so has legal and academic consequences for the student. The following policy specifies the student nurse’s accountability for holding PHI confidential and the consequences for failure to do so.

Intent

Students must hold confidential all protected health information (PHI). During the course of clinical, practicum and classroom experiences students have access to PHI. The student must maintain confidentiality of that information both inside educational settings (classroom and healthcare facility) and outside those settings (e.g. dorm rooms; any public place). The intent of the School of Nursing and Health Professions (SNHP) policy regarding confidentiality is to describe the student’s accountability for holding PHI confidential as well as to specify the consequences for failure to do so. A failure to adhere to the confidentiality of PHI is referred to as a breach of confidentiality. Examples of behaviors that uphold confidentiality and examples of those behaviors that breach confidentiality are described. The consequences for breaching confidentiality are specified in this policy.

Confidentiality Agreement

The Confidentiality Agreement found at the end of this policy must be reviewed with each student before the student begins the first clinical or practicum component of the SoNHP Program. The student must read and sign the agreement at that time and at the Bloodborne Pathogen In-service each year thereafter. Clinical instructors will review the Confidentiality Policy of the Nursing Program with the students at the beginning of each clinical or practicum rotation.

Rationale

Professional Standards

The student nurse is responsible for maintaining uncompromised professional integrity at all times both within the class/clinical settings as well as outside those settings. The maintenance of confidentiality is a cornerstone of that accountability. Standard 12 of the ANA Standards of Nursing Practice (2001) describes the accountability of professional nurses relative to confidentiality, “The registered nurse integrates ethical provision in all areas of practice…the nurse maintains patient confidentiality within legal and regulatory parameters…” (p. 39). The ANA Code of Ethics for Nurses(2001) describes the importance of maintaining confidentiality.

The patient’s well-being could be jeopardized and the fundamental trust between patient and nurse destroyed by unnecessary access to data or by the inappropriate disclosure of identifiable patient information…Only information pertinent to a patient’s treatment and welfare is disclosed and only to those directly involved with the patient’s care…(p. 12).

The Law

Confidentiality of Protected Health Information (PHI) is mandated by law. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 requires health care personnel to protect patients’ health information.
Health care personnel must agree to maintain strict confidentiality of any information and agree not to disclose this information to third parties, unless, (1) authorized in writing by the health care facility, and as appropriate, the patient, practitioner, or provider involved; (2) as required by law. The student can be subject to legal action including, but not limited to, lawsuits for invasion of privacy.

**The Health Care Agency's Policies**

Students must sign the confidentiality agreement of any health care facility to which they have been assigned (e.g. that of Fox Valley Health Care Alliance). Students will be subject to, and agree to abide by, the same rules, regulations, policies, procedures and standards established for the agency’s employees.

**Behaviors That Maintain Confidentiality**

No PHI, regardless of medium (verbal, written, computer), or format (any document generated by the health care facility), shall be accessed for patients other than those patients or groups of patients assigned to the student. The student may NOT access his/her own health record or that of a family member without going through the appropriate procedures for doing so. Information observed or overheard may never be repeated except with the instructor/faculty member or within the confines of clinical conferencing. The student will access PHI about the patients assigned to her/him only. Students will provide no information in paperwork associated with clinical care that can identify a patient. This includes patients’ name, age, address and any documents generated by the health care facility (e.g. policies, procedures, financial documents etc.). Students must protect health information while using that information. Under no circumstances can a document or parts of documents generated by a health care facility be removed from that facility. Under no circumstances is a student allowed to copy parts of documents generated by the health care facility.

**Examples of Behaviors That Uphold Confidentiality**

The student

- always closes a health record after using it
- returns records to their properly designated place after using them
- adheres to password policies and security set-ups for computer access in the clinical agency
- logs off computer any time he/she leaves it unattended
- does not respond to inquiries about patients from people not directly involved in the care of the patient unless the student has obtained the appropriate written authorization; the student may seek authorization from the clinical instructor to disclose such information
- secures all paperwork/electronic submissions associated with clinical experience with a blank face sheet stapled to that paperwork before handing it in to the clinical instructor

**Behaviors That Breach Confidentiality**

A breach of confidentiality is considered any failure to keep confidential PHI. The breach may be spoken, written or electronic, inadvertent or intentional. The breach may occur outside the clinical setting as well as within the clinical setting. Essentially, a breach of confidentiality is considered any failure to uphold the confidentiality policies and procedures of the SNHP as well
as those policies and procedures of the agencies in which the student is engaged in clinical or practicum experience.

**Examples of Behaviors That Breach Confidentiality**

The student
- fails to adhere to behaviors specified under examples of behavior that uphold confidentiality listed above in this document
- talks about the patient in public areas such as elevators, cafeterias, residences, and hallways
- leaves clinical information in public view
- leaves patient information unattended in a location that is accessible to anyone not directly involved in the patient’s care
- leaves the clinical facility with any information that can be linked to the identity of a patient
- engages in any behavior deemed by the clinical instructor/faculty member to jeopardize a patient’s right to privacy and confidentiality

**Consequences for Students Who Breach Confidentiality**

*Verification and Reporting*

Violating confidentiality of PHI constitutes unsafe and unprofessional conduct. The following actions will be taken when a clinical instructor or faculty member becomes aware of a student’s possible breach of confidentiality and has verified that the behavior constitutes a breach of confidentiality. The instructor/faculty member must verify that the behavior occurred. The instructor/faculty member will determine whether the behavior of a student constitutes a breach in confidentiality that requires disciplinary action. The faculty member who determines that a breach has occurred will complete a School of Nursing and Health Professions clinical Incident Report for the student. The faculty member will immediately disclose the breach to the respective course coordinator, chairperson of the program, and the Dean of the School of Nursing and Health Professions. The SNHP Nursing Student Committee must be notified of the incident and the action taken. This will be recorded in the minutes of that meeting and constitute proof of action taken. The following specify the academic consequences for the student who breaches confidentiality.

**First Infraction of the Policy**

The instructor associated with the clinical or practicum experience or a faculty member of the SNHP who discovers a breach in confidentiality will determine whether a behavior of a student constitutes a breach in confidentiality. If it is the student’s first infraction of the policy,
- The student will be given an F (failure) for the course and must repeat the course. However, the instructor/faculty member may recommend dismissal from the nursing program if the nature of the infraction warrants.
- The instructor/faculty member will complete the *Student Conference Record*
- The Chairperson of the respective program (Katie Hughes, Chair, Undergraduate, Pre-licensure Nursing Program; Dr. Nancy Stuever, Chair, Graduate Nursing Programs (RN-BSN, RN-MSN, MSN)) and the Course Coordinator of the course in which the breach occurred will be notified of the breach immediately in writing.
• The student will be counseled by the instructor/faculty member about the consequences of his/her behavior.

**Second Infraction**
If a student commits a second breach of confidentiality verified and documented by the instructor/faculty member, the student will be dismissed from the Marian University Nursing Program. The instructor/faculty member will notify the Course Coordinator, the Department Chairperson, and the Dean of the School of Nursing and Health Professions.

Approved by Nursing Senate 11/21/97

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**Nursing Student Conduct Code**

**Statement on Nursing Academic and Professional Integrity**

This statement is to clarify behavioral expectations for our common life together. These expectations include behaviors required of students in general and nursing students and professional nurses specifically. Campus publications describe academic integrity, its violations and consequences. A Code of Conduct for the campus community, as well as other university policies, is outlined in the Student Handbook ([http://issuu.com/marianuniversity/docs/student_handbook_14-15_issuu](http://issuu.com/marianuniversity/docs/student_handbook_14-15_issuu)).

Integrity is a core value of the nursing profession. “Nurses have both personal and professional responsibilities that are neither entirely separate, nor entirely merged, but are integrated. In the process of becoming a professional, the [student] nurse embraces the values of the profession, integrating them with personal values” (Fowler, 2008). Professional nursing publications describe what is expected of nurses including nursing students in terms of e.g., clinical practice, collegiality, collaboration, ethics and values. The Marian University Nursing faculty takes very seriously our obligation to graduate nurses who embody the values, ethics, and standards of the nursing profession and those of Marian University. We know that integrity as a student correlates with integrity as a nurse (Tippitt et al., 2009) and that integrity is essential for success. We believe that you, the student, share our aspirations for your success.

Faculty are not ignorant to the incidence of cheating on campuses and elsewhere. Relationships between students and faculty and student-to-student are too often disrespectful and this can carry over into the practice setting causing intra- and inter-professional issues that can affect safe, quality care for patients. While multiple explanations can be offered for such behaviors, ultimately no excuse is acceptable. All must know what is expected in academia and the workplace and how to fulfill these expectations. What follows are behavioral expectations of Marian University nursing students and resources to assist students in attaining academic and professional integrity.

### I. Academic Integrity
The principles of academic integrity or honesty according to Lipson (2004) are:

- When you say you did the work yourself, you actually did it.
- When you rely on someone else’s work, you cite it. When you use their works, you quote them openly and accurately, and you cite them, too.
When you present research materials, you present them fairly and truthfully. That’s true whether the research involves data, documents, or the writings of other scholars. (p. 3)

These principles are critical to doing honest college work, but require knowledge of scholarly methods and resources. Such knowledge is essential for academic success and evidence-based nursing practice, which is the utilization of research to provide quality and safe patient care. One method of teaching scholarship is through the example of faculty. One way in which nursing faculty models this is through the inclusion of the Academic Policies/Academic Honesty statement included in each course syllabus.

II. Professional Integrity

Professional integrity is based upon the ethical principles of the profession. These principles, found in the Nursing Student Handbook, include the Statement on Nursing Academic & Professional Integrity, NSNA Code of Academic & Clinical Conduct, NSNA Bill of Rights and Responsibilities for Nursing Students, and AACN Nursing Professional Values, are at the foundation for relationships with peers, faculty, patients and others with whom we have contact. Integrity or uprightness of character includes honesty, regard, and respect for human dignity, conduct that is civil, orderly, decent, and respectful.

Therefore, incivility and unprofessional behavior would include negative behavior that is directed toward peers, faculty, patients and others with whom we have contact on campus, at clinical sites or in any setting where the student represents the university and/or the nursing profession.

Students who have entered the nursing major at Marian University are expected to consistently exhibit the following behaviors:

- Respect for the inherent worth and uniqueness of an individual by demonstrating caring, trust, and empathy. (This behavior is demonstrated by being accessible and prompt in meeting the needs of those under their care and encouraging and motivating individuals with whom they come in contact.)
- Commitment to nursing and an attitude of enthusiasm, cooperation, and self-direction. (Students demonstrating this behavior appear to enjoy nursing and present a willingness to learn and expand their nursing knowledge.)
- Demonstrate honesty, rationality and accountability (students displaying these behaviors are those who readily admit mistakes and oversights, accept responsibility and take corrective action).
- Maintain forthrightness with peers, staff, and faculty and handle conflicts with others objectively.
- Utilize safe techniques even when not supervised.
- Base statements only on information and facts known to be correct, and do not participate in malicious or slanderous conversations.
- Contribute to a classroom atmosphere conducive to learning.
- Comply voluntarily with the spirit, rules, and policies of the university, the school, and any clinical facility.

Behaviors that represent incivility and unprofessional behavior in the campus setting which should be avoided include, but are not limited to:

- Rude and profane conversation and comments.
- Disrupting the classroom by behaviors such as arriving late, not turning phones to vibrate or silence, not turning off other electronic devices, or actively engaging in non-class activities during class time.
• Conduct that distracts or intimidates others such as talking during lectures, bullying, aggressive behaviors, unwarranted comments, and addressing peers or faculty with disrespect (Kolanko et al., 2006).

Behaviors that represent incivility and unprofessional behavior in the clinical setting which should be avoided include, but are not limited to:
• Using any of the behaviors described above with patients, families, peers, faculty, and others encountered in healthcare and/or community setting.
• Failing to maintain patient confidentiality.
• Speaking about or to patients, staff, or others in a disrespectful or demeaning manner.

A breach of conduct, as expressed in the Statement on Academic and Professional Integrity, and further elucidated in the Nursing Student Conduct Code, will result in discipline up to and including dismissal from the program. See section on Student Discipline.

Listed below are resources to aid you as you develop and strengthen positive professional behaviors.


*Marian University School of Nursing Student Handbook.*


**Academic and Professional Integrity Statement**
Initiated 9-2010
Approved 2-2011

**Professional Conduct**

By policy of the Nursing Programs, nursing students are held to the same standards as professional nurses. Therefore, nursing students must demonstrate appropriate conduct in the classroom/clinical/practicum setting or anywhere they are representing Marian University and the nursing profession.

Students will demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care workers, and self in the
biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, communication and continuity; and show respect for human rights of individuals.

Once students have entered their program of study they are expected to consistently exhibit the behaviors outlined in the Statement of Academic and Professional Integrity, as well as the following:

**In Learning Environments**

- Act with etiquette and courtesy. To provide an environment in which individuals can learn from an instructor as well as from others, etiquette and courtesy are necessary. Conduct based on etiquette and courtesy allows all to participate and to examine what they are learning. Courtesy is based upon respect and mutual regard for one another. Behaving in a courteous manner and taking responsibility for ones’ own learning are components of professional behavior.
- Be respectful of others’ contributions. All discussion, questions and statements of opinion must be shared in a way that is exploratory rather than contentious. Discussion related to class topic that demeans the person who is expressing a thought will not be tolerated. All other conversation is considered to be distracting from the overall purpose of classroom instruction.
- Student behaviors that will result in disciplinary action by the School of Nursing and Health Professions:
  - Audio or video recording of classroom activities or anything in the clinical setting, via the use of electronic devices, without prior approval from the faculty member.
  - Inappropriate use of social media, such as posting audio or video recordings of classroom or clinical activities, commenting on other nursing students, faculty, staff, clinical agencies, and patients/clients.
- Ensure that all electronic devices are on silent/vibrate and are not used during class time, unless directed by the faculty, so as to not disrupt the learning environment.
- Adherence to the testing policy: Students are responsible for testing policy (Pre-licensure Nursing Program Examination Policy).
- Exemplify safe, professional behavior. Examples of unsafe conduct includes but is not limited to:
  - Negatively affecting the mental, physical, or emotional well-being of others
  - Failure to follow suggested referrals or interventions to correct deficit areas which may result in harm to others
  - Disrupting the learning environment, resulting in a negative effect on interpersonal relationships and communication with peers or faculty
  - Dishonesty
  - Failure to notify the instructor of absence
  - Presenting for class under the influence of drugs and/or alcohol.
  - Habitual tardiness or early departure
  - Criminal behavior
  - Failure to maintain confidentiality
  - Misrepresentation of information to the public
  - Ignoring unethical behavior(s) of others
With Clients

• Practice within the boundaries of the Wisconsin Nurse Practice Act, the guidelines set forth in the course syllabus, the Marian University Nursing Student Handbook, and the rules and regulations of the health care agency or agencies that are the site of the clinical practicum.

• Practice according to the American Nurses Association code of Ethics and the Standards of Practice.

• Demonstrate consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of clients.

• Meet the needs of the client from a biological, psychological, sociological, and cultural realm.

• Commit to standards of confidentiality with regard to disclosure of protected health information of clients, their families and others. (Students are obligated to keep protected health information confidential and are not permitted to make audio, video, or hard copy reproductions of any kind of any portion of a client record. Students are not allowed to remove any portion of the client chart, photocopied or otherwise, from the clinical agency.)

• Adhere to the dress code

• Be accountable as members of the health care team by reporting to appropriate individuals any communication suggesting harm to self or others.

• Exemplify safe, professional behavior. Examples of unsafe conduct includes but is not limited to behaviors that:
  o Violate or threaten the physical safety of the client or other health team members
  o Violate or threaten the psychological safety of the client or other health team members
  o Violate or threaten the environmental safety of the client or other health team members
  o Assume inappropriate independence in action or decision and without adequate orientation and theoretical preparation or appropriate assistance
  o Fail to recognize own limitations, competence, and/or legal responsibilities
  o Fail to accept ethical and/or legal responsibility for own actions
  o Fail to interact effectively with health care team members
  o Fail to provide concise, inclusive, written and verbal communication
  o Fail to accurately record comprehensive client behaviors
  o Demonstrate lack of preparation for the care of assigned clients
  o Include acts of omission or commission in the care of the clients, such as but not limited to: 1) physical abuse, 2) placing the client in hazardous positions, conditions, or circumstances, 3) mental or emotional abuse, 4) medication errors, and 5) performing nursing skills/interventions inappropriately/unsafely

In the Management of Personal Needs

A. The student is responsible for management of personal episodes of illness (physical or emotional) or injury. Good judgment regarding attendance at clinical or class should be used.
1. The Director of Health Services is available for assistance and consultation. It is the student's responsibility to report any significant change in health status to the Director of Health Services and course faculty.

2. Some instructors may provide specific guidelines related to clinical and class attendance regarding illness.

3. Students who have prolonged absences that do not permit completion of the course objectives in the prescribed time frame will have to repeat the course. This may affect progression or continuation in the program. Medical withdrawal may be an option.

B. Any student who might anticipate an extended absence during a given term due to health concerns (physical or emotional, pregnancy, etc.) must be aware that they may not be able to meet the expected competencies of the course. The student should make a decision in collaboration with his/her attending health care professional, academic advisor, and the nursing faculty involved as to the feasibility of taking the course and achieving maximum success at this time.

1. This decision may require a statement from the attending health care professional that the student is able to participate in the specified clinical course.

2. Collaboration between student, clinical instructor, advisor, and course faculty may be needed to plan ahead for an alternate schedule (i.e. extra time before the anticipated absence).

3. Established policies and procedures may be modified to meet the requirements of the health agency at which the clinical experience is obtained.

4. Students who have prolonged absences that do not permit completion of the course competencies in the prescribed time frame will have to repeat the course. This may affect progression or continuation in the program.

C. ALL STUDENTS ARE RESPONSIBLE FOR THEIR OWN NEEDS OR INJURIES ASSOCIATED WITH CLINICAL/LEARNING EXPERIENCES OUTSIDE THE CLASSROOM. SOME CLINICAL AGENCIES WILL PROVIDE EMERGENCY TREATMENT TO THE STUDENT, BUT BILLING WILL BE THE RESPONSIBILITY OF THE STUDENT AND HIS/HER INSURANCE CARRIER.

D. All students are strongly encouraged to have a primary health insurance policy and MUST sign the school’s release of liability form each year.

Revised: Undergraduate Curriculum Committee 4/4/2014
National Student Nurses' Association, Inc. (NSNA)
Code of Academic and Clinical Conduct

PREAMBLE
Students of nursing have a responsibility to society in learning the academic theory and clinical
skills needed to provide nursing care. The clinical setting presents unique challenges and
responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice
nursing as a student is an agreement to uphold the trust with which society has placed in us. The
statements of the Code provide guidance for the nursing student in the personal development of
an ethical foundation and need not be limited strictly to the academic or clinical environment but
can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS
As students are involved in the clinical and academic environments we believe that ethical
principles are a necessary guide to professional development. Therefore within these
environments we;

a. Advocate for the rights of all clients
b. Maintain client confidentiality.
c. Take appropriate action to ensure the safety of clients, self, and others.
d. Provide care for the client in a timely, compassionate and professional manner.
e. Communicate client care in a truthful, timely and accurate manner.
f. Actively promote the highest level of moral and ethical principles and accept responsibility
   for our actions.
g. Promote excellence in nursing by encouraging lifelong learning and professional
   development.
h. Treat others with respect and promote an environment that respects human rights, values and
   choice of cultural and spiritual beliefs.
i. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure
   the highest quality of client care
j. Use every opportunity to improve faculty and clinical staff understanding of the learning
   needs of nursing students.
k. Encourage faculty, clinical staff, and peers to mentor nursing students.
l. Refrain from performing any technique or procedure for which the student has not been
   adequately trained.
m. Refrain from any deliberate action or omission of care in the academic or clinical setting that
   creates unnecessary risk of injury to the client, self, or others.
n. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper
   authorizations are obtained from clients regarding any form of treatment or research.
o. Abstain from the use of alcoholic beverages or any substances in the academic and clinical
   setting that impair judgment.
p. Strive to achieve and maintain an optimal level of personal health.
q. Support access to treatment and rehabilitation for students who are experiencing impairments
   related to substance abuse and mental or physical health issues.
r. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

**Bill of Rights and Responsibilities for Students of Nursing**

The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student’s permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare
and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate
street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with
the school director and faculty, so the highest professional standards are maintained, but also
taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for
clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.
American Association of Colleges of Nursing (AACN)

Nursing Professional Values

Baccalaureate education for professional nursing should facilitate the development of professional values and value-based behaviors. Values are beliefs or ideals to which an individual is committed and which are reflected in patterns of behavior. Professionalism is defined as the consistent demonstration of core values. Therefore, professional values are the foundation for practice guiding the nurse’s interactions with patients, colleagues, other professionals, and the public; and providing the framework for commitment to patient welfare, which is fundamental to professional nursing practice. Professionalism also involves accountability for one’s self and nursing practice.

Caring is a concept central to the practice of professional nursing. There are a variety of definitions and applications of caring; some are very broad, others are specific and specialized. Caring, as used here, encompasses the nurse’s empathy for and connection with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, appropriate care.

Honesty and acting ethically are two key elements of professional behavior, which have a major impact on patient safety. A blame-free culture of accountability and an environment of safety are important for encouraging team members to report errors, resulting in an environment that enhances the safety of all patients and health team members.

The values and sample professional behaviors listed below epitomize the caring, professional nurse. Nurses, guided by these values, demonstrate ethical behaviors in the provision of safe, humanistic health care. The sample behaviors are not mutually exclusive and may result from more than one value. Conversely, the value labels provided are intended to encapsulate a core set of values and behaviors that can be elaborated in a variety of ways.

Altruism is a concern for the welfare and wellbeing of others. In professional practice, altruism is reflected by the nurse’s concern and advocacy for the welfare of patients, other nurses, and other health care providers. Sample professional behaviors include:
- Demonstrates understanding of cultures, beliefs, and perspective of others;
- Advocates for patients, particularly the most vulnerable;
- Takes risks on behalf of patients and colleagues; and
- Mentors other professionals

Autonomy is the right of self-determination. Professional practice reflects autonomy when the nurse respects patients’ rights to make decisions about their health care. Sample professional behaviors include:
- Plans care in partnership with patients;
- Honors the right of patients and families to make decisions about health care; and
- Provides information so patients can make informed choices.

Human Dignity is respect for the inherent worth and uniqueness of individuals and populations. In professional practice, concern for human dignity is reflected when the nurse values and respects all patients and colleagues. Sample professional behaviors include:
- Provides culturally competent and sensitive care;
- Protects the patient’s privacy;
- Preserves the confidentiality of patients and health care providers; and
- Designs care with sensitivity to patient needs.
Integrity is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession. Sample professional behaviors include:

- Provides honest information to patients and the public;
- Documents care accurately and honestly;
- Seeks to remedy errors made by self or others; and
- Demonstrates accountability for own actions.

Social Justice is acting in accordance with fair treatment regardless of economic status, race, ethnicity, age, citizenship, disability, or sexual orientation. Sample professional behaviors include:

- Supports fairness and non-discrimination in the delivery of care;
- Promotes universal access to health care; and
- Encourages legislations and policy consistent with the advancement of nursing care and health care.

Reference:
Impaired Student Policy & Procedure

Impaired Student Statement:
Client safety is an overriding principle in the delivery of health care. Provision of safe care requires sound judgment. Thought processes and decision making can be adversely affected by e.g., lack of sleep, excessive stress, impaired mental health, impaired physical health and substance abuse. Impaired by the aforementioned factors, the nurse can jeopardize client safety by making unsafe decisions.

Getting adequate sleep can be a challenge for anyone in today’s fast-paced society. For college students who may be juggling spousal, parental, and job responsibilities along with the challenges of college work it can be an even greater challenge. Both procedural memory (a type of long-term memory that deals with how to do things) and declarative memory (a type of long-term memory which deals with conscious recall of facts and events) are impacted by sleep deprivation (Kotler, 2005). “If someone goes without sleep for 24 hours after acquiring a new skill, a week later they will have lost it completely” (p. 4). Additionally, “sleep deprivation has been shown to negatively impact judgment and performance resulting in errors and accidents” in nurses (Surani, Murphy, & Shah, 2007, p. 146). Therefore, an individual that comes to the classroom/clinical setting with a lack of adequate sleep results in an impaired individual.

Excessive stress, impaired mental health, impaired physical health, and/or substance abuse are conditions that can be treated by early recognition and rehabilitation. Successful treatment results in rehabilitation. Rehabilitated students will be encouraged to re-enter the education process for successful completion of the nursing program.

The student whose thought processes and decision-making ability is impaired will be considered to be unsafe to provide nursing care and will be removed from the classroom/clinical setting. The student will be subject to faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid and/or treatment as appropriate. Intervention and rehabilitation of an impaired nursing student serves the best interests of the student, our nursing program and society. The Wisconsin Nurse Practice Act exists to protect society from impaired nurses. It is important to note that nursing students are held to the same standards of practices as registered nurses when they are involved in their educational program. (http://drl.wi.gov/board_code_detail.asp?boardid=42&locid=0)

Program Philosophy Regarding Impaired Nursing Students
The philosophy of the Marian University School of Nursing and Health Professions concurs with the Wisconsin Nurse Practice Act in relation to nursing students who are impaired by excessive stress, impaired mental health, impaired physical health, and/or substance abuse. The Nursing Program’s philosophy regarding impaired nursing students is:

1. We recognize that substance abuse or mental illness is a treatable disease. We believe that personal and health problems arising from these diseases can affect academic and clinical performance, making the student a danger to self and clients. We believe that human beings can learn and change behaviors and that nursing students with diseases can be encouraged to seek help in order to recover. We believe that the nursing student has the primary responsibility to seek treatment.
2. We are committed to confidential handling of recognition and treatment of these diseases.
Signs and Symptoms of the Impaired Nursing Student

Signs and symptoms of nurses abusing alcohol, drugs, or experiencing excessive stress, impaired mental health, or impaired physical health include, but are not limited to, the following:

- Lack of enthusiasm;
- Excessive or increasing absenteeism;
- Arriving late and wanting to leave early;
- Frequently requesting time off;
- Taking extended meal and coffee breaks;
- Refusing difficult or additional assignments;
- Odor of alcohol or marijuana or other chemicals;
- Slurred or incoherent speech;
- Chronic drowsiness and/or sleepiness;
- Tremors of hands;
- Disorientation;
- Unusually aggressive behavior;
- Unexplained work errors;
- Lack of coordination;
- Unreasonable resentment, suspiciousness, overreaction to criticism;
- Controlling behavior and inflexibility;
- Isolation and withdrawal;
- Irritability and mood swings;
- Blaming, defensiveness, and frequent conflicts;
- Difficulties with interpersonal relationships;
- Forgetfulness;
- Frequent trips to the bathroom;
- Repeated use of breath mints or mouth wash;
- Deteriorating appearance;
- Blackouts;
- Unexplained nausea and vomiting or diarrhea;
- Tremors, anxiety, and “spaciness”;
- Hangovers;
- Unexplained diaphoresis;
- Unexplained sniffing, sneezing, watery eyes;
- Unusual, unexplained weight loss or gain;
- Frequent complaints of illness or injury; or
- Excessive bruising on arms, ankles, or hands.

Reference:

Procedure:
1. Any member of the Nursing Program or faculty of the University, or employee of Student Services that identifies behavior similar or consistent with the examples of signs and symptoms identified above has the responsibility to confront the student and escort the individual to Student Services or escort the individual directly to the Health Services Office. If this occurs at a clinical site, clinical instructor should work with the agency where the behavior is identified to escort the student to a local lab for testing/evaluation.
2. The student will be required to sign a Consent of Confidential Information Exchange form and submit to a drug/alcohol/psychological assessment and screening completed by a licensed clinician employed by the University or referral to an outside agency.

3. If the student refuses to submit to the assessment and screening it will result in immediate dismissal from the nursing program, but not the University.

4. Based on assessment and/or screening the student must follow treatment recommendation(s) of the licensed clinician or psychiatrist.

5. The Dean of the School of Nursing and Health Professions, or designee, will make the determination, based on the recommendation of the licensed clinician or psychiatrist, as to whether the student may continue in the nursing program during the treatment process.

6. Students failing to follow through with the prescribed treatment will be immediately dismissed from the nursing program when this failure is identified.

7. Students that are allowed to continue in the nursing program while undergoing treatment must submit documentation from their treatment provider indicating compliance with the treatment plan. This evidence must be given to the Dean of the School of Nursing and Health Professions, or designee, before the student will be allowed to begin each subsequent semester.

Rehabilitation:
It is the responsibility of the student to provide the Dean of the School of Nursing and Health Professions at Marian University with sufficient evidence of rehabilitation before reinstatement into the program will be considered.

1. Evidence of completion of an accepted/recognized inpatient or outpatient treatment program.
   Letters from recognized recovery programs attesting to current sobriety and the length of time of sobriety if there has been a history of drug and/or alcohol abuse. The evaluation should address the likelihood of relapse in the future, and should speak to the suitability of the nursing student for the profession.

2. A current mental health status examination by clinical licensed psychologist or psychiatrist. The evaluation should address the likelihood of similar acts in the future, and should speak to the suitability of the nursing student for the profession.

Reinstated Students:
1. To initiate being considered for readmission to the nursing program, the student must supply a signed Consent of Confidential Information Exchange to the Dean of the School of Nursing and Health Professions to be able to communicate with the student’s treatment provider.

2. Students who are considered for readmission to the Marian University Nursing Programs must supply sufficient evidence from the recognized program or individual supporting continued compliance with the treatment plan (See Rehabilitation above). This evidence must be given to the Dean of the School of Nursing and Health Professions before the student will be allowed to begin each subsequent semester. The student also falls under the random drug/alcohol screening policy of the Nursing Programs.

3. The total time allowed for completion of the nursing program is five (5) years from the time a student enters the first clinical nursing course.

Impaired Student Policy
Initiated 9-2010
Approved by Nursing Senate 12/3/2010
Student Discipline

I. Consequences of Failure to Adhere to the Code of Conduct Policies
   a. If failure to adhere to the aforementioned policies has been documented, the following options may apply depending on the severity and circumstances of each:
      i. Failure of the assignment
      ii. Failure of the course
      iii. Notation on the student’s personal record
      iv. Dismissal from the Nursing Program
      v. Dismissal from Marian University

A student whose pattern of behavior endangers the safety of a client, peer, staff member or clinical instructor will be given a verbal and written warning by the primary clinical/laboratory instructor as soon as the behavior becomes evident. Based on the incident, the student may or may not be given a plan of remediation. If the student’s conduct is deemed to be gravely unsafe, the student may be terminated from the clinical practicum and will receive an “F” for the course.

If a student fails the clinical portion of a course for the second time due to unsafe practice, remediation will not be allowed. (Refer to degree-specific parameters for clinical and theory course failures resulting in dismissal.)

The faculty of the Marian University Nursing Programs reserves the right to place on probation, suspend, or dismiss students from the program whose conduct or performance is detrimental to the nursing profession. Probation may or may not precede dismissal. Examples of behavior that violate the School of Nursing standards include, but are not limited to the following:
1. Acting in a manner that is disruptive to an academic or extra-curricular activity.
2. Harassing, exploiting or intimidating any member of the university community or clients under their care.
3. Knowingly misrepresenting facts to a university or agency official.
5. Purposefully misleading others or misrepresenting self.
6. Demonstrating behaviors reflective of an impaired student.

Clinical Suspension (temporary removal from clinical)
A student may be suspended from clinical for:
1. Unsatisfactory clinical performance including, but not limited to, lack of preparation, not meeting clinical learning objectives, and irresponsible, unsafe, impaired, or unprofessional conduct; or
2. Non-academic misconduct in violation of the Nursing Student Conduct Code.

Procedures for Clinical Suspension
Faculty may exercise the option of removing students temporarily from the clinical setting in isolated and infrequent instances. This option may or may not precede probation.
At the time of the removal, the student will be given directions concerning needed remediation and when to report back to the clinical setting. A student conference record will subsequently be completed detailing the remediation steps necessary for the student to successfully complete the course. The form will be retained by the faculty member for the duration of the course. If the student fails to follow through with the needed remediation, or if similar incidents recur, a student may be placed on disciplinary probation or may fail the clinical component of the course and therefore receive an F in the course.

**Disciplinary Probation**
A student may be placed on disciplinary probation for:
1. Failure to fulfill remediation plan related to clinical suspension;
2. Unsatisfactory clinical performance (including, but not limited to, lack of preparation; and irresponsible, unsafe, impaired, or unprofessional conduct);
3. Scholastic misconduct (including, but not limited to, plagiarism or dishonesty);
4. Unprofessional behavior (refer to Academic & Professional Integrity).

**Procedure for Disciplinary Probation**
When a student is placed on disciplinary probation the student will be informed verbally and by letter of his/her probationary status. Steps for remediation and the length of the probationary period will be outlined on a Student Conference Record that will be signed by the appropriate individuals and the Department chairperson. A copy of the letter and student conference record will be retained in the student’s cumulative education record. During the probation period, the appropriate individuals will meet with the student regularly to evaluate progress toward meeting conditions of probation and these meetings will be recorded on a Student Conference Record. The student has the right to have a liaison of their choice present at the meetings. It is the student’s responsibility to work with the individuals involved to schedule these meetings.

At the end of the designated probationary period, the student’s progress will be reviewed by the appropriate individuals and a decision made determining whether or not the student has met the steps of remediation. The student will be notified in writing of the decision. At this time, the student may be removed from probation, have probation continued, receive a failing grade in the course, or be dismissed from the program.

**Dismissal**
A student will be dismissed from the Nursing Program for any of the following reasons:
1. Achievement by a pre-licensure student of a grade of C- or below in a second or repeated undergraduate course with a NUR or NRS prefix;
2. Achievement by a graduate student of a grade of B- or below in a second or repeated theory graduate NUR course;
3. Achievement of a grade of B- or below in a practicum graduate NUR course;
4. Achievement of a grade of C- or below in any repeated math or science support course (pre-licensure program);
5. Achievement of a cumulative GPA (CGPA) below progression requirements after probationary semester;
6. Failure to conduct oneself in a responsible, safe, and professional manner as described in the Nursing Student Handbook;
7. Academic misconduct, including but not limited to, plagiarism, cheating, or dishonesty;
8. Failure to meet disciplinary probation remediation requirements;
9. Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory, or clinical setting;
10. Arrested on a felony charge while enrolled in the nursing program.

**Petition to the School of Nursing and Health Professions’ Student Affairs Committee**
A petition may be requested by filing a verbal and written request with the Chairperson of the SNHP Student Affairs Committee. The request must contain specific allegations for which the petition is being requested. These allegations must be substantiated by documentation from both of the involved parties. The SNHP Student Affairs Committee will follow its codified procedures and timelines in conducting the petition.

**Readmission After Dismissal Due to Academic Reasons**

If a student is dismissed from the nursing major due to academic reasons he or she may reapply to the major after one year (two semesters) from time of dismissal. Readmission is not guaranteed. The student must be able to show academic success in other healthcare related coursework from time of dismissal. The student should work with the appropriate Academic Advisor and maintain communication throughout the two semesters of other healthcare related coursework. If readmission is granted, the student must repeat the course(s) he or she did not pass at earliest opportunity.

Student may not earn less than a grade of C in a nursing course or withdraw from a nursing course after being readmitted to the major. If a nursing course is not successfully completed after readmission, student will be dismissed from the major. No further petitions for readmission will be considered.

Student must meet all current admission requirements at time of readmission. Remediation may be required prior to start of major.

**Student Discipline Policy**
Initiated 9-2010 Nursing Senate 12/3/2010
Revised by Student Committee 2/9/12 Nursing Senate 2/17/12
Revised by Nursing Student Committee 8/2012, 2/2013, 3/22/13, 11/5/13 Nursing Senate 3/18/1, 4/26/13, 11/22/13
Essential Capabilities of Nursing Students

Americans with Disabilities Act Compliance Statement

The Marian University School of Nursing and Health Professions does not discriminate against qualified individuals with disabilities and complies with the 1990 Americans with Disabilities Act (ADA).

Disability is defined in the Act as (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such an impairment.

For the purposes of the Marian University School of Nursing and Health Professions compliance, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential requirements of Marian University Nursing Programs.

A student with a disability has to have the disability verified by the Center for Academic Support & Excellence (CASE) Office. It is to the student’s advantage to do this as soon as possible in the semester to ensure that approved accommodations can be granted in a timely manner.

Essential Capabilities

There are essential capabilities necessary for admission and progression in the complex discipline of nursing in the Nursing Programs at Marian University. To enter or progress in the nursing curriculum, the candidate must be able to perform all of the essential capabilities and functional requirements (with or without accommodations). Marian University Nursing Programs students must have abilities and skills of five (5) varieties: Cognitive-Conceptual, Behavioral and Social Attributes, Communication, Sensory, and Motor. A student should be able to perform in a reasonably independent manner without the use of a surrogate. These essential capabilities must be demonstrated in the clinical, laboratory, and theory (classroom) interactions and evaluations, and include, but are not limited to, the following:

A. Cognitive-Conceptual: A student must demonstrate critical thinking ability sufficient for clinical judgment. These include abilities to:
   - Make effective clinical decisions.
   - Identify cause and effect relationships with clinical data.
   - Develop plans of care.
   - Perform math calculations requisite to safe dosage calculations and medication administration. Or, in the case of MSN-NPs to properly prescribe.
   - Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical/practicum setting.
   - Ability to assimilate multiple clinical findings in a concise, orderly manner.

B. Behavioral and Social Attributes: Students must possess the emotional stability and moral reasoning required for full utilization of their intellectual abilities to practice nursing in a professional and ethical manner. These abilities include:
   - Prompt completion of all responsibilities inherent to the diagnosis and care of patients.
   - Prioritize competing demands.
   - Development and maintenance of mature, sensitive and effective relationships with patients and the healthcare team.
   - Experience empathy for the situations and circumstances of others and effectively communicate that empathy.
   - Tolerate physically taxing workloads and to multitask effectively and efficiently under stress.
Nursing Student Handbook

- Adapt to changing environments and/or circumstances.
- Display flexibility and learn to function effectively, despite the uncertainties inherent in the clinical situations.
- Interact and establish rapport with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Separate own needs and experiences in order to maintain objectivity and client-centered care.
- Demonstrate compassion, integrity, honesty, and concern for others, including maintenance of confidentiality.
- Demonstrate interpersonal skills, interest and motivation throughout the education process.

C. Communication: Students must be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. Abilities include:
- Ability to communicate effectively and sensitively with patients, colleagues, and other personnel.
- Use of appropriate grammar, vocabulary, and syntax.
- Effective communication of nursing actions and for MSN-NP’s medical actions.
- Appropriate interpretation of client responses (verbal and nonverbal).
- Ability to communicate in English effectively and efficiently in oral and written form with all members of the health care team, patients, and families.
- Appropriate initiation of health teaching.
- Accurate reporting of patient information orally and in writing to members of the health care team (including charting).

D. Sensory: Students must be able to observe a patient accurately. Observation necessitates the functional use of the senses of vision, smell, touch, hearing, and somatic sensation.
- Coordinate verbal and manual instruction.
- Assess a patient from 10 feet away to observe patient behavior, posture and response to treatment.
- Respond to a timer, alarm, overhead codes or cries for help.
- Hear auditory sounds using a stethoscope.
- Hear and interpret verbal communication from patients.
- Communicate over the phone.
- Perform palpation and other functions necessary for a physical exam.
- Assess texture, shape, size, and vibration.
- Note temperature changes in skin and equipment.
- Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).
- Read gauges that monitor patient progress.
- Discriminate colors for diagnostic purposes.

E. Motor: Students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other assessment techniques. Students should be able to execute gross and fine motor movements required to provide general care and emergency treatment of patients. Many actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
- Move from room to room and maneuver in small spaces.
- Transfer patients who may require physical assistance.
- Guard and assist patients with ambulation.
- Perform exercise techniques, including applying resistance during exercise.
- Lift and carry up to 50 pounds, and exert up to 100 pounds force or push/pull.
- Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs.
- Use hands repetitively and use manual dexterity.
- Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
- Calibrate and use equipment.
- Apply pressure to stop bleeding.
- Perform cardiopulmonary resuscitation (CPR).
- Travel to and from academic and clinical/practicum sites.
- Able to spend 75%-90% of clinical time standing/walking. (Current standard shift for nurses is 12 hours.) MSN-NP’s often have prolonged time frames of seeing patients without a break (6-8 hours).

Revised: 3/27/2015

Health and Safety Policy

Policy

I. Students enrolled in the nursing program have a responsibility to model good health through:
   a. Development of positive personal health habits.
   b. Utilization of measures to prevent communicable and/or infectious diseases.
   c. Protection of patients/clients encountered who may be vulnerable to communicable and/or infectious diseases.
   d. Seeking appropriate and timely health care.
   e. Maintenance of personal health records.

II. All Marian University Nursing students are required to submit information on the following: (*See exception for RN-MSN Students)
   a. Rubeola (Red Measles)
   b. Rubella (German Measles)
   c. Mumps
   d. Varicella
   e. Hepatitis B
   f. Tetanus/Diphtheria/Pertussis
   g. Influenza
   h. Tuberculosis (TB) Screening
   i. CPR Certification
   j. Urine Drug Testing
   k. Criminal Background Checks
   l. Individual Professional Liability Insurance (for MSN students only)

*NOTE: RN-MSN students will not be required to provide proof of vaccines, titers, TB skin tests or CPR to the Nursing Program. RN-MSN students will be required to maintain their own records and be prepared to provide proof of such records on demand (within 24 hours of request). The Nursing Program reserves the right to conduct random audits of these records. Failure to provide appropriate proof of these requirements is grounds for failure of NUR 435 Public Health Nursing. RN-MSN students who apply for admission to MSN studies will be required to submit this documentation upon admission to MSN studies. Questions regarding appropriate documentation or other components of this policy can be addressed to the Graduate Program Chairperson
III. Management of Personal Health
   a. The student is responsible for management of personal episodes of illness (physical or mental) or injury; good judgment regarding attendance at clinical or class should be used.
      i. The Director of Health Services is available for assistance and consultation. It is the pre-licensure student's responsibility to consult with the Director of Health Services about a significant change in health status.
      ii. Some instructors may provide specific guidelines for clinical and class attendance when illness ensues.
      iii. Students who have prolonged absences that do not permit completion of the course competencies in the prescribed time frame will have to repeat the course.
   b. Any student who might anticipate an extended absence during a given term due to health concerns (physical or mental, pregnancy, etc.) must be aware that they may not be able to meet the expected competencies of the course. The student should make a decision in collaboration with his/her attending health care professional, academic advisor, and the nursing faculty involved as to the feasibility of taking the course and achieving maximum success at such a time.
      i. This decision may require a statement from the attending health care professional that the student is able to participate fully in the specified clinical course.
      ii. Collaboration between student, clinical instructor, advisor, and course coordinator may be needed to plan ahead for an alternate schedule (i.e. extra time before the anticipated absence).
      iii. Established policies and procedures may be modified to meet the requirements of the health agency at which the clinical experience is obtained.
   c. All students are responsible for their own needs or injuries associated with clinical learning experiences outside the classroom. Some clinical agencies will provide emergency treatment to the student; however, billing will be the responsibility of the student and his/her insurance carrier. All students are strongly encouraged to have a primary health insurance policy and must sign the Nursing Program’s Release of Liability form each year.

IV. Clinical agencies may require other or further documentation than what is required by the Nursing Program. Students will be notified if additional documentation is required. It is the student’s responsibility to be in compliance with clinical agency requirements.

Procedure
I. All required health and safety documents are submitted to the designated records management company, as selected by the Nursing Program, and are maintained by that company on a confidential web site. This information is shared with clinical agencies requesting information before student placement.
II. Failure to submit the required documentation on or before the deadline will result in disciplinary consequences up to and including dismissal from the Nursing Program.
   a. Initial submission of documentation is
      i. For Pre-licensure Students: while enrolled in NRS 200
      ii. For MSN students: during first semester of graduate program.
   b. Subsequent deadlines are January 1 or June 1 prior to the requirement’s expiration date unless otherwise noted below

III. Measles, Mumps and Rubella. Proof of protection according to current CDC guidelines is required. School of Nursing requires the following documentation:
   a. Dates of 2 vaccines, a Positive (immune) Titer for each of the three diseases listed above.
   b. If initial titer is negative (non-immune) a booster vaccine is recommended followed by a second titer.
   c. If the second titer is negative (non-immune) documentation from the student’s primary care provider indicating recommended course of action is required.
   d. If compliance with above is contraindicated documentation must be provided by the student’s primary care provider.

IV. Varicella. Proof of protection according to current CDC guidelines is required.
   a. Dates of 2 vaccines, a Positive (immune) Titer.
   b. If initial titer is negative (non-immune) a booster vaccine is recommended followed by a second titer.
   c. If the second titer is negative (non-immune) documentation from the student’s primary care provider indicating recommended course of action is required.
   d. If compliance with above is contraindicated documentation must be provided by the student’s primary care provider.

V. Hepatitis B. Due to educational/occupational exposure to blood or other potentially infectious materials, students may be at risk of acquiring Hepatitis B virus (HBV) infection, a serious disease. To meet this requirement the student must provide:
   a. Dates of 3 Hepatitis B vaccines, or a Positive (immune) Titer for Hepatitis B, or a Signed Vaccination Declination Form
   b. If the titer does not show immunity, revaccination using the 3-step vaccine followed by a repeat titer is recommended

VI. Tetanus/Diphtheria/Pertussis. Documentation of one Tetanus/Diphtheria/Pertussis vaccine once in an adult life. If 10 years have elapsed since administration of the Tdap vaccine, the student must receive a Td booster vaccine.

VII. Influenza. Documentation of influenza vaccine will be due by October 15 for each fall and by January 15 for any students admitted to the Nursing Program (undergraduate or graduate) during the spring semester.

VIII. Tuberculosis (TB) Screening. A single step TB skin test or a TB Blood Assay test (Quantiferon Gold) is required of all Nursing Students a maximum of 12 months prior to the first clinical or practicum experience. If longer than 12 months, or if student has never had a TB skin test, he/she must get a 2-step TB skin test or TB blood assay test.
a. Positive TB Status
   i. Any student with a history of a positive TB skin test must provide results of a chest x-ray. Recommendations from the student’s primary care provider may be required. An Annual TB Assessment form must also be completed. Students are responsible for monitoring their own health for signs and symptoms of Tuberculosis.
   ii. Any student who converts to positive while a Nursing student at Marian University will follow requirements indicated under “a” above.

b. Annual TB testing
   i. Required for students with no history of positive skin tests. Annual TB skin testing or TB Gold blood tests (or Annual TB Assessments for students with a history of positive tests) must be done at least every 12 months or more frequently as requested by clinical agencies. Students who do not comply will be excluded from nursing courses for the following semester.
   ii. Skin tests may be obtained at the Marian University Health Office, from the student’s primary care provider, employer, or local public health office.
   iii. Students will not be assigned to care for patients diagnosed with tuberculosis. Faculty and students will comply with all OSHA safety regulations and agency infection control measures. Students should report all contacts with communicable diseases to their instructor who will evaluate the situation and consult or refer to the Director of Campus Health Services as needed.
   iv. The TB requirement cannot come due during a semester as the clinical agencies require continual TB coverage while in the agencies. Therefore, the TB requirements will be due annually on January 1 or June 1 according to the following:
      1. TB tests that are due to be updated in December-April will be due January 1
      2. TB tests that are due to be updated in May-November will be due on June 1

IX. Drug Testing. The Nursing Program reserves the right to randomly screen any nursing student at any time at the student’s expense. Random screening applies to students enrolled in Pre-licensure, RN-MSN and MSN nursing programs.

a. For Pre-licensure Students, drug screens will be done at a time selected by the program and randomly thereafter as determined by the Nursing Program. The cost of the drug screens is included in student fees. Results are sent directly to the online record management company.
   i. Students will be notified when to complete this requirement by the Undergraduate Nursing Program Chairperson and will have 24 hours to comply with the requirement.

b. For MSN Students drug screens will be done prior to NUR 628. RN-MSN and MSN students may be tested randomly thereafter as determined by the Nursing Program. The cost of drug screens is included in student fees. Results are sent directly to the online record management company.
i. Students will receive a certified letter via USPS from the Graduate Program Chairperson with instructions to complete the UDS at the appropriate location.

ii. The student must report to the appropriate laboratory location within 24 hours of receipt of certified letter.

c. Results

   i. For Positive Results:
      1. Student will be referred to University Counselor for further evaluation.
      2. Disciplinary consequences up to and including dismissal from the program may be enacted.
      3. A second test will be required at the student’s expense.
      4. If the second test is positive, the student will be dismissed from the nursing program and advised to seek counseling.

   ii. For Inconclusive Results
      1. A second test will be required at the student’s expense.
      2. If the second test is positive, a third test will be required at the students’ expense and student will be referred to University Counselor for further evaluation.
      3. Disciplinary consequences up to and including dismissal from the program may be enacted.
      4. If the third test is positive, the student will be dismissed from the nursing program and advised to seek counseling.
      5. If the second test is inconclusive, the student must provide documentation from his/her primary care provider indicating a medical reason for an inconclusive result.

X. Criminal Background Checks. To comply with state laws and regulations, a background check of every nursing student will be conducted through the designated records management company as selected by the Nursing Program.

a. All students must complete the Background Information Disclosure form and upload it to the designated records management company.

b. Pre-licensure students must order criminal background checks online via the designated records management company. Students will be notified of the process and procedure by the program.

c. MSN students must order criminal background checks online via the designated records management company during the first semester of the graduate program.

d. The student will be notified of any adverse findings and results will be reviewed by the respective program chairperson.

e. Any student who fails to disclose any charges (past or pending) will be disqualified from attending clinical.

f. All nursing students have the responsibility to inform the Nursing Program of any changes to the background check (i.e.: pending charges). Failure by the student to inform the Nursing Programs of any changes to the student’s background check will result in dismissal from the nursing program.

g. Disclaimer: Placement in clinical agencies is not guaranteed. Clinical agencies reserve the right to refuse admittance of any student to their facility based on the
information obtained in the background check or due to non-disclosure of charges. If a student cannot attend clinical he/she cannot meet course requirements and therefore cannot complete the program. Additionally, the Wisconsin State Board of Nursing may or may not grant RN licensure to any applicant with an unfavorable background check.

XI. CPR Certification
   a. At a minimum, all students must be BLS certified
   b. The certification must be for the Professional Rescuer or Healthcare Provider and cover 1-person, 2-person, infant, child and adult CPR and AED.
   c. The American Heart Association CPR certification is recommended, however; the American Red Cross CPR certification will be accepted if it meets the above requirements.
   d. The CPR requirement cannot come due during a semester as the clinical agencies require continual CPR coverage while in the agencies. Therefore, the CPR requirements will be due annually on January 1 or June 1 according to the following:
      i. CPR certification that is due for renewal in December-April will be due January 1
      ii. CPR certification that is due for renewal in May-November will be due on June 1

XII. Individual Profession Liability Insurance for MSN Students
   a. Students enrolled in MSN studies are required to purchase Individual Professional Liability Insurance (malpractice insurance) prior to their first scheduled practicum course.
   b. The student has the freedom to choose the insurance provider.
   c. Minimum coverage amounts must be $1 million individual and $6 million aggregate.
   d. Students must submit an updated copy of the Certificate of Coverage annually (by August 1 or January 1) to the designated records management company
Clinical Incident & Significant Exposure Policy and Procedure

Policy

I. A clinical incident is defined as any accident, injury, loss, contamination, or a situation which might result in an accident, injury, loss, or contamination. Incidents are happenings which are not consistent with routine activities. This includes: significant exposure to blood and/or body fluids, or communicable diseases, falls by or other injuries to client or student, medication errors, and procedure errors.

II. Any health or safety incident which occurs as part of a nursing student’s clinical learning experience shall be reported to the clinical agency and the Dean of the School of Nursing and Health Professions.

III. Timely and accurate documentation is necessary to
   a. Inform the school administrators about situations which may result in risk or liability to the schools
   b. Identify patterns of accident prone behavior
   c. Assure that the health or safety incident is explored as a learning experience
   d. Demonstrate expected professional behavior

IV. Nursing faculty and students shall comply with existing federal and state laws or regulations and follow established institution (clinical agency or Marian University) protocols when significant exposure to blood and/or body fluids occurs.

V. Nursing faculty and students have a moral and ethical responsibility to have counseling and testing done when involved in cases of significant exposure to blood or body fluids
   a. This applies to situations where faculty or students are exposed or are involved in the exposure of another individual
   b. Baseline and follow-up testing are necessary for all individuals/families involved to make informed decisions and to keep anxiety at a manageable level during a very difficult time
   c. Individuals must sign needed documentation in a timely manner complying with existing federal and state statutes and the institution’s policy

Procedure

I. Reporting the Incident
   a. Students shall report in person to the faculty member in charge any health or safety incident which involves a client or student and complete the necessary clinical agency documentation with the clinical instructor
   b. If one exists, follow the policy and procedures of the agency where the incident occurred.
   c. A Clinical Incident Report form must be completed by the student and faculty member in charge and submitted to the Dean of the School of Nursing and Health Professions as soon as possible after a clinical incident occurs.
   d. If the clinical agency allows a copy of their incident form to be made, that copy shall be attached to the school form.

II. Follow-up Actions
   a. The student must make an appointment with the Dean of the School of Nursing and Health Professions and the faculty member in charge to review the incident.
b. In the case of Significant Exposure the student, instructor, Dean of the School of Nursing and Health Professions, and Director of Marian University Health Services should meet as soon as possible to assess and ensure accurate and appropriate documentation of the exposure according to the institution’s policy and to ensure that the exposed individual receives counseling related to testing, treatment and follow-up in a timely manner.
   i. The Director of Marian University Health Services or his/her designee shall act as the facilitator when the University is the originating institution or if the clinical agency or exposed individual so desires.
   ii. Confidentiality according to federal and state laws will be maintained. Test results, if available, will be shared with only those specified on a written consent form signed by the tested individual.

III. The Nursing Programs will utilize the following statutory definitions regarding sustained contact and exposure of all blood borne pathogens.
   a. Under Wisconsin Statute 252.15(1)(3m), “significantly exposed” means contact that carries a potential for transmission of HIV by one or more of the following:
      i. Transmission, into a body orifice or onto mucous membrane, of blood; semen; vaginal secretions; cerebrospinal, synovial, pleural, peritoneal, pericardial or amniotic fluid; or other body fluid that is visibly contaminated with blood.
      ii. Exchange, during the accidental or intention infliction of a penetrating wound, including a needed puncture, of blood; semen; vaginal secretions; cerebrospinal, synovial, pleural, peritoneal, pericardial or amniotic fluid; or other body fluid that is visibly contaminated with blood.
      iii. Exchange, into an eye, an open wound, an oozing lesion, or where a significant breakdown of the epidermal barrier has occurred, of blood; semen; vaginal secretions; cerebrospinal, synovial, pleural, peritoneal, pericardial or amniotic fluid; or other body fluid that is visibly contaminated with blood.
   b. Part 1910.1030(b) of title 29 of the Code of Federal Regulations Subpart Z amended in 1991 defines the following
      i. Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee’s duties.
      ii. Parenteral means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts, and abrasions.

IV. Immediate action Following Significant Exposure
   a. Wound Care/First aid
      i. Wash needle sticks and cuts with soap and water
      ii. Flush splashes to nose, mouth or skin with water
      iii. Irrigate eyes with clean water, saline or sterile wash
   b. HIV/AIDS Significant Exposure
      i. Post-exposure prophylaxis (PEP) should be initiated when necessary, promptly, preferably within 1-2 hours post exposure.
ii. The student and instructor (as soon as possible, notify the Dean of the School of Nursing and Health Professions) should contact the emergency room or treating provider (as per agency policy), who will initiate prophylaxis and test for HIV antibody in coordination with an Infectious Disease specialist. Continued care will be maintained with the exposed person’s primary care provider.

iii. For additional information visit http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp_to_Blood.pdf

V. Costs Incurred
   a. Students will be responsible for any costs incurred related to any clinical incident per the Nursing Program’s Release of Liability Form which students sign annually.
   b. Faculty and staff of Marian University are covered as employees for federally mandated services by the employer.

Approved by Nursing Faculty Committee 5/13/94
Reviewed 8/2009, 6/2010
Updated 7/2011, 9/2012, 1/16/2014

Clinical Incident Report Form
Health and Safety Resources

Marian University Campus Health
- Located in Regina Hall, Lower Level
- Phone 920-923-7615
- Hours: M – F 8:00am-4:30pm
- Services: vaccines, titers, TB skin tests, physical exams, first aid, health education
- Contact Campus Health for current prices

Fond du Lac County Public Health Department
- 160 S. Macy Street, 3rd floor
- Hours: M-F 8-4:30 except for legal holidays
- Phone: 920-929-3085 or 1-800-547-3640
- Immunization Clinics: 2nd Monday of every month 3pm-6pm

Public Health – Madison & Dane County
- 210 Martin Luther King Jr. Blvd, Room 507, Madison
- Phone: 608-266-4821

Outagamie County Public Health Division
- 401 S. Elm Street, Appleton
- Hours: Monday – Friday 7:00a.m. to 3:30p.m except legal holidays
- Phone: (920) 832-5100
- Call for appointment

West Allis Health Department
- 7120 W. National Ave, West Allis
- Immunization Hours: Wednesday 8:30am-12:30pm, Thursday 12:30pm-4:30pm or by appointment
- Phone: 414-302-8600

Wisconsin Immunization Registry
- Only for those immunized in the state of Wisconsin by providers who participate in the Immunization Registry
- Enter name, birth date and social security number
- Lists dates of immunizations along with recommended dates of booster vaccines if necessary; this document is sufficient to meet Nursing Program requirements for immunization documentation
• Does not list dates of titers or titer results or TB skin tests

American Red Cross
• [www.redcross.org](http://www.redcross.org)
• Reminder: your CPR certification must be for the Professional Rescuer or Healthcare Provider

American Heart Association
• For CPR Courses: [http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp](http://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp)
• Reminder: your CPR certification must be for the Professional Rescuer or Healthcare Provider
Student Affairs Committee Petition

The Student Affairs Committee for the School of Nursing and Health Professions has among its functions, the following responsibilities:

a. Develops, reviews, revises and publishes policies related to admission, progression, dismissal, readmission, retention, health & safety requirements, and graduation.

b. Makes recommendations to the Dean regarding student transfer, readmission, health & safety requirements, progression, retention, special recognition, and dismissal.

Student Affairs Committee Petition Process Related to Admission, Progression, and Dismissal Policies

If a student wishes to challenge a program policy within the School of Nursing and Health Professions, the student should complete a “Student Affairs Committee Petition” form. Students may obtain the form and discuss the challenge process with his/her academic advisor in the School of Nursing and Health Professions. The Student Affairs Committee petition process is initiated by the student and must include, in writing, all of the elements on the “Student Affairs Committee Petition” form.

The Student Affairs Committee will review School of Nursing and Health Professions program policy-based challenges submitted by students. The Student Affairs Committee will not review petitions related to University-wide policies.

Student Affairs Committee will not consider petitions related to criteria-based admission or progression decisions for any program in the School of Nursing and Health Professions.

During scheduled meetings of the Student Affairs Committee, members will consider the information provided by the student and any supporting documentation. It is the role of the Committee to determine whether the student’s circumstances differ significantly from those of other students, and would thus, warrant special consideration.

Note: It may take up to six weeks to process a Student Affairs Committee Petition. Once the petition has been processed, the student will be informed of the decision in writing. Submission of a petition and relevant supporting documentation does not guarantee approval.

The decision of the Student Affairs Committee is final.

Policy implemented 3/2005
Policy updated 8/2008
Reviewed 6/2010
Revised 2/2012
Nursing Senate 2/17/2012
Revised 2/21/14 / SNHP 4/4/2014
MARIAN UNIVERSITY
School of Nursing and Health Professions
Student Affairs Committee Petition Form

Student Name ________________________________
Mailing Address ____________________________________________
Marian E-mail Address ________________________________________
Submitted to __________________________ Date ____________________

Program: Pre-licensure BSN RN-MSN MSN RTC SWK THA ATC ESS CHHS
(Circle one)

The policy being challenged is:

Rationale for challenging this policy (address the following in no more than 300 words):
  a. Brief explanation of what led to your breach of the policy.
  b. Actions you took to prevent breaching the policy.
  c. Rationale for why the committee should suspend the policy for you.

Should the Student Affairs Committee approve your petition, describe YOUR ACTION PLAN for fulfilling the expectations of the policy.

Relevant factual documentation* attached (list):
(*Note: Must include unofficial copy of academic transcript.
Reference letters accepted only at the request of the Student Affairs Committee.)

Submitted by: ________________________________
(Student signature)

Committee Action:

Advisor Signature: __________________________ Date: __________________________

Policy implemented 3/2005
General Information
Nursing Resource and Simulation Center: Policies and Procedures

The mission of the Nursing Resource and Simulation Center (NRSC) as a facility is to support the learning process and provide supplemental resources for students and faculty.

The NRSC is primarily a nursing skills and computer learning laboratory. It houses equipment and materials needed to support the practice component of the Nursing Programs.

With its collection of audio-visuals and computer software, the NRSC functions as a resource for individualized student learning. In addition, the NRSC promotes use of these materials by faculty.

Qualified professionals coordinate the NRSC activities and serve as facilitators in the student learning process.

General Information:

1. The center will be open for the needs of the students and faculty. Hours are posted at the Agnes Center each semester.

2. Orientation to the use of the center by the NRSC staff is required prior to the use of the facilities.

3. All nursing skills materials are available for practice and/or demonstration. Supplies from clinical agency supply carts should not be used for practice.

4. Scheduling for meetings or skills must be arranged through the coordinator.

5. Computer lab (AC109) use is first come, first serve.

6. No smoking or eating is allowed in the NRSC classrooms or computer lab.

7. Each student is responsible for cleaning up disarray.

8. Students are to contact the NRSC Coordinator regarding rules and procedures pertaining to checking out resource materials.

Facilities:

1. The NRSC skills laboratory rooms are for the practice and performance of nursing skills. Students enrolled at any level may request assistance.

2. Designated rooms will be available for study and practice of nursing skills. Students may request clarification from NRSC staff.

3. The computer areas can be used for learning via computer assisted instruction. Students may request assistance to operate these menu driven programs from the NRSC staff.

MS/sg 10/30/97

Updated by Student Committee 11/3/97
Approved by Nursing Senate 11/21/97
Revised 2002, 2009
Textbook Codes for Online Materials
Caution: Be certain that the textbook editions match the current course requirements.

CODES FOR ONLINE RESOURCES MAY BE REQUIRED: Some textbooks include codes essential for access to online materials required for courses. Codes published in used textbooks are not usable by subsequent owners of the text. Therefore, students incur additional cost to purchase a new code to access the required online resources, thus off-setting the perceived cost-savings by purchasing a used textbook.

OLD EDITIONS: Moreover, former editions may not include essential course content.

Online, Hybrid, and Classroom Courses
Some of the courses in the Marian University Nursing Programs will be delivered ONLINE and some courses will be delivered in a part classroom and part online configuration. The format for this configuration is “hybrid” and is in keeping with strategies by the Nursing Programs to implement the University’s plan to offer courses in formats that are compatible with adult learning. Only courses with curriculum that is conducive to this method of learning will be considered for “hybrid” delivery. Course content which requires a high level of discussion or tactile engagement would need a classroom environment.

The definition of a hybrid course at Marian is “a course in which some traditional face-to-face ‘seat time’ has been replaced by online learning activities. The purpose of a hybrid course is to take advantage of the best features of face-to-face and online learning. A hybrid course is designed to integrate face-to-face and online activities so that they reinforce, complement, and elaborate one another, instead of treating the online component as an add-on or duplicate of what is taught in the classroom.”

Professional Nurse Organizations
The Marian University Student Nurses Association (MUSNA) is the local constituent of the Wisconsin Student Nurses Association (WSNA) and the National Student Nurses Association (NSNA). Members of the associations may participate on local, state, and national levels.

Marian University Student Nurse Association (MUSNA)
MUSNA is a local nursing student organization. All students preparing to enter the nursing profession are encouraged to join and participate in MUSNA.

The purposes of MUSNA are:

1. To develop an understanding of and an appreciation for the nursing profession.
2. To provide programs that stimulate professional interest and concern.
3. To foster the development of the student's whole person, their professional role, and their responsibility for delivering health care.

4. To encourage the student to become an active member of the professional organization, thereby familiarizing the student with the responsibilities and obligations of their profession on a local, state, and national level.

5. To broaden the student's nursing education by facilitating informal learning experiences and opportunities for socialization among peers.

Sigma Theta Tau International –Phi Zeta Chapter: The Marian University Phi Zeta Chapter of Sigma Theta Tau International (STTI) is an honor society for nurses who have a minimum of a baccalaureate in nursing, who demonstrate excellence in scholarship and leadership in the nursing community.

Sigma Theta Tau International focuses on creating a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world’s people.

The Marian University Phi Zeta Chapter of STTI is an organization of similar-minded individuals that gathers periodically to recognize superior achievement and the development of leadership qualities, encourage creative work, foster high professional standards, and strengthen commitment to the ideals and purposes of the profession. Undergraduate students, alumni, and community leaders who meet membership criteria are invited to join.

Visit: [http://phizeta.nursingsociety.org/PhiZetaChapter/Home/](http://phizeta.nursingsociety.org/PhiZetaChapter/Home/) for information and application.
Committee Participation within the Nursing Programs

The Nursing Programs have several standing committees which meet at arranged times to review, discuss, and make decisions which relate to policies of the student, the faculty, or the total University community. Student input is valuable and student representation and participation is requested on a number of committees. Students are invited to apply for these positions by notifying one of the Academic Advisors in the Nursing Programs. The committees and the accompanying functions are as follows:

1. **Nursing Senate Committee**: Recommends, develops, controls, and evaluates policy regarding students, faculty, and the ongoing nursing curriculum.
   
   a. Pre-licensure students:
      
      Freshmen--None
      
      Sophomore Second Semester--appointed by Academic Advisor
      
      PCCAL 1 Course (Junior)—Election held for one representative and one alternate every semester in beginning of semester. These students remain the rep for the class until graduation. Ideally the representative and alternate are from the two different sections. If they are not members of MUSNA, they must report to MUSNA meetings.
   
   b. RN students:
      
      Two appointed by the RN Advisor.

2. **Subcommittees**:

   a. Nursing Student--Develops, reviews, revises, publishes, and acts on policies related to admission, progression, dismissal, readmission, retention, health, and graduation.

   b. Nursing Curriculum--Monitors nursing curriculum including the philosophy, goals, organizing framework, program, level and course objectives, content and outcomes.

      Pre-licensure student (Senior)—One representative and one alternate, elected by MUSNA. (One student must be a May graduate.)

   c. Special--specific purpose committee appointments as deemed necessary.

      (1) Nursing Faculty - Develops and updates faculty handbook of nursing division.

      (2) Nursing Assessment & Evaluation - Maintains, reviews, and updates the written systematic evaluation plan of the Nursing Programs and related policies.
Program Completion

A. Official Transcript

The official academic records for all students are maintained by the Registrar. No record may be released to any unauthorized individual or agency without written approval of the student. Such approval must be given in person or in writing. Records cannot be transmitted as a result of telephone or second person requests or facsimile transmissions.

Marian University is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Specifics on students' rights under this Bill are available in printed form from the Office of the Registrar.

B. Credentials

A Marian University placement service is available for Marian University students and alumni. Complete information regarding this service may be obtained from the Student Development Office.

Registration for life-long credential services is encouraged early during the last semester of the senior year. Upon payment of the registration fee for credentials, the individual receives materials and instructions for setting up, maintaining, and circulating credential packets.

Typical Marian University credential packets for nurses include the following documents: personal data sheet, record of courses (unofficial), three (3) recommendations, evaluation from the final clinical experience which may include an evaluation from a staff nurse. Mailing of packets proceeds only upon receipt of a signed request from the individual involved.

Official transcripts of courses and course grades are issued only by the Office of the Registrar upon written request of the candidate and payment of the transcript fee.

Marian University Counseling and Placement Center is in compliance with Title VI of the Civil Rights Act of 1964; with Title IX of the Educational Amendments of 1974, and with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

C. Documents

Upon graduation, a summary document is compiled for the School of Nursing and Health Professions Office cumulative record files. The document includes brief data about admission to the Nursing Major, selected clinical evaluations, outcome test scores, Dean's List Information and selected official letters. The official transcript is maintained by the Registrar. It becomes the graduate’s responsibility to notify both the School of Nursing and Health Professions Office and Registrar's Office of name and address changes following degree completion. These data are used to compile letters of reference upon the graduate’s request.
D. Licensure

Pre-licensure BSN graduates are eligible for the licensure examination for registered nurses. Applications and instructions for the examination in Wisconsin are provided to the seniors during the final semester. If a student chooses to obtain a license in another state, the Department of Regulation and Licensing (Nursing) of that state must be contacted for the necessary instructions.

E. Certification

Adult/Gerontology Primary Care Nurse Practitioner Specialty
The AGPCNP Specialty consists of a program based in nursing theory, research and primary care for adult clients. Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner preceptors. Graduates are eligible to write the ANP certification exam offered through the American Nurse Credentialing Center and the Wisconsin exam for prescriptive authority.

Family Nurse Practitioner Specialty
The Family Nurse Practitioner (FNP) specialty consists of a program based in nursing theory, research, and primary care for individuals and their families. Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner or physician preceptors. Graduates are eligible to take the certification examination for Family Nurse Practitioners offered through either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Upon certification as a Family Nurse Practitioner, graduates are eligible seek prescriptive authority in Wisconsin by taking a jurisprudence examination for advanced practice nurse prescribers (APNPs) registering with the federal Drug Enforcement Agency (DEA).

Nurse Educator Specialty
The NE Specialty consists of a program based in nursing theory, research and educational theory and practices. Students complete a combined total of 450 clock hours of clinical practice. Students are prepared to teach in academic settings, staff development settings, and organizations which plan and provide client educational offerings. After meeting additional academic requirements specified by the National League of Nursing, the graduate will be eligible to take the Certified Nurse Educator (CNE) exam through NLN.

Certificate in Nursing Education
This certificate provides the Master of Science in Nursing-prepared nurse the knowledge and experience necessary for providing educational experiences in the academic or non-academic setting. Coursework consist of foundations of education, curriculum planning, instructional design, assessment and evaluation as well as a clinical practicum and role development. After meeting additional academic requirements specified by the National League of Nursing, the graduate will be eligible to take the Certified Nurse Educator (CNE) exam through NLN.
F. **Follow-up Evaluation**

In order to continuously improve Marian's Nursing Programs, graduates are expected to participate in evaluations of the programs via Final Program Evaluation, level evaluations, and later follow-up questionnaires. Follow-up evaluations are conducted at regular intervals.

In addition, the programs need to track career paths of its graduates. For this reason, graduates must notify the School of Nursing and Health Professions Office about address and name changes, employment changes and graduate school status. Continued accreditation depends upon this feedback. Graduates are asked to return this information to the university in a timely fashion.
## Pre-licensure Nursing Curriculum 2015-16

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8 credit hours of health care focused electives.

Total Credit Hours 128
Admission and Progression Policies for Pre-licensure BSN Students

Traditional Freshman (Pre-Nursing Major) Admission Requirements:
1. Admission to university per university standards. Academic Bulletin

Transfer Student Admission:
1. Admission to university per university standards. Academic Bulletin
2. Transfer students may be admitted as Pre-Nursing or Nursing majors depending on prerequisite completion and must follow progression policies as indicated below.

Criteria for Application for Admission to Nursing Major

In order to apply for the Nursing Major the following must be met:
1. Completion of Application to Nursing Major form, minimum cumulative 2.8 GPA, and minimum cumulative 2.5 math/science GPA.
   a. Minimum cumulative GPA of 2.8 calculated using credits from all schools attended. Once 12 credits have been earned at Marian University, only the Marian University credits will be used for cumulative GPA calculation if those credits were earned within the last 2 years. If the Marian University credits were earned more than 2 years ago the GPA will be calculated using credits from all schools attended.
   b. Minimum math/science GPA calculated on all required math and/or science courses completed taken at Marian University or another institution.

For full consideration to the Nursing Major:
2. HESI A2 Exam is required for full consideration.
3. Completion of Criminal Background Check and Health and Safety requirements.

The above must be received by February 1 preceding the fall of intent to enter nursing major coursework or August 15 preceding the spring of intent to enter nursing major coursework.

Additional criteria for Admission to the Nursing Major:
4. Minimum cumulative 2.5 GPA on all required math/science courses
   a. Completion of required math and science courses with grades of “C” (2.0) or better and a minimum cumulative math and science GPA (CMSGPA) of 2.500.
      *Must be completed within the last 7 years.
      BIO 100 Life Systems
      BIO 205 Anatomy & Physiology *
      BIO 210 Microbiology *
      CHE 103 General, Organic & Biochemistry *
      Any college-level math that meets the LACC

Note: Only one required math one required science course with a grade less than “C” (2.0) will be allowed to be repeated once to obtain a grade of “C” (2.0) or better for that course. This
requirement applies to all required math and science courses taken at Marian University as well as those taken at other institutions. A second grade of less than “C” (2.0) in the repeated course or any other required math or science course will result in dismissal from the nursing program. Transfer students – the above “Note” also applies as well as with nursing courses if transferring from a nursing program from another institution. Only one nursing course will be allowed to be repeated once to obtain a grade of “C” (2.0) or better for that course. This does include withdrawing from a course. If more than one nursing course is withdrawn from or not passed it will result in ineligibility for the Nursing Major.

5. Completion PSY 105 Human Development; ENG 105 Expository Writing; and ENG 106 Argumentative and Research Writing all with grades of “C” (2.0) or better.

6. Completion of 46 college-level credits.

7. Possible Interview

Notes:
Students who have been denied admission to the nursing program due to a CGPA of less than 3.000 may submit an application requesting admission to the nursing program, if admission criteria are met, during the next application period. Automatic admission to the program for the next academic year is not guaranteed. Each student case will be considered individually and are handled on a space-available basis.

Essential capabilities are necessary in the complex discipline of nursing. To enter or progress in the nursing curriculum, the candidate must be able to perform all of the essential capabilities (with or without accommodations). See Essential Capabilities of Nursing Majors in the Nursing Student Handbook.

Criteria for Progression in the Nursing Major

1. Maintain a Cumulative 2.75 GPA (on a 4.0 scale) based on all credits earned at Marian University.

2. Earn at least a “C” grade (2.0) in all required nursing courses. Students who achieve less than a “C” grade in a required nursing course must successfully repeat the respective required nursing course before progressing in the program. Readmission to the major is not guaranteed and is handled on a space available basis. No more than one required nursing course may be repeated throughout the nursing curriculum with the exception noted in number 3 below. A student must work with their academic advisor when planning to repeat classes.

3. A student who is granted a medical withdrawal may repeat only one semester of nursing courses. Re-enrollment in nursing courses is on a space available basis and therefore is not guaranteed.

4. A student may only re-enroll in one nursing course while in the nursing program. The exception to this is if a student is granted a medical withdrawal for all nursing courses in a single semester. In this instance the student may re-enroll in all courses on a space available basis. If the student drops or fails any of the courses during the re-enrollment, the student will be dismissed from the program.
Note: A student must complete the nursing program within four (4) years from the time of entering the first nursing course.

5. All courses registered must be completed with a posted grade. A student may not progress in the nursing curriculum plan until incompletes are removed from the transcript.

6. One probationary semester will be allowed one time for a student who has earned a Cumulative GPA in the range from 2.700-2.749 and has also met all other progression requirements including a C (2.0) in all nursing courses. The student will be granted the probationary semester and allowed to continue in nursing course work to achieve the CGPA progression requirement.

7. Failure to meet the CGPA progression requirement at the conclusion of the probationary semester, or in any subsequent semester, will result in dismissal from the nursing program. The dismissed student will not be allowed to petition for readmission to the major until all progression requirements have been met.

8. A student on probation due to not meeting CGPA progression requirements must successfully complete all nursing courses enrolled in during the probation semester with a C (2.0) or better. Withdrawal from a course does not constitute successful completion of a course.

9. Completion of required competency testing and evaluations.

10. Completion of Medication Calculation exams meeting the required minimum standard. (See Medication Calculation Exam Progression Policy)

11. Attend an annual nursing student in-service in preparation for clinical.

12. Maintain up-to-date and accurate health and safety records as outlined in the Health and Safety Policy.

Failure to meet any requirement by the stated deadline will impact progression and anticipated graduation date.

Revised/Approved Nursing Senate 4/26/13, 3/2015

Pre-licensure Nursing Program Examination Policy

I. For any examination given in the classroom
   a. Students will bring a non-graphing calculator.
   b. Items on the desktop will only include the examination and answer sheet, provided blank piece of paper, pencil(s), calculator and clear water bottle. Any item may be confiscated by the instructor during the examination.
   c. Students will place all materials such as bags, phones, and jackets in the front of the room before the examination begins.
   d. Students will silence or power off all phones, pagers, or other electronic devices during the examination time.
      i. Should a student need his or her phone available for an emergent situation the phone may be left with the proctor in the front of the room. The phone should be set to vibrate so as to cause limited disruption in the examination room.
e. Students are encouraged to keep all answer sheets covered during the examination.

f. Students may not ask questions of the proctor regarding exam content during the exam.

g. Students are to remain seated during the exam.

h. Only the answers provided on the official answer sheet will be accepted.

II. For any examination given on-line

a. Students will take examinations individually unless otherwise permitted by the course instructor.

III. Any breach in above will result in disciplinary action, up to and including dismissal, as outlined in the Academic Honesty Policy found in the Marian University Academic Bulletin.

Medication Safety Competency Policy

1. Sophomores and Juniors will complete medication safety competency assessments. Students must earn 100% on these assessments. Students must remediate and retest as needed until the minimum score is obtained.

   a. The assessment for sophomores will be given at the end of NRS 215 Introduction to Pharmacology and must be passed to progress to the first semester of junior nursing courses.

   b. The assessment for first semester juniors will be given during NRS 300 Patient Centered Care across the Lifespan I and must be passed before the student will be allowed to administer medication in the clinical setting.

   c. The assessment for second semester juniors will be given at the beginning of NRS 350 and must be passed before the student will be allowed to administer medications in the clinical setting.

   d. The assessment for first semester seniors will be given at the beginning of NRS 400 and must be passed before the student will be allowed to administer medications in the clinical setting.

   e. The assessment for first semester seniors will be given at the beginning of NRS 470 and must be passed before the student will be allowed to administer medications in the clinical setting.

Approved by: Nursing Senate Fall 2013; Revised 3/2015
Policy for Readmission to Nursing Program for Students in Good Standing in Pre-licensure BSN Program

After all continuing students in good standing are accommodated, those students who desire readmission to the Nursing Major (or to any specific course), will be accepted on a first-come, first-selected basis, if all current eligibility requirements are met.

1. Policy:
   A student who withdrew from the University for reasons other than academic difficulty and later wishes to be readmitted, must follow Office of Admission and Nursing Program’s policies on readmission prior to desired readmit semester. The Student Affairs Committee will consider the request and make a decision regarding academic placement.

2. Readmission Rules:
   a. Students who stop-out for one semester may return to the program at point of stop-out on a space available basis.
   b. Students who have not taken clinical nursing courses for 2 semesters must repeat the clinical nursing courses from the semester prior to stop-out and will proceed in sequence unless major curriculum changes have been made.
   c. If absent more than one (1) year, but less than two (2) years, student will be required to be evaluated via testing or clinical challenge to determine competencies. The Student Affairs Committee and faculty members involved in specific courses will determine evaluative needs.
   d. If absent two (2) years or more, student will repeat all nursing courses.
   e. Meet requirements for health and safety including a criminal background check.

The readmitted student may exercise the option to repeat all Nursing courses if desired.

3. When the advisor and student determine that the student may request readmission into the program, the student will make this request in writing to the SNHP Student Affairs Committee on the SNHP Student Affairs Committee Petition form.

4. Student will be informed by the SNHP Student Affairs Committee of the decision regarding readmission. Readmission is not guaranteed.

5. If a student is granted readmission, the student’s name will be placed on the “first-come, first-selected” list after meeting the terms of all applicable rules listed in #2. Placement is not guaranteed.

Revised 5/2009
Approved Nursing Senate 5/2009
Reviewed 6/10
Revised 3/7/2012, 3/2014
Approved Nursing Senate 3/30/2012, 4/4/2014
Outcome Assessment Grading Policy

The Pre-licensure Nursing Program utilizes an outcome assessment program by HESI. The HESI program has proven to assist nursing students with preparation for the NCLEX-RN examination. Results of the HESI assessments also assist the faculty in making appropriate updates to the curriculum and to ensure that students are meeting appropriate benchmarks.

Various assessments (quizzes, case studies, exams) from the HESI products will be assigned throughout the curriculum. Scores may or may not be calculated in the final course grade; this will be specified in the course syllabus.

Approved by Nursing Senate 11/21/97
Graduate Nursing Program: RN-BSN Online
RN-BSN ONLINE

BSN DEGREE COMPLETION PROGRAM FOR REGISTERED NURSES

Registered nurses (RNs) prepared with an associate degree in nursing or a nursing diploma may complete a streamlined program of study that provides for the completion of a Bachelor of Science in Nursing (BSN) in an online learning environment.

Students in the online RN-BSN program can expect to complete 57-58 credits at Marian University: 24 credits in liberal arts and sciences, and 33-34 nursing credits. Students progress to the nursing major upon completion of all but 15 credits in the Liberal Arts Core Curriculum (LACC). All courses taken at Marian University will be taught online.

Admission and Progression

Students seeking admission to the RN-BSN online program are required to submit a completed application (online or paper form) to the Admissions Office. A $50 non-refundable application fee must accompany the application. Before initiating course work, the RN applicant must submit official transcripts from all institutions of higher learning; the Registrar shall evaluate the transcripts for credit transfer. A high school transcript is required if fewer than 32 credits have been earned at a post-secondary institution. Transfer credit from other institutions may satisfy some general studies and science requirements along with articulated nursing credit.

In accordance with Marian University transfer policy and policies set forth by the School of Nursing and Health Professions for the award of nursing credit, credit for prior learning, certification credentials, and credit for demonstrated higher level knowledge, RNs with an associate degree in nursing bring to Marian University approximately half of the 128 credits required for a Bachelor of Science in Nursing degree.

Students who have acquired academic credits at another regionally accredited college or university may be admitted to Marian University with advanced standing. To be considered for admission as a transfer student, a minimum cumulative grade point average (GPA) of 2.00 (on a 4.00 scale) is required. To be accepted as transfer credit a grade C- or better must have been earned in college or university courses; however, a grade of C or better is required for transfer of credit earned in nursing, math, and science courses. The Marian GPA is based solely on courses taken at Marian University.

All official post-secondary transcripts will be evaluated upon receipt for previously earned credit. Credit accepted for transfer will be reported in a written evaluation provided to the applicant.

Prerequisite Courses

Prerequisite courses for the nursing major are often met by credits transferring from associate degree or diploma nursing programs. If coursework completed previously is insufficient to meet prerequisite requirements, students may satisfy those requirements through challenge exams or
by earning additional course credit. Prior to beginning any online courses at Marian University, students in the online RN-BSN program must complete BUA 204, the online orientation course.

Transferred and Articulated Nursing Credit

A minimum of 32 nursing credits are applied to the undergraduate program requirements for demonstrated higher level knowledge evidenced by RN licensure. Additional nursing credit earned previously may transfer in accordance with Marian University articulation agreements and/or transfer policies.

General Education Program

The RN-BSN online program includes the liberal arts core curriculum (LACC) established by the University and described in the current Academic Bulletin. The LACC requirement of a lab science is waived for RN-BSN students.

Policy for Transfer of Science Credit

All anatomy, physiology, and microbiology courses successfully completed with a grade of C or better (2.00 or higher on a 4.00 scale) or repeated with a grade of C or better prior to enrollment for RN-BSN online studies at Marian University shall be accepted as meeting all BIO prerequisites for admission to the nursing major. Credit earned through challenge exams and/or coursework will be required for those RNs whose academic history prior to licensure includes documented grades less than C (2.00 or less on a 4.00 scale) in anatomy, physiology, and/or microbiology. (Policy approved by CES 9/2008)

RN-BSN Nursing Major

The RN-BSN student must complete the following undergraduate nursing core courses:

33-34 credits:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 312</td>
<td>Professional Nursing Concepts, 3 cr.</td>
</tr>
<tr>
<td>NUR 321</td>
<td>Research Essentials for Evidence-Based Practice, 3 cr.</td>
</tr>
<tr>
<td>NUR 309</td>
<td>Pharmacological Intervention of Disease Process, 4 cr.</td>
</tr>
<tr>
<td>NUR 328</td>
<td>Health Care Informatics, 2 cr.</td>
</tr>
<tr>
<td>SWK 422</td>
<td>Law and the Helping Professions, 3 cr.</td>
</tr>
<tr>
<td>NUR 435</td>
<td>Public Health Nursing, 4 cr.</td>
</tr>
<tr>
<td>NUR 458</td>
<td>Trends and Issues in Health Care, 2 cr.</td>
</tr>
<tr>
<td>NUR 424</td>
<td>Nursing Leadership in Health Care, 3 cr.</td>
</tr>
<tr>
<td>NUR 467</td>
<td>Theoretical Foundations for Nursing Practice, 3 cr.</td>
</tr>
<tr>
<td>NUR 405</td>
<td>Health Care Delivery Systems, 3 cr.</td>
</tr>
</tbody>
</table>

Note: The RN-BSN student who intends to progress to graduate nursing studies at Marian will be required to apply to the MSN program and complete all admission and progression requirements.
Progression to the Nursing Major in the RN-BSN Program

Upon successful completion of all but 15 credits in the Liberal Arts Core Curriculum, students are eligible for progression to the nursing major and all remaining courses in the RN-BSN online program.

Requirements for progression to the nursing major:

- Current licensure as a registered nurse in Wisconsin, Illinois, Iowa, Michigan, or Minnesota. RN license must be unencumbered and unrestricted, and have no limitations specified.
- All but 15 credits of the liberal arts core curriculum (LACC) requirements met. (The requirement for a lab science is waived for students in this program.)
- Prior credit earned must include ENG 105 and ENG 106, or ENG 230, and the math (MAT) common core course (or its equivalent) with a grade of C (2.00) or higher.

RN-BSN online students follow the same guidelines as pre-licensure students for readmission to the nursing major, progression within the nursing major, policies for repeating courses and probation within the nursing core, and all other appropriate policies for the nursing programs in the School of Nursing and Health Professions.

Approved 01/31/14; Graduate (Nursing) Curriculum Committee
Approved 02/07/14; Nursing Senate
RN-MSN Articulated Graduate Nursing Program for Registered Nurses
RN-MSN ARTICULATED GRADUATE NURSING PROGRAM
FOR REGISTERED NURSES

Registered nurses (RNs) prepared with an associate degree in nursing or a nursing diploma may complete a streamlined program of study that provides for the completion of a Master of Science in Nursing (MSN) degree in an articulated program. The RN-MSN student is given the option of completing a BSN degree during the RN-MSN course sequence in one of two ways. Students wishing to complete the BSN without progressing to graduate nursing studies will be able to do so through courses offered in the online RN-BSN program. Students who complete the first semester of graduate nursing studies (NUR 511, NUR 540, and NUR 545) are eligible to receive their BSN degree and still apply the credits earned in those courses toward the MSN degree.

Students in the RN-MSN program complete liberal arts courses, undergraduate nursing courses, and graduate nursing courses at Marian University. The sequence in which these courses are completed is crucial to the completion of prerequisite courses and the fulfillment of program progression requirements. Pre-determined cohort schedules are structured for registered nurse students to satisfy curriculum requirements for both the undergraduate nursing program and the MSN degrees.

Program Admission Requirements

Students seeking admission to the RN-MSN program are required to submit a completed application (online or paper form) to the Admissions Office. A $50 non-refundable application fee must accompany the application. Before initiating course work, the RN applicant must submit official transcripts from all institutions of higher learning and the Registrar shall evaluate the transcripts for credit transfer. A high school transcript is required if fewer than 32 credits have been earned at a post-secondary institution. Transfer credit from other institutions may satisfy some general studies and science requirements along with articulated nursing credit.

Prior to the semester in which courses in the nursing major are scheduled, the following requirements for admission to the RN-MSN program must be met:

- Current licensure as a registered nurse. RN license must be unencumbered, unrestricted, and have no limitations specified.
- Three (3) academic and/or professional recommendations. One of these recommendations will be accepted from a previous instructor if the applicant has graduated within the past 3 years.
- An educational and professional goal statement of approximately 500 words written according to criteria set forth in the evaluation rubric.
- A score of 90 or greater on the Accuplacer Sentence Skills and Reading Comprehension tests. Those not obtaining the minimum score of 90 may be admitted on probation or denied admission to the program.
- A personal interview if requested by the Graduate Nursing Program Chair.

Note: Requirements for recommendations, the educational and professional goal statement, and Accuplacer tests are waived for students who do not intend to complete the MSN program.
Students who have acquired academic credits at another regionally accredited college or university may be admitted to Marian University with advanced standing. To be considered for admission as a transfer student, a minimum cumulative grade point average (GPA) of 2.00 (on a 4.00 scale) is required. To be accepted as transfer credit a grade C- or better must have been earned in college or university courses; however, a grade of C or better is required for transfer of credit earned in nursing, math, and science courses. The Marian GPA is based solely on courses taken at Marian University.

All official post-secondary transcripts will be evaluated upon receipt for previously earned credit. Credit accepted for transfer will be reported in a written evaluation provided to the applicant. Priority admission is given to those students enrolling full time who have met the necessary requirements and completed all prerequisite courses.

**Transferred and Articulated Nursing Credit**

A minimum of 32 nursing credits are applied to the undergraduate program requirements for demonstrated higher level knowledge evidenced by RN licensure. Additional nursing credit earned previously may transfer in accordance with Marian University articulation agreements and/or transfer policies.

**General Education Program**

The RN-MSN program includes the liberal arts core curriculum established by the University and described in the current Academic Bulletin.

**RN-MSN Undergraduate Nursing Courses**

The RN-MSN student must complete the following undergraduate nursing core courses:

**22 credits:**
- NUR 312 Professional Nursing Concepts, 3 cr.
- NUR 309 Pharmacological Intervention of Disease Process, 4 cr.
- NUR 321 Research Essentials for Evidence-Based Practice, 3 cr.
- SWK 422 Law and the Helping Professions, 3 cr.
- NUR 424 Nursing Leadership in Health Care, 3 cr.
- NUR 435 Public Health Nursing, 4 cr.
- NUR 458 Trends and Issues in Health Care, 2 cr.

**Bachelor of Science in Nursing (BSN) Degree**

RN-MSN students who choose to earn a BSN degree only must complete, in addition to the undergraduate courses listed above, the following additional courses:

**11-12 credits:**
- NUR 328 Health Care Informatics, 2 cr.
- NUR 405 Health Care Delivery Systems, 3 cr.
- NUR 467 Theoretical Foundations in Nursing Practice, 3 cr.
- Health Care Elective, 3-4 cr.
Alternatively, RN-MSN students who choose to earn a BSN degree only may complete a 3-4 credit health care elective course in addition to the following MSN courses:

**10 credits:**
- NUR 511 Theories in Nursing, 4 cr.
- NUR 540 Advanced Pathophysiology, 3 cr.
- NUR 545 Advanced Health and Physical Assessment, 3 cr.

BSN degree graduates who have completed their degree by taking three graduate nursing courses may continue to graduate nursing (MSN) studies having fulfilled 10 credits of the MSN program by taking NUR 511, NUR 540, and NUR 545.

**RN-MSN without Completing the BSN Degree**

To earn a MSN degree without completing the BSN degree, the RN-MSN student shall complete all undergraduate general education (liberal arts and science) requirements and the 22-credit undergraduate nursing curriculum prior to progression to graduate studies.

**Progression to Graduate Nursing Studies**

Upon successful completion of all undergraduate course requirements, NUR 511, NUR 540, NUR 545, and the Baccalaureate Nursing Portfolio, students are eligible to continue to the graduate courses in the RN-MSN degree program.

Students progressing to graduate studies in the RN-MSN program must also meet all Health and Safety Requirements as specified by the policies of the Marian University Nursing Programs and individual clinical and practicum agencies. Documentation of meeting all Health and Safety Requirements, including completion of a criminal Background Check, must be provided within the first semester of graduate course work.

Background checks of students are implemented through the School of Nursing and Health Professions in order to be in compliance with state laws and regulations as well as clinical/practicum agency requirements. Although Marian University and the School of Nursing and Health Professions do not exclude students based on the results of their background checks, clinical/practicum agencies reserve the right to refuse to accommodate any student based on information obtained in the background check. Agency refusal to accept a student for clinical/practicum experiences may result in the student not being able to complete the requirements necessary for progression in and graduation from the MSN program. Cost of the background check is included in student course fees.

Prior to beginning the practicum courses, all RN-MSN students must provide documentation of professional liability insurance in the amounts of $1,000,000 per incident/$6,000,000 aggregate. Students in the NP track are required to have a Nurse Practitioner policy; students in the NE track are required to carry only the professional nurse (RN) policy.
Students will be prohibited from progressing in the MSN program if, at any time, the documentation of all Health and Safety Requirements is not complete and up to date.

Students who progress to the graduate portion of the RN-MSN program must meet the progression and graduation requirements and adhere to all policies and procedures applicable to the MSN program.

Readmission after Leaving RN-MSN Program

Students who leave the RN-MSN program after earning the BSN degree and who do not enroll in graduate nursing courses within 1 year following completion of the BSN portion of the program will not be eligible for progression to the graduate nursing program and must re-apply for admission as a MSN student. Students who leave either the RN-MSN or MSN programs before earning a degree and who do not re-enroll within 1 year must re-apply for admission to their respective program.

Approved: Nursing Senate 2/15/2013
Graduate Council 3/7/2013

DRAFT Revisions 2/17/2015
Effective 08/2015
Approved: Graduate Nursing Curriculum 2/17/2015
Nursing Senate 2/20/2015

Competency-based Portfolio for RN-BSN Students

Each student will develop and organize a professional portfolio based on the competencies of the Essentials of a Baccalaureate Education. Evaluation of the portfolio will be completed by the program chair and two other designated faculty members. All RN-MSN students are required to complete a portfolio, even if not earning a BSN degree is chosen.

The portfolio is graded as Pass/Fail and submitted by December 1st or June 1st depending on the month of graduation. A total of 25 points reflects a passing score as an outcome criterion for fulfillment of baccalaureate requirements in the RN-MSN program. The portfolio can be submitted until a passing score is reached.

CONTENT:

The content of each portfolio will vary somewhat since each student will be developing them in a variety of contexts. In addition each student has had a wide variety of clinical/teaching experiences. However, if portfolios are to be assessed consistently, they will need to contain some common items. For example, all portfolios should contain at the beginning, a table of contents and a personal statement of philosophy of nursing education. In addition, portfolios should contain evidence that addresses the following areas:
- Licensure
- Evidence of assignments and other experiences reflecting The Essentials of a Baccalaureate Education.
- Reflect outcome objectives of the BSN program.

**Additional Criteria for Assessing Portfolio Content:**

Portfolios should reflect the RN’s ability to practice in areas that reflect baccalaureate nursing education. Portfolios also need to indicate sensitivity to diverse populations, especially with regard to gender, race, and culture, and are developmentally appropriate. Evidence of the ability to create a supportive environment reflecting high expectations for client’s care/performance should be demonstrated.

- Portfolios should demonstrate a command of their discipline and communicate it effectively. Evidence of the use of appropriate resources, especially technology as it relates to the specialty practice should be found in the portfolio.
- Portfolios also need to provide documentation of the professional nurses’ abilities to collaborate successfully with other health professionals, and administrators. Leadership, initiative, and tolerance should be clearly evidenced in working with others, especially those who hold different views and perspectives.
- Finally, professional growth through reflection needs to be apparent in any portfolio. Students provide evidence they have the ability to improve their skills through continuing education and professional activities.

**Part-Time Progression Guidelines RN-MSN**

- Fulltime enrollment with an established cohort assures course availability, course sequencing according to curriculum requirements and progressive knowledge-building.
- Part-time enrollment disadvantages the student because courses may not be available to provide for sequential learning and knowledge building. Further, part-time schedules may require students to travel to more distant class sites where courses are available.
- Part-time students must keep in contact with their advisors to assure that course sequences meet progression policy and curriculum requirements.

**Guidelines for course selection by a part-time student:**

1. If a student elects to enroll in courses on a part time basis, the student has a maximum of 8 years from the time of entry into NUR 211 to complete the undergraduate portion of the RN-MSN Program. If a student does not remain active (take at least one course) during a full academic year, they must re-apply to the University and continue nursing studies under the current curriculum plan.

2. Planning a part-time schedule may affect eligibility for Financial Aid. If a student will participate in financial aid, the student should contact the Financial Aid Office at Marian University to confirm eligibility before finalizing a part-time schedule. Once registered, dropping courses could also impact Financial Aid.
3. **NUR 211 is prerequisite to all other nursing courses** (must be taken before students are able to take any other nursing courses). Students registering for NUR 211 are admitted to the Nursing Major.

4. **Upper Division Nursing Minimum Requirements** – The following courses **MUST** be completed before a student begins NUR 211: all science, sociology and psychology prerequisites; ENG 106, CHE 104, MAT 123 (or elective) with a grade of C (2.0) or better; and one other liberal arts core course. Students must have a cumulative Marian University GPA of 3.0 or higher. All Health & Safety requirements must be met.

5. Up to 12 liberal arts credits may be outstanding for admission to the Nursing Major. These credits would then be taken during or after nursing courses and must be completed before application to graduation with a BSN degree or admission to graduate nursing studies.

6. **All** liberal arts courses, prerequisites, and all undergraduate NUR courses must be completed before applying to graduate nursing studies.

To determine course locations and obtain help in selecting courses for a part-time schedule, consult with academic advisors:

**Credit by Non-Traditional Methods**

In selected situations, nursing students are eligible to earn University credits through non-traditional methods. Marian University offers credits through special topic courses (independent study), and in selected situations also offers opportunities for credits by divisional examination, CLEP examination, and credit for nursing certifications. Credit is awarded or requirements are waived.

1. **Independent Study.** Elective credits may be satisfied through independent study options. Students studying under these options need to select a topic of study and mutually design objectives, learning experiences, and methods of evaluation with a specific faculty member. Students are expected to provide evidence of learning through pre-established learning outcomes, and will receive a grade. Registration for independent study is transacted through the student's academic advisor and the Office of the Registrar, after instructor's approval has been granted. Students register within the traditional semester schedule.

2. **Challenge examination for non-nursing courses.** Students who have prior knowledge in Anatomy & Physiology or Microbiology are eligible to challenge these courses via departmental examination, obtaining a 70% or better score. Students are to contact the RN Advisor for details about this procedure. The cost is $50 per examination*. Cost is assumed by the student. Course credit for Challenge Examinations may be awarded.

3. **College Level Examination Program (CLEP) Examination.** Subject and General Examination can be taken according to the current criteria and policies of Marian University. The student is responsible for requesting Marian University policy information and institutional recognition for CLEP. Students who have prior knowledge in requirements such as Sociology and Human Growth and Development are eligible to earn University credit. Students need to consult with their academic advisor before
pursuing this option. Once permission has been granted, registration, examination schedules, and fee schedules are available through the Center for Academic Support and Excellence (920 923-8097). CLEP Examination costs vary.

*Cost subject to change

Credit for Nursing Certifications

*NUR 462 may be waived for students who have a documented, current, CCRN (Critical Care Registered Nurse) certification granted by AACN.

Nursing certification is the process by which a nongovernmental agency validates, based upon predetermined standards, qualification of an individual registered nurse, and qualification and knowledge of practice in a defined functional or clinical area of nursing. The purposes of nursing certification are to assure the public that the certified nurse has completed all eligibility criteria to earn a specific credential, and to promote the development of specialty areas of nursing by establishing minimal competency standards and recognizing those who have met those standards.

Marian University recognizes that learning takes place outside the classroom. Marian University will award baccalaureate nursing elective credit for the following certifications:

<table>
<thead>
<tr>
<th>Certification Board</th>
<th>Certification Received</th>
<th>Elective Credits Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACN Certification Corporation (CCRN) (NUR 462 may be waived for students who have a documented, current CCRN certification.)</td>
<td>Certification for Adult Critical Care Nurses (CCRN) Certification for Neonatal Critical Care Nurse Certification for Pediatric Critical Care Nurses Progressive Care Certified Nurse (PCCN)</td>
<td>3</td>
</tr>
<tr>
<td>Oncology Nursing Certification Corporation</td>
<td>Oncology Certified Nurse (OCN) Certified Pediatric Oncology Nurse (CPON)</td>
<td>3</td>
</tr>
<tr>
<td>Association of Rehabilitation Nurses</td>
<td>Certified Rehabilitation Registered Nurse (CRRN)</td>
<td>3</td>
</tr>
<tr>
<td>American Board for Occupational Health Nurses, Inc.</td>
<td>Occupational Health Nursing Case Management Specialty Extension of the COHN Certification ^</td>
<td>3</td>
</tr>
<tr>
<td>National Board for Certification of Hospice and Palliative Nurses</td>
<td>Certified Hospice and Palliative Nurse (CHPN)</td>
<td>3</td>
</tr>
<tr>
<td>Board of Certification for Emergency Nursing</td>
<td>Certified Emergency Nurse (CEN) Certified Flight Registered Nurse (CFRN)</td>
<td>3</td>
</tr>
<tr>
<td>Competency and Credentialing Institute</td>
<td>Certified Perioperative Nurse (CNOR)</td>
<td>3</td>
</tr>
<tr>
<td>American University of Nurse Midwives Certification Council (ACC)</td>
<td>Certified Nurse Midwife (CNM)</td>
<td>3</td>
</tr>
<tr>
<td>Competency &amp; Credentialing Institute (CCI)</td>
<td>Certified Nurse Operating Room (CNOR) Certified Registered Nurse First Assistant (CRNFA)</td>
<td>3</td>
</tr>
<tr>
<td>American Board of Perianesthesia Nursing Certification, Inc.</td>
<td>(CPAN) (CAPA)</td>
<td>3</td>
</tr>
<tr>
<td>Certification Board</td>
<td>Certification Description</td>
<td>Credit</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td><strong>American Board of Neuroscience Nursing (ABNN)</strong></td>
<td>(CNRN)</td>
<td>3</td>
</tr>
<tr>
<td><strong>American Legal Nurse Consultant Certification Board (ALNCCB)</strong></td>
<td>Legal Nurse Consultant Certified (LNCC)</td>
<td>3</td>
</tr>
<tr>
<td><strong>American Nurses Credentialing Center (ANCC)</strong></td>
<td>(RN, BC): Medical-Surgical Nurse, Pediatric Nurse, Gerontological Nurse, Psychiatric Mental Health Nurse, Cardiac/Vascular Nurse, Informatics Nurse, Nursing Administration, Nursing Administration, Advanced, Nursing Professional Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Council on Certification of Nurse Anesthetists (CCNA)</strong></td>
<td>Certified Registered Nurse Anesthetist (CRNA)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Infusion Nurses Certification Corporation (INCC)</strong></td>
<td>Certified Registered Nurse Infusionist (CRNI)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Nephrology Nursing Certification Commission (NNCC)</strong></td>
<td>Certified Nephrology Nurse (CNN)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Wound, Ostomy, Continence Nursing Certification Board (WOCNB)</strong></td>
<td>Certified wound, Ostomy, Continence Nurse (CWOCN), Certified Wound Care Nurse (CWCN), Certified Wound Ostomy Nurse (CWON), Certified Ostomy Care Nurse (COCN), Certified Continence Care Nurse (CCCN), Certified foot Care Nurse (CFCN)</td>
<td>3</td>
</tr>
<tr>
<td><strong>International Nurses Society on Addictions</strong></td>
<td>Certified Addictions Registered Nurse (CARN)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Instructions:**
To request elective degree credit for any of the above nursing certifications, written verification must be submitted by the certification board to Marian University. This must be submitted on the certification board’s official letterhead and signed by an appropriate official at the certification board, stating:
- your full name
- your birth day and month or last four digits of your SSN
- what test you took to earn certification and how long your certification is valid

The letter must be sent in a sealed envelope from the certification board directly to: Marian University School of Nursing and Health Professions
45 South National Avenue
Fond du Lac WI 54935

Upon receipt, the School of Nursing will determine the authenticity of the documentation and, once approved, will submit the letter to your academic advisor to update your records. You can expect to receive an updated status report within 4-6 weeks after the receipt of the letter.

With one exception (NUR 462) credit requirements for the major cannot be satisfied by credit awarded for nursing certification. See above.
MASTER OF SCIENCE IN NURSING (MSN)

The School of Nursing and Health Professions provides a graduate program of study for registered nurses (RNs) who have previously earned a Bachelor of Science in Nursing (BSN) degree. The MSN program is also offered to registered nurses who meet the criteria for progression to the graduate portion of the RN-MSN program.

The MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and offers two specialties: Adult Gerontology Nurse Practitioner (AGNP) and Nurse Educator (NE).

Adult Gerontology Primary Care Nurse Practitioner Track

The Adult Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty consists of a program based in nursing theory, research, and primary care for young adult, adult and adult geriatric clients. The program content is guided by the Adult Gerontology Primary Care Nurse Practitioner Core Competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner or physician preceptors. Graduates are eligible to take the certification examination for Adult Gerontology Primary Care Nurse Practitioners offered through either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Upon certification as an Adult Gerontology Primary Care Nurse Practitioner, graduates are eligible seek prescriptive authority in Wisconsin by taking a jurisprudence examination for advanced practice nurse prescribers (APNPs); they may also register with the federal Drug Enforcement Agency (DEA).

Family Nurse Practitioner Specialty

The Family Nurse Practitioner (FNP) specialty consists of a program based in nursing theory, research, and primary care for individuals and their families. The program content is guided by the Nurse Practitioner Core Competencies identified by the National Organization of Nurse Practitioner Faculties (NONPF) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a total of 600 clock hours of clinical practice with certified nurse practitioner or physician preceptors. Graduates are eligible to take the certification examination for Family Nurse Practitioners offered through either the American Nurse Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Upon certification as a Family Nurse Practitioner, graduates are eligible seek prescriptive authority in Wisconsin by taking a jurisprudence examination for advanced practice nurse prescribers (APNPs) registering with the federal Drug Enforcement Agency (DEA).

Nurse Educator Track

The Nurse Educator (NE) specialty consists of a program based in nursing theory, research, and educational theory and practices. The program content is guided by the Core Competencies of Nurse Educators identified by the National League for Nursing (NLN) and acknowledged by the American Association of Colleges of Nursing (AACN). Students complete a 150 clock hour nursing focus practicum in a specific clinical practice setting, as well as a 300 clock hour
education practicum in an academic nursing program. Graduates are prepared to teach in academic programs, professional development settings, and organizations which plan and provide client education. Graduates are educationally prepared to sit for the NLN Certified Nurse Educator (CNE) examination and are eligible to take the certification examination once they have met all of the criteria specified by NLN.

Certificate Program in Nursing Education

This post-graduate certificate program prepares nurses who possess a minimum of a graduate degree in nursing with the knowledge and experiences necessary to assume educator roles in academic or non-academic settings. The program content is guided by the Core Competencies of Nurse Educators identified by the National League for Nursing (NLN) and acknowledged by the American Association of Colleges of Nursing (AACN). Coursework consists of foundations of education, curriculum planning, instructional design, and assessment and evaluation strategies, in addition to an academic educator practicum. Graduates are educationally prepared to sit for the NLN Certified Nurse Educator (CNE) examination and are eligible to take the certification examination once they have met all of the criteria specified by NLN.

Degree Admission

Students seeking candidacy for admission to the Master of Science in Nursing (MSN) program are required to submit a completed admission packet to the Admissions Office at least 3 weeks prior to the first class. A $50 non-refundable application fee must accompany the application (this fee is not required for continuing RN-MSN students). An official transcript from the college or university where a Bachelor of Science in Nursing (BSN) degree was earned must be requested by the student from the registrar at the institution where the degree was earned and sent directly to the Admissions Office. Official transcripts are also required to document acceptable grades for transferrable or prerequisite courses.

Entrance decisions are based on the following criteria:

- A bachelor’s degree in nursing (BSN) from a NLNAC- or CCNE-accredited program or all baccalaureate nursing degree requirements successfully completed at Marian University.
- Current licensure as a registered nurse (RN) in Wisconsin.
- A minimum cumulative GPA of 3.00 (on a 4.00 scale) for all undergraduate courses. RN-MSN students must meet this minimum requirement on cumulative credits earned at Marian University.
- Completion of an acceptable undergraduate course in statistics with a grade of C (2.00 GPA) or better within the past 10 years.
- Completion of an undergraduate physical (or health) assessment course with a grade of C (2.00 GPA) or better.
- Completion of an undergraduate nursing research course with a grade of C (2.00 GPA) or better.
A required minimum of 1 full year of clinical nursing experience as a registered nurse before starting classes.

Three (3) academic and/or professional recommendations. One of these recommendations will be accepted from a previous instructor if the applicant has graduated within the past 3 years.

A resume describing role, responsibilities, and function of all nursing or health care experiences.

An educational and professional goal statement of approximately 500 words written according to criteria set forth in the evaluation rubric.

A score of 90 or greater on the Accuplacer Sentence Skills and Reading Comprehension tests. Those not obtaining the minimum score of 90 may be admitted on probation or denied admission to the program.

A personal interview if requested by the Graduate Nursing Program Chair.

Qualified applicants must also meet all Health and Safety Requirements as specified by the policies of the Marian University Nursing Programs and individual clinical and practicum agencies. Documentation of meeting all Health and Safety Requirements, including completion of a criminal Background Check, must be provided within the first semester of course work.

Background checks of students are implemented through the School of Nursing and Health Professions in order to be in compliance with state laws and regulations as well as clinical/practicum agency requirements. Although Marian University and the School of Nursing and Health Professions do not exclude students based on the results of their background checks, clinical/practicum agencies reserve the right to refuse to accommodate any student based on information obtained in the background check. Agency refusal to accept a student for clinical/practicum experiences may result in the student not being able to complete the requirements necessary for progression in and graduation from the MSN program. Cost of the background check is included in student course fees.

Prior to beginning the practicum courses, all MSN students must provide documentation of professional liability insurance in the amounts of $1,000,000 per incident/$6,000,000 aggregate. Students in the AGNP track are required to have a Nurse Practitioner policy; students in the NE track are required to carry only the professional nurse (RN) policy.

Students will be prohibited from progressing in the MSN program if, at any time, the documentation of all Health and Safety Requirements is not complete and up to date.

**Progression Policy**

Students must earn a grade of B (3.00) or better in all graduate nursing courses. If a student earns a grade below B in any course, he or she may repeat that course one time only and must earn a B or higher in order to progress in the MSN program. Students may repeat only one graduate nursing course one time only. A cumulative GPA of 3.00 is required for graduation from the MSN program.
Transfer of Credit Policy

All college and university coursework, including graduate credits, earned prior to admission must be reported on the application for admission. All credits earned relating to the BSN degree, including all MSN prerequisite courses, must be documented by means of an official transcript requested by the student from the registrar of each institution previously attended. All transcripts must be sent directly from the institution(s) to Marian University.

A transfer of credit application must be filed in conjunction with the application for admission to request transfer of graduate credits earned prior to applying for admission to Marian University. Official syllabi and/or course descriptions must be provided upon request. Graduate credits earned prior to admission but not reported on the transfer of credit application are not considered for transfer after admission. No more than 9 graduate credits will be accepted in transfer to the MSN program at Marian University.

To be considered for transfer, credits must be:
- Earned from a NLNAC- or CCNE-accredited graduate level program;
- Acceptable to the Master’s program in nursing of the transferring institution;
- Completed within the past 10 years; however, the School of Nursing and Health Professions reserves the right to deny transfer of credit for courses in which the content or practice has changed significantly in the last 3 years;
- Completed successfully with a grade of B or better (a grade of B- is not acceptable for transfer credit); however, such grades are not included in the computation of the Marian University grade point average (GPA);
- Equivalent to or as rigorous as Marian University courses; and
- Appropriate for the student’s proposed graduate program at Marian University.

The following are not transferable to the MSN program at Marian University: undergraduate credit, continuing education units (CEUs), workshops, or credit for prior learning.

Nursing Degree Requirements

To receive the Master of Science in Nursing (MSN) degree the candidate must meet the following requirements:
- Completion of the coursework or its equivalent with at least a 3.00 grade point average (on a 4.00 scale) and a minimum grade of B earned in each course;
- Completion of 600 clock hours of practicum experience for the AGNP program or 450 hours of practicum experience for the NE program;
- Score 87% or higher on a comprehensive final examination (if applicable); and
- Completion of a competency-based academic portfolio.

Completion of a graduate project or thesis is optional and may be completed post-graduation.
MASTER OF SCIENCE IN NURSING (MSN) Required Coursework

MSN Core Courses

25-28 credits as follows:

25 credits:
- NUR 500 Health Care Systems, 2 cr.
- NUR 511 Theories in Nursing, 4 cr.
- NUR 520 Advanced Nursing Research, 3 cr.
- NUR 522 Evidence Based Practice, 2 cr.
- NUR 524 Nursing Informatics, 2 cr.
- NUR 531 Health Promotion and Disease Prevention Among Diverse Populations, 3 cr.
- NUR 540 Advanced Pathophysiology, 3 cr.
- NUR 545 Advanced Health/Physical Assessment, 3 cr.
- NUR 605 Advanced Pharmacology, 3 cr.

3 credits (optional) from one of the following:
- NUR 695 Graduate Project, 1-3 cr. (optional)
- NUR 699 Graduate Thesis, 1-3 cr. (optional)

Adult Gerontology Primary Care Nurse Practitioner Specialty

17 credits:
- NUR 627 Adult Gerontology Nurse Practitioner Theory I, 3 cr.
- NUR 628 Practicum I: Adult Gerontology Nurse Practitioner & Role Development, 2 cr.
- NUR 637 Adult Gerontology Nurse Practitioner Theory II, 3 cr.
- NUR 638 Practicum II: Adult Gerontology Nurse Practitioner & Role Development, 3 cr.
- NUR 647 Adult Gerontology Nurse Practitioner Theory III, 2 cr.
- NUR 648 Practicum III: Adult Gerontology Nurse Practitioner & Role Development, 3 cr.
- NUR 640 Practice Management for Nurse Practitioners, 1 cr.

Family Nurse Practitioner Specialty

17 credits:
- NUR 622 Family Nurse Practitioner Theory I, 3 cr.
- NUR 623 Practicum I: Family Nurse Practitioner & Role Development, 2 cr.
- NUR 631 Family Nurse Practitioner Theory II, 3 cr.
- NUR 632 Practicum II: Family Nurse Practitioner & Role Development, 3 cr.
- NUR 642 Family Nurse Practitioner Theory III, 2 cr.
- NUR 643 Practicum III: Family Nurse Practitioner & Role Development, 3 cr.
- NUR 640 Practice Management for Nurse Practitioners, 1 cr.

Nurse Educator Specialty

17 credits:
- EDT 672 Teaching and Learning Online, 3 cr.
- EDT 794 Online Teaching Practicum, 1 cr.
NUR 652  Nursing Focus Clinical Practicum, 3 cr.
NUR 672  Nurse Educator Theory I, 3 cr.
NUR 673  Nurse Educator Theory II, 3 cr.
NUR 675  Nurse Educator Practicum and Role Development, 4 cr.

Certificate Program

Post-Graduate Certificate in Nursing Education

10 credits:
NUR 672  Nurse Educator Theory I, 3 cr.
NUR 673  Nurse Educator Theory II, 3 cr.
NUR 675  Nurse Educator Practicum and Role Development, 4 cr.

RN-MSN PROGRAM

Through innovative structuring, registered nurses prepared with an associate degree in nursing or a nursing diploma may complete a MSN degree. The streamlined program of study provides RNs with options to earn a master’s degree in less time than it would take to earn a BSN degree followed by a MSN degree. Registered nurses who desire only a BSN degree have the option to earn that degree and exit the program.

Pre-determined cohort schedules are structured to include the following options: undergraduate studies culminating in a BSN degree, a combination of undergraduate and graduate studies culminating in a MSN degree, or completion of both the BSN and MSN degrees. Students enrolled in the RN-MSN program shall complete all prerequisite credits; all liberal arts and science requirements; all articulated nursing credit; and NUR 211, 303, 309, 310, 435, 455, 511, 540, and 545 in the RN-MSN program prior to progression to graduate studies according to the requirements set forth by Marian University and the School of Nursing and Health Professions.

Graduates with a BSN degree may return to continue graduate nursing (MSN) studies having fulfilled 9 credits of the MSN program by taking NUR 511, NUR 545, and either NUR 500 or NUR 524. BSN graduates who wish to return to graduate studies at a later date should contact the Admissions Office to determine re-admission requirements and program locations.

Refer to the undergraduate School of Nursing and Health Professions section of the Academic Bulletin for details about admission, progression, course requirements, and sequencing.

Approved: Nursing Senate 2/15/2013
Graduate Council 3/7/2013
Part-time MSN Progression Guidelines

1. Fulltime enrollment with an established cohort assures course availability, course sequencing according to curriculum requirements and progressive knowledge-building.

2. Part-time enrollment disadvantages the student because courses may not be available to provide for sequential learning and knowledge building. Further, part-time schedules may require students to travel to more distant class sites where courses are available.

3. All work applying to a degree must be completed within a seven-year time period. The time period begins with formal acceptance into the degree program.

4. Planning a part-time schedule may affect eligibility for Financial Aid. If a student will participate in financial aid, the student should contact the Financial Aid Office at Marian University to confirm eligibility before finalizing a part-time schedule.

5. Part-time students must keep in contact with their advisors to assure that course sequences meet curriculum requirements and maximize learning over time.

6. Part-time students must also inform the Clinical Site Coordinator one full semester in advance of their intention to begin clinical/practicum courses.

Guidelines for course selection by a part-time student include:

a. Statistics is a prerequisite for NUR 520;

b. It is HIGHLY recommended that you take NUR 511 prior to taking NUR 520. If this is not possible, please obtain special permission from your advisors to take NUR 520 before NUR 511;

c. NUR 520 is a prerequisite for NUR 522;

d. NUR 540 is a prerequisite for NUR 605;

e. At a minimum complete NUR 540, 545, & 605 prior to specialty practicum/theory courses;

f. Declare your intentions for NUR 695 Graduate Project or NUR 699 Graduate Thesis before enrolling in any specialty courses. If you have decided to omit NUR 695/699, complete and submit the required form (see link below);

g. Complete NUR 520 and 522 prior to initiation of NUR 695/699 Graduate Project/Thesis work;

h. Complete NUR 524, 531 & 500 at any time during graduate nursing studies;

i. Complete pairs of specialty theory/practicum courses in numbered order; corresponding theory/practicum courses must be completed concurrently. During most terms, paired courses represent a full-time schedule.