



MARQUETTE
UNIVERSITY

Be The Difference.

College of Nursing



Graduate Student Handbook
2019-2020

All graduate students in nursing are to be responsible for being familiar with policies and procedures of the Graduate School as published in the Marquette University Graduate School Bulletin. The information provided in this handbook is supplemental.

All graduate students in nursing are required to submit a signed copy of the following document to:

Ph.D.	Tionne Reed tionne.reed@marquette.edu
Traditional M.S.N. or D.N.P.	Karen Nest karen.nest@marquette.edu
Direct Entry – Milwaukee	Taylor Pamperin taylorrose.pamperin@marquette.edu
Direct Entry – Pleasant Prairie	Brenda Kutzke brenda.kutzke@mastersnursing.marquette.edu
Nurse Anesthesia	Reade Carrathers reade.carrathers@marquette.edu

Hard copies may be placed in mailboxes on the second floor or electronic copies may be emailed.

**MARQUETTE UNIVERSITY
College of Nursing
Memorandum of Understanding**

I understand that, as a graduate student enrolled in graduate courses, I am responsible for being familiar with and following the policies and procedures as pertains to graduate coursework published in the current *Marquette University Graduate Bulletin* and the *College of Nursing Graduate Student Handbook*. This includes but is not limited to the Academic Progression Policy and the Academic Honesty Policy.

Printed Name

Signature

Date

Table of Contents

Memorandum of Understanding	1	Appeals Procedure	25-28
Emory T. Clark Hall	4	Fatigue, Sleep, & Work Schedule Effects – Patient Safety.....	29
Offices and Personnel	4-5	Independent Study Course	29-30
Graduate Program Option Coordinators and Directors.....	6	Direct Entry Generalist MSN Program ...	30
WFHC Center for Clinical Simulation	6	MSN & DNP Specialty Programs.....	30-33
University Ministry	6	Post-Bachelor's/Master's certificates	34
Mailboxes & Email.....	6	Direct Entry - Nursing Master's Program for Nurses with Non-nursing Bachelor 's Degrees	35
Doctoral Student Office	7	Direct Entry MSN Program for Non- Nursing Graduates.....	35-36
Academic Calendar.....	7	DE Sample Course Plan	37
Alumni Memorial Union	7	Doctor of Nursing Practice Program	38
BookMarq.....	7	DNP Degree Requirements	38-45
Campus Map.....	7	Post-Master's DNP	38
Center for Teaching and Learning.....	7	BSN- DNP.....	39-45
CheckMarq	7	Residency Course Planning Template....	47
Counseling Services	7	Scheduling of courses.....	48
Copier/PrintWise	8	PhD Program	49
Holidays	8	PhD Student Advisement.....	49
Information Technology Services	8	PhD Degree Requirements.....	51
Learning Management Systems D2L & Canvas	8	PhD Curriculum.....	51-54
Library Facilities	8	Sample PhD Full-Time Program Plan ...	55
Marquette Central	8	Sample PhD Part-Time Program Plan ...	56
Parking.....	9	PhD Advising Notes.....	57
Police Dept/Public Safety	9	Education Courses Outside of Nursing..	57
Recreation Center	9	Continuous Enrollment.....	57
Sigma Theta Tau International	9	Graduate Bulletin	58
Typhon.....	9	PhD Program Planning	58
Union Station	9	PhD Residency Requirements.....	58
Vending Machines.....	9	Doctoral Student Faculty Forums	59
Financial Assistance Options	10-11	Preparing Future Faculty (PFF)	59
College of Nursing Mission & Vision.....	11	Individualized Academic Progress Plan..	61
College of Nursing Programs	11-12	Procedures for Research Clinical & Education Residency	63
Policies of Marquette University	12-13	NURS 8980 approval form.....	64
Academic Performance & Censure	13	NURS 8981 approval form.....	65
Academic Progression Policy.....	14	Dissertation Guideline.....	66-68
Grades/Grading Scale.....	14	Doctoral Qualifying Exam (DQE)	69-72
Academic Integrity.....	15	Dissertation Directives	72-76
Disability Service & Accommodations ...	15	DQE and Dissertation forms	77-83
Technical Standards.....	15-18		
Health Requirements & Criminal Background Checks	19-22		
Severe Weather Policy	23		
Guidelines for Academic Advisement.....	23		
Change of Option	23-24		
Student Absence Policy	24		
Grade Appeal Policy.....	24-28		

Marquette University College of Nursing Directory

Emory T. Clark Hall

The College of Nursing, Emory T. Clark Hall, was constructed in 1982. The four-story building houses classrooms, nursing faculty and staff offices, office of student services, research areas, a student lounge, the WFHC Center for Clinical Simulation, and the Nursing Research Center.

The College Information Center is open from 8am – 5pm during the regular semesters, and 8 am–4 pm in Summer. The office is located in room 112, 288-3800.

Offices & Personnel

All College of Nursing faculty & administrative offices may be dialed directly. All emails are full firstname.lastname@marquette.edu.

Dean of Nursing, Dr. Janet Krejci, 241

janet.krejci@marquette.edu

Administrative Assistant, Irene Cvetich, 243

irene.cvetich@marquette.edu 288-3812

Associate Dean for Academic Affairs, Dr. Shelly (Michele) Malin, 267

michele.malin@marquette.edu288-7495

Office Associate, Tionne Reed 263

tionne.reed@marquette.edu 288-3869

Assistant Dean for Graduate Programs, Dr. Christine Shaw, 253

christine.shaw@marquette.edu 288-3843

Graduate Program Coordinator, Karen Nest, 251

karen.nest@marquette.edu 288-3810

Admissions

Adviser Change Requests

Certification Application

Class Schedule Conflicts

Continuous Enrollment

Course Audit

Course Withdrawals

Grades

Student Health Requirements (CastleBranch)

Independent Study

Permission Numbers

Records

RN License

Registration Procedures and Problems

Thesis Guidelines

Transfer Credits

PhD Program Director, Kristina Dreifuerst, 368

kristina.dreifuerst@marquette.edu288-3817

Office Associate, Tionne Reed, 263 tionne.reed@marquette.edu	288-3869
Admissions	
Certification Application Class Schedule Conflicts Continuous Enrollment Course Audit	
Course Withdrawals Independent Study	
Permission Numbers Records	
RN License	
Registration Procedures and Problems	
Transfer Credits	
Dissertations	
Doctoral Qualifying Exams (DQE)	
Education/Research Practica	
 Assistant Dean for Undergraduate Programs, Dr. Sandi Van Den Heuvel, 261 sandra.vandenheuvel@marquette.edu	288-3818
 Associate Dean for Research, Dr. Kimberlee Gretebeck, 246 kimberlee.gretebeck@marquette.edu	288-2146
Research and College Office Coordinator, Pengpeng Wang, 217 pengpeng.wang@marquette.edu	288-3803
 Director of Academic Business Affairs, Larry (Lawrence) Vanden Busch, 245 lawrence.vandenbusch@marquette.edu	288-3918
Financial aid concerns	
 Business Affairs Coordinator, Margie (Margaret) Felber, 247 margaret.felber@marquette.edu	288-7347
 Director of Strategic Initiatives, Patricia Schroeder, 235 patricia.schroeder@marquette.edu	288-0658
 Office of Student Services, 112 Director of Student Services, Marissa Delwiche, 112 marissa.delwiche@marquette.edu	288-3827
 Adviser Direct Entry Generalist Masters-Milwaukee Campus; Graduate Program Adviser MSN/DNP Taylor Rose Pamperin taylorrose.pamperin@marquette.edu	288-5632
 Adviser Direct Entry Generalist Masters – Pleasant Prairie Campus Julie Randerson julie.randerson@mastersnursing.marquette.edu	
 Pleasant Prairie Site Coordinator Brenda Kutzke brenda.kutzke@mastersnursing.marquette.edu	
 Clinical Placement Coordinator, Kimberly Wood, 248 kimberly.wood@marquette.edu	288-2054

Graduate Program Option Coordinators/ Program Directors

Adult-Gerontology Acute Care NP , Debra Casper, 362	288-3871
debra.peterson@marquette.edu	
Adult-Gerontology Primary Care NP , Dr. Madeline Schmidt 237, madeline.schmidt@marquette.edu	288-3870
Adult-Gerontology Clinical Nurse Specialist , Dr. Christine Shaw, 253 ...	288-3843
christine.shaw@marquette.edu	
Direct Entry- Generalist MSN , Dr. Kathleen Muglia	(866) 891-8438
kathleen.muglia@marquette.edu ...Milw 288-5632.... Pleasant Prairie 262-510-2157	
Post Master's Doctor of Nursing Practice Dr. Susan Breakwell, 233....	288-3848
susan.breakwell@marquette.edu	
Family Nurse Practitioner-Post Masters Dr. Christine Shaw, 253	288-3843
christine.shaw@marquette.edu	
Health Care Data Analytics , Aundrea Price, 228.....	288-5517
aundrea.price@marquette.edu	
Nurse Anesthesia , Dr. Lisa Thiemann, 207	288-3858
lisa.thiemann@marquette.edu	
Reade Carrathers reade.carrathers@marquette.edu , 209	288-3878
Nurse-Midwifery , Dr. Lisa Hanson, 341	288-3841
lisa.hanson@marquette.edu	
Nurse Practitioner Programs , Dr. Christine Shaw, 253.....	288-3843
christine.shaw@marquette.edu	
Pediatrics, Primary Care NP , Dr. Kristin Haglund, 315	288-3824
kristin.haglund@marquette.edu	
Pediatrics, Acute Care NP , Dr. Christine Schindler 307.....	288-6179
christine.schindler@marquette.edu	
Dual Pediatric Acute/ Primary Care NP	
Dr. Christine Schindler, 307	288-6179
Dr. Kristin Haglund, 315	288-3824

Wheaton Franciscan Health Care Center for Clinical Simulation	288-3806
Director, Anne Costello, 16D	288-3861
Simulation Coordinator / Clinical Instructor, Theresa Schnable.....	288-3833
Simulation Technology Specialist	288-3170
Assistant, Christine Schutt	288-1431

University Ministry <http://www.marquette.edu/cm/>

Zilber Hall, 423 (1250 W. Wisconsin Ave)

Mailboxes

Faculty and staff mailboxes are located on the second floor of Clark Hall.

Email

All official communication for the College of Nursing is done through the university email system. Students must check their MU email accounts frequently; it may be useful to forward the MU email to your personal one. Emails at Marquette are the full first name. last name@marquette.edu.

Doctoral Student Office/Study Room

Room 356/360 is a shared office for RAs, TAs and a study area for doctoral students. They can check out keys from Pengpeng Wang, office 217, pengpeng.wang@marquette.edu. Keys must be returned on/before the last day of hire or the last day of school before students graduate. The computers in room 356/360 are all online stations with access to departmental printers. There is a departmental printer in the third floor workroom Rm. 366.

Academic Calendar

http://www.marquette.edu/mucentral/registrar/cal_index.shtml Calendars for undergraduate and graduate programs are different, so when planning your semesters, refer to appropriate calendar.

Alumni Memorial Union..... 288-7250

The Alumni Memorial Union is located north of Wisconsin Avenue on 15th Street and offers a variety of services for students. Included are the Office of Student Affairs, the Information Center, several dining facilities, check cashing service, and a postal service. The Golden Eagle sells supplies, cards, books, and apparel.

BookMarq (Textbooks)..... 288-7317

The University BookMarq bookstore is located on 16th Street just north of Wells Street. Hours of operation vary with increased hours at the beginning of each semester. Required books for courses may be found in CheckMarq under the course name.

Campus Map <http://www.marquette.edu/campus-map/marquette-map.pdf>

Center for Teaching and Learning provides many services. Descriptions and contacts for the services are found at <http://www.marquette.edu/ctl/>. These services include:

Norman H. Ott Writing Center - provides services to improve writing skills for faculty and students <http://www.marquette.edu/writing-center/>

CheckMarq is the electronic system in which students register for classes, view information regarding courses, times, classrooms, and review final course grades each semester. Your appointment time to register for classes in the next semester is found on CheckMarq. It is advisable to register for classes as soon as your appointment time allows to ensure that you are able to register for classes on your program plan. A class listed on your program plan is not a guarantee that there will be space if you choose to register late. <https://checkmarq.mu.edu>

The username and password for CheckMarq is identical to the eMarq email username and password. If you forget your password, visit the Password Reset site at <https://reset.mu.edu/>. If you do not know your username, please contact the IT Services Help Desk at 288-7799.

Counseling Services 288-7172

The University Counseling Center is located in Holthusen Hall, 1324 W. Wisconsin Avenue. <http://www.marquette.edu/counseling/>

Copier/PrintWise

Copier/PrintWise stations for making photocopies or printing from a computer are available in the Simulation Center on the ground floor of Clark Hall. Copier/PrintWise stations are also located in the Raynor Memorial library.

Holidays

The following holidays are recognized by the University and apply to all employees and students. All campus facilities are closed during these holidays.

<http://www.marquette.edu/hr/holidays.shtml>

ITS/Computers Help Desk helpdesk@marquette.edu 288-7799

Information Technology Services (including user terminals) is located in Cudahy Hall, 2nd floor. Computer specification requirements can be found on the ITS webpage.

<http://www.marquette.edu/its/home/>

<http://www.marquette.edu/its/new/>

Learning Management Systems (LMS)

The LMS used on the Milwaukee campus is Desire to Learn (D2L) LMS.

<https://d2l.mu.edu/d2l/login> and <http://www.marquette.edu/its/help/d2l/d2l.shtml>

Access to your courses in the learning management systems is with your Marquette Username and Password.

Every course section offered in the university has a designated D2L site. For courses on the Milwaukee campus, the minimum requirement for D2L use is that the course syllabus be posted on the site. Many other course-related documents and links are found on the D2L site. The D2L site for a course is the platform for Milwaukee campus-based hybrid or online courses.

The Canvas LMS is used for College of Nursing distance programs at Pleasant Prairie and Indianapolis. Students in these sites will be provided with access to the sites.

Library Facilities Available to Graduate Students..... (24-hour number) 288-7556

Privileges with Marquette University Student Identification Card:

- Raynor Memorial Libraries, Marquette University
(Includes interlibrary loans, computerized literature searches, etc.)

Hours vary. For current times, see: <https://www.marquette.edu/library/>. It is recommended that students visit the libraries for orientation and to learn of available services. Libraries at many clinical agencies are available for students to use as well.

Libraries for which loan privileges may be available upon application:

Medical College of Wisconsin Library; Milwaukee Public Libraries; Wauwatosa Public Library; UWM Library.

Marquette Central <http://www.marquette.edu/mucentral/> offers links to many services in the University including information regarding class schedules, registration, calendars, grades, financial aid, scholarship, student employment, tuition, billing and payments.

Parking 288-6911

Parking permits are available at the beginning of each semester by contacting the Parking and Traffic Office <http://www.marquette.edu/parking/index.shtml>

Online purchase of parking permits

<http://www.marquette.edu/parking/student-parking-permits.shtml>

Graduate students who have primarily evening classes may wish to purchase evening passes which are far less costly than the daytime/evening passes.

Police Department /Public Safety

Emergency number -- 288-1911.

Non- emergency number -- 288-6800.

The Public Safety Department is open 24 hours each day for emergency use and offers a variety of safety services and programs to students, including walking escorts (Student Safety Patrols) and the LIMO service. LIMO vans circle the campus between the hours of 5pm and 3am seven days a week and will transport any student with a valid Marquette ID anywhere on campus. For more specific information regarding Safety Patrols, the LIMO routes, or how to request a ride, go to

<http://www.marquette.edu/dps/index.shtml>

Recreation Centers

The Helfaer Tennis Stadium and Recreation Center (288-6976) and the Rec Plex (288-7778) offer many recreational opportunities, including tennis, swimming, handball, jogging, and others.

Sigma Theta Tau International, Delta Gamma At-Large Chapter 288-3803

The College of Nursing chapter of Sigma Theta Tau International is Delta Gamma At-Large. Membership is open to graduate students with a GPA of 3.5 or greater and appropriate recommendations.

Typhon is a student clinical tracking program which is used in all graduate specialty clinical courses. Students enroll in Typhon and pay the fee which covers their use of the clinical tracker for the duration of the program. Students will be notified regarding enrollment in the program prior to their first clinical experience.

Union Station, Alumni Memorial Union..... 288-2273

- Marquette Student I.D. Cards
- U.S. Post Office
- Bus Passes
- Check Cashing

Vending Machines

Vending machines are located in the Student Lounge on the ground floor of Clark Hall.

Graduate Financial Assistance Options

Students seeking financial aid must apply annually by February 15th

<https://www.marquette.edu/grad/financial-aid.php>

Questions may be addressed to:

Larry (Lawrence) Vanden Busch, lawrence.vandenbusch@marquette.edu

College of Nursing Director of Academic Business Affairs288-3918

Office of Student Financial Aid <http://www.marquette.edu/mucentral/financialaid/>

.....288-4000

Tom Marek, Graduate School, thomas.marek@marquette.edu.....288-5325

- **Grant Funded Research Assistant Positions**

Opportunities are communicated via Marquette email as they become available.

- **Tuition Scholarship**

Register interest in tuition scholarship through the Graduate School (Holthusen Hall, Room 305) <https://www.marquette.edu/grad/financial-aid-rules-scholarship.php>

Tuition scholarship credits are awarded each Fall. Students must be full-time in order to compete for scholarship credits. Awards are variable (usually 2-5 credits/student).

- **Teaching Assistant/ Research Assistant Positions**

Positions are announced (notices and application materials will be emailed) in February and all full-time graduate students (with RN licensure) may apply. Award notification is sent out by the Graduate School in April/May for the academic year beginning the following August. <https://www.marquette.edu/grad/financial-aid-rules-assist.php>

- **Scholarships** (*external opportunities*)

Notices of scholarship opportunities from outside agencies are emailed to students as the College becomes aware of them. Students are responsible for determining eligibility and submitting applications.

- **MU Nursing Scholarships** (*internal opportunities*)

The College of Nursing offers its students several scholarship opportunities, with preference given to full-time students. A current FAFSA must be on file in the Marquette University Office of Student Financial Aid in order to be considered for a scholarship. Most scholarship decisions are made in the spring semester for awarding in the upcoming academic year. **Annual award amounts vary depending on available funds. Scholarships do not automatically renew and must be applied for annually.**

- **Statement of Need**

If all options for assistance have been exhausted, submit a "statement of need" to Larry Vanden Busch, Business Manager (Clark Hall, Room 245)

lawrence.vandenbusch@marquette.edu. Nursing has a small amount of funding that may be awarded to students with exceptional financial need.

Note: Students who have not registered with the Office of Financial Aid (288-4000) <https://www.marquette.edu/mucentral/financialaid/index.shtml> or completed a FAFSA <https://studentaid.ed.gov/sa/fafsa> will not be considered for aid by the College of Nursing.

The Mission of the College of Nursing

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

Vision Statement

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

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

Marquette University College of Nursing Programs

Descriptions of the educational programs may be found in the University bulletins.

<http://bulletin.marquette.edu>

Specific Program links:

Undergraduate Bulletin <http://bulletin.marquette.edu/undergrad/>

Graduate Bulletin <http://bulletin.marquette.edu/grad/>

These include:

Undergraduate Program

Bachelor of Science in Nursing

<http://bulletin.marquette.edu/undergrad/collegeofnursing/>

Marquette Core Curriculum

<http://bulletin.marquette.edu/undergrad/marquettecorecurriculum/>

Graduate Programs <http://bulletin.marquette.edu/grad/programs/nursing/#text>

Direct Entry Generalist Master of Science for non-nurse students with a non-nursing bachelor's degree

<http://bulletin.marquette.edu/grad/programs/nursing/#mastersrequirementstext>

Direct Entry Master of Science for A.D.N. nurses with a non-nursing bachelor's degree

<http://bulletin.marquette.edu/grad/programs/nursing/#mastersrequirementstext>

Master of Science in Nursing – for traditional students with a BSN

<http://bulletin.marquette.edu/grad/programs/nursing/#mastersrequirementstext>

Doctor of Nursing Practice – B.S.N. to D.N.P and M.S.N. to D.N.P.

<http://bulletin.marquette.edu/grad/programs/nursing/#nursdnptext>

Doctor of Philosophy in Nursing

<http://bulletin.marquette.edu/grad/programs/nursing/#nursphdtext>

Post- Master's certificate

<http://bulletin.marquette.edu/grad/programs/nursing/#certificatetext>

Post Bachelor's certificate

<http://bulletin.marquette.edu/grad/programs/nursing/#certificaterequirementstext>

Master of Science in Health Care Data Analytics

<http://www.marquette.edu/grad/programs-healthcare-data-analytics.php>

Policies of Marquette University College of Nursing

The student admitted to any of the graduate nursing programs is a student of the Graduate School and is bound by all regulations and policies of the Graduate School as well as those specific to the College of Nursing.

In addition to the policies listed below, students should refer to the current Graduate Bulletin <http://bulletin.marquette.edu/grad/> **for University policies** <http://bulletin.marquette.edu/grad/policiesofthegraduateschool/> **pertaining to:**

Academic Integrity

Academic Misconduct Policy

Academic Performance

Academic Programs Defined

Advising

Assistantships and Fellowships

Attendance

Background Checks, Drug Testing

Commencement

Conduct

Confidentiality of Proprietary Information

Continuous Enrollment

Courses and Prerequisites
Course Load
Credit
Cross-listed Courses
Deadlines
Diplomas
Enrollment Changes
Enrollment Status
Faculty Grading
Family Education Rights and Privacy Act (FERPA)
Grade Appeals
Grading System
Grade Changes
Graduate Credit
Graduation
Immunization and Tuberculosis Screening Requirements
Independent Study
Intellectual Property
Last Date of Attendance/Activity
Military Call for Active Duty or Training
Readmission
Repeated Courses
Research Involving Humans, Animals, Radioisotopes or Recombinant DNA/Transgenic Organisms
Temporary Withdrawal from Graduate Program
Time Limitations
Transcripts-Official
Transfer of Credit
Undergraduate Students in Graduate Courses
Withdrawals
Working with Minors

Academic Performance and Censure

Students must earn acceptable grades and adhere to the requirements of academic honesty, professional integrity, and professional performance as well as continue to make satisfactory progress toward their degrees and meet the expectations of the Marquette University Student Conduct Code. Students who fail to meet these standards will face repercussions. This may be at the course level or at the program level. Academic censures may include required program withdrawals due to lack of satisfactory grade achievement or satisfactory academic progress, misconduct, professional performance issues, or breaches of professional/academic integrity. For additional information regarding academic performance, censures or academic probation and dismissal please see the Graduate School website.

<http://bulletin.marquette.edu/grad/policiesofthegraduateschool/#academicperformance>

Academic Progression Policy

The College of Nursing Academic Progression Policy applies to all coursework taken during the academic year and summer sessions. The policies of the Graduate School on Academic Performance, Professional Integrity, Professional Performance, Academic Dishonesty, and Student Conduct are all followed by the College of Nursing. A variety of responses to problems in any of these areas may be implemented, depending on the nature of the problems encountered. Warnings, remediation plans, probation, immediate withdrawal from clinical or laboratory activities, suspension, and dismissal are all possible actions under these policies.

In addition to Graduate School policies, the College of Nursing may generate a warning letter and may recommend to the Graduate School that a student be dismissed from the program for any of the following reasons:

- A term without substantial and visible progress toward completion of program requirements, such as comprehensive or qualifying examination, thesis, dissertation, or capstone project.
- A pattern of course withdrawals, incompletes, and/or grades below "B."
- A clinical course grade below "B."
- Unprofessional behavior in academic, laboratory, or clinical settings.

Approved by faculty March 2010.

All Graduate students can earn grades of: A, A-, B+, B, B-, C+, C and F. Graduate students may not be assigned a C- or any D grade in any course whatsoever, including undergraduate courses.

Graduate Grading Scale:

96-100	A
92-95.99	A-
88-91.99	B+
84-87.99	B
80-83.99	B-
76-79.99	C+
72-75.99	C
Less than 72	F

Progression Towards Degree/Continuous Enrollment

A student must be enrolled in each Fall and Spring semester during their progression towards the degree.

<http://bulletin.marquette.edu/grad/policiesofthegraduateschool/#academicperformance>
Progression to completion of the MSN degree is limited to six years. The DNP and PhD time limit is eight years. Students must be continuously enrolled each Fall and Spring

term. If a student is unable to enroll in classes during any spring or fall semester, they must enroll in the appropriate Continuous Enrollment course.

<http://bulletin.marquette.edu/grad/policiesofthegraduateschool/#continuousenrollment>

Temporary withdrawals from the Graduate School due to health reasons and other major life events may be granted by the Graduate School. The appropriate forms requesting continuous enrollment and withdrawal status are found at

<https://www.marquette.edu/grad/forms.php>.

Academic Integrity

All students are required to complete the Academic Integrity tutorial at <https://www.marquette.edu/provost/academic-integrity-tutorial.php>. During the first month of coursework at Marquette, every student must complete this tutorial, sign the Honor Code, and submit this to the appropriate entity as directed in the tutorial. The policies on academic integrity should be understood by all students and are found in the University Bulletin at <http://bulletin.marquette.edu/grad/policiesofthegraduateschool/>.

All students are obligated to understand all elements of academic integrity which includes but is not limited to plagiarism, cheating and other types of academic dishonesty. Any suspected breaches of academic integrity are referred to the Academic Integrity Review Board for review.

Disability Services & Student Requests for Special Accommodations

Marquette University strives to integrate qualified students with disabilities as fully as possible into all aspects of University life. In its efforts to ensure students with disabilities have the opportunity to participate in all University programs and activities, the Office of Disability Services:

1. assists students in meeting individual needs and interests on campus in order that their potential can be developed as fully as possible, and
2. provides awareness of the needs of student with disabilities to the campus community to foster their inclusion in the diverse campus student population.

Before giving students special accommodations for classroom learning and/or testing purposes, they must first fill out an application for special accommodations at the Office of Disability Services (ODS). ODS is located in Marquette Hall, room 05, (414) 288-1645, <https://www.marquette.edu/disability-services/>. Once processed, ODS will communicate to the student in writing what accommodations they are eligible to receive. It is the student's responsibility to give any instructor they are requesting accommodations from a copy of this documentation. **Instructors can only legally provide the accommodations that ODS identifies for the student.**

Marquette University College of Nursing Technical Standards

Marquette University College of Nursing curriculum, which provides education and training, leading to the eligibility for licensure as a registered nurse, advanced practice nurse, or nursing leader, requires students to engage in experiences important to

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

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

Communication:

The student must be able to:

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

Mental/Cognitive Capacities

The student must:

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

Professional Conduct:

The student must:

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

standards of practice.

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

Physical Capacities:

The student should be able to execute movements required to provide general care and treatment to patients in all health care settings.

The student must:

- recognize personal limitations and notify and work with the Office of Disability Services and the College of Nursing to identify and develop appropriate adaptations to provide safe and competent patient care.
- be able to fulfill requirements of clinical rotations, including but not limited to taking a medical history, performing a physical examination, administering medication, and performing standard medical procedures.

Examples of Technical Standards

Requirements	Standards	Examples
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation	Identification of cause/effect relationships in clinical situations. Use of the scientific method in the development of patient care plans. Evaluation of the effectiveness of nursing interventions.
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	Establish rapport with patients/clients and colleagues. Capacity to engage in successful conflict resolution with fellow students, instructors, members of healthcare team and patients and families. Able to hold peers accountable for safe practice.
Communication	Communication adeptness sufficient for verbal and written professional interactions	Explanation of treatment procedures, initiation of health teaching. Documentation and interpretation of nursing actions and patient/client responses.

Mobility	Physical abilities sufficient for movement from room to room and in small spaces	Movement about patient's room, workspaces and treatment areas. Administration of rescue procedures- cardiopulmonary resuscitation.
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Calibration and use of equipment. Therapeutic positioning of patients.
Hearing	Auditory ability sufficient for monitoring and assessing health needs	Ability to recognize monitoring device alarms and other emergency signals. Ability to discern auscultatory sounds and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary for patient care	Ability to observe patient's condition and responses to treatments.
Tactile Sense	Tactile ability sufficient for physical assessment	Ability to palpitate and percuss in physical examinations and various therapeutic interventions.

References

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

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

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

Health Requirements and Criminal Background Checks

Prior to entry into the program, all graduate students are required to complete a criminal background check. Those graduate students in Milwaukee-based programs who are registered nurses must provide proof of RN licensure in Wisconsin. Those nurses admitted to a program at the Indiana site must provide evidence of Indiana RN licensure. All graduate students must provide proof of American Heart Association CPR certification, physical exam and immunization status prior to entry into the program. Criminal background check verification, health status verification, and seasonal influenza and TB immunization status are to be updated annually. CPR certification is updated every two years. Urine drug screening is required prior to beginning clinical courses. This information is processed and tracked through CastleBranch at www.CastleBranch.com. Students are responsible for the cost of these services. The approximate cost is \$124 (drug test \$34; background check \$60; medical document manager \$30) and a yearly fee of \$40. No further charges will be incurred unless additional background checks or drug tests are required.

CastleBranch will be requesting documentation on the following items:

Background Check

Required by the Wisconsin Caregiver Background Check Law. The Office of the General Counsel and the Wisconsin State Board of Nursing will be contacted in all instances of criminal offenses identified to determine if a student is eligible to remain in the program. All students must get a background check upon admission and then must provide annual self-report verification of criminal background status. Refer to CastleBranch for self-report form. Marquette cannot guarantee clinical course placement when there is a positive finding on a background check. Prior to accepting a student into their clinical settings, health care institutions require notification of any positive finding on a background check. The healthcare institution makes the determination as to whether the student will be allowed a clinical placement or not. If clinical placements are not granted, the student may not be able to complete the requirements of the educational program.

Wisconsin Professional Nursing License (or Indiana if enrolled in that site)

Directions will be listed on CastleBranch as to how to provide evidence of the RN license from the registered nurse license search website.

NOTE: Direct Entry students are exempt from this requirement.

American Heart Association CPR Certification

Provide a copy of your signed card (you must upload a document that shows both sides of the card). CPR certification must be maintained throughout the program. Only American Heart Association Health Care provider BLS certification, which includes AED, will be accepted, and it must be renewed every two years. Certification at Marquette University is available. **NOTE:** Direct Entry students can complete the BLS certification at the beginning of their program. **NOTE:** Adult-Gerontology Acute Care NP students need to be ACLS certified by the October of the academic year in which they will begin clinical courses. **NOTE:** Pediatric Acute Care NP students need to be PALS certified by the October of the academic year in which they will begin clinical courses. Nurse Anesthesia students are required

to maintain both ACLS and PALS. **NOTE:** CPR certification is optional for Health Systems Leadership students. It is not required for Health Care Data Analytics students.

☐ **Physical Exam**

A physical examination must have been completed within six months of entering the program with annual verification by self-report that health history is updated. A physician, nurse practitioner, certified nurse-midwife or a physician assistant must provide signed documentation of the initial physical exam. In addition, the provider must attest that the student is in satisfactory health to participate in Marquette University's College of Nursing Program, including engaging in clinical practice. Any ADA/restrictions must be listed. Completed form must be uploaded to www.CastleBranch.com. Refer to CastleBranch for healthcare practitioner statement and annual self-report forms.

☐ **Tetanus-Diphtheria Pertussis**

One of the following administered within the past 10 years is required:

Td booster OR
TDaP vaccination

If the document is a printed vaccination record from a healthcare facility, then a signature is not required. However, if the vaccine information is handwritten or is not a printed document from a healthcare facility, then it **MUST** be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures. Wisconsin Immunization Registry reports are accepted.

☐ **TB Skin Test**

One of the following is required annually:

A negative TB (Mantoux) skin test, OR negative blood test such as TB Quantiferon Gold (lab report required), or T-Spot (lab report required).

If at any time the TB skin test is positive, then a TB Quantiferon Gold or T-spot blood test is required. If **BOTH** of these or the blood test are found to be positive, evidence of a one-time chest x-ray **AND** completion of the annual Report of Health Symptom Survey are required. The student is also required to complete a report of health/symptom survey (forms available at www.CastleBranch.com) annually thereafter.

If positive for active TB disease, participation in active treatment plan must be reviewed annually. Students are not eligible to participate in clinical until such time as medical provider determines that they are not communicable. It is the students' responsibility to turn in documentation related to this test to **CastleBranch** on a yearly basis.

The renewal date will be set for 1 year for negative tests. No renewal is required for positive results. Upon renewal one of the following is required:

1 step TB skin test, OR
QuantiFERON Gold blood test (lab report required), OR
T-Spot blood test (lab report required).

If the document is a printed vaccination record from a healthcare facility, then a signature is

not required. However, if the vaccine information is hand-written or is not a printed document from a healthcare facility, then it MUST be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures

☐ **Chickenpox Varicella Vaccine OR Positive Blood Titer**

One of the following is required:

2 vaccines (administered at least 4 weeks apart) OR Positive antibody titer. (history of the disease is not sufficient). If any titer is negative or equivocal, new alerts will be created for you to repeat the series.

If the document is a printed vaccination or titer record from a healthcare facility, then a signature is not required. However, if the vaccine or titer information is hand-written or is not a printed document from a healthcare facility, then it MUST be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures. Wisconsin Immunization Registry reports are accepted. A history of having the disease does not qualify for meeting this requirement.

☐ **2 MMR (measles, mumps, rubella) Vaccines OR 2 Measles, 1 Mumps, 1 Rubella Vaccine**

2 vaccinations, dose 1 on or after the first birthday; dose 2 must be at least one month after the 1st dose. If immunization date is not available/verifiable, a laboratory report of a blood test (titer) showing immunity to measles, mumps and rubella will be accepted. If the document is a printed vaccination or titer record from a healthcare facility, then a signature is not required. However, if the vaccine or titer information is handwritten or is not a printed document from a healthcare facility, then it MUST be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures. Wisconsin Immunization Registry reports are accepted.

☐ **Hepatitis B Virus (HBV/HBSAB Series) OR Titer**

One of the following is required:

3 documented vaccinations, OR

Positive antibody titer, OR

Signed declination waiver (use faculty declination form).

If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.

If your titer is negative or equivocal and you have received 3 immunization in the past, a new alert will be created for you to report receipt of a Hepatitis B booster. If the document is a printed vaccination or titer record from a healthcare facility, then a signature is not required. However, if the vaccine or titer information is handwritten or is not a printed document from a healthcare facility, then it MUST be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures. Wisconsin Immunization Registry reports are accepted.

If needed, a medical exemption document must be signed by primary care provider; religious exemption document must be signed by clergy. Refer to CastleBranch for medical exemption document.

□ **Seasonal Influenza Vaccine**

Provide documentation of annual immunization by November 1. If the document is a printed vaccination record from a healthcare facility, then a signature is not required. However, if the vaccine information is handwritten or is not a printed document from a healthcare facility, then it **MUST** be signed by an MD, DO, NP, RN, or PA. Electronic signatures and stamps from the Healthcare Facility are also acceptable forms of signatures. Wisconsin Immunization Registry reports are accepted. If needed, a medical exemption document must be signed by primary care provider; religious exemption document must be signed by clergy. If valid documentation is on file an annual declination form must be signed as self-report. Refer to CastleBranch for medical exemption document and annual declination forms.

Documentation must indicate one of the following:
that the vaccination was from a batch from the current flu season OR
that the vaccine was administered within two months of the due date (11/01).

PLEASE NOTE: If DECLINING the Influenza vaccination, you **MUST** submit the Influenza Vaccine Documentation/Declination form. Use the flu declination form.

The renewal date will be set for 11/01 of the following flu season.

□ **Ten-Panel Urine DrugScreen**

For traditional graduate students, must be completed the semester prior to entering clinical (example: students starting clinical in Spring must have drug screen by October 1st). DE students must have the drug screen prior to beginning course work. All nursing students will undergo a 10-panel urine drug screen prior to clinical start; a negative result will require no further screens unless indications of impairment are present, in which case additional screens may be required. If there is a break in a student's enrollment, the urine drug screen will need to be repeated. If a student has a current positive drug screen result, they will not be able to participate in a clinical placement.

Note: The preceding documentation is required by the College of Nursing and is to be submitted to www.CastleBranch.com. Any health information required by the University must be submitted separately to MU Student Health Services.

Students will not be permitted to progress in the program and/or continue in clinicals if the above health reports are not current and on file at www.CastleBranch.com. If clinical time is missed due to missing health requirements, students' progression may be affected.

Severe Weather Policy – Cancellation of Classes or Clinical

Cancellation of classes and clinicals in the Milwaukee area campus is guided by the University severe weather policy. Cancellations will be announced on television and radio as well as the University website. Decisions to cancel classes/clinicals in sites other than Milwaukee will be made by the site coordinator/Option Coordinator with the guiding principle of assuring safety of the student. Students will be notified of closures via Marquette email as soon as the decision is made.

Guidelines for Academic Advisement

Academic advisers are appointed by the program or option coordinator at the time the recommendation for admission is made. The student and faculty members are informed in writing by the Graduate School upon receiving acceptance letter. Students are to develop individualized program plans with the assistance of their advisers. Copies of these plans are to be sent to Karen Nest for placement in each student's file and the college data base. If changes occur in the future, the student, in collaboration with the adviser, must amend the plan as soon as possible and the revised plan must be sent to Karen Nest. (Karen.nest@marquette.edu) The master's, post-master's certificate, DNP, or PhD program planning form must be completed upon admission unto the program. These forms are found at <https://www.marquette.edu/grad/forms.php> under Master's or Doctoral Program Forms and Directories. The post-master's certificate student uses either the MSN or the DNP form depending whether they are seeking only the post-master's certificate (MSN form) or also a DNP (DNP form). The adviser is responsible for ensuring that the individualized program plan and the Program Planning form are submitted to the appropriate individual.

Students consult with the designated academic adviser for:

1. Information about the program.
2. Addressing unmet prerequisites or deficiencies (these should be removed in the first semester).
3. Preparation and submission of an individualized program of study in the first semester for the entire degree.
4. Changes in the program plan.
5. Completion of the Program Planning form and any subsequent forms if there is a change in program or option.
6. Progress toward completion of degree requirements for graduation.
7. Academic counseling when indicated.

If the adviser is unavailable, the Assistant Dean for Graduate Programs may be consulted.

Change of Option

If a student desires a change of specialty option, approval must be sought from the potential new Option Coordinator/ Program Director. The Option Coordinator/Program Director of the original program should be notified of the change of option by the student. When a change of option is approved, a new master's or DNP Program Planning Form must be completed indicating the new

option or program. http://www.marquette.edu/grad/forms_index.shtml A new program plan also must be developed by the student and adviser and submitted to Karen Nest.

Student Absence Policy

A student is expected to attend class/clinical sessions and examinations for each course in which he/she is enrolled. Absence does not relieve a student of responsibility for completing all work in the course to the satisfaction and within the time period specified by the instructor. Generally, more than one absence in a graduate course is considered excessive. A student may be withdrawn from a graduate course for more than 6 hours absence. It is serious when a student misses a class or examination and the absence may have an adverse effect on the student's grade or place the student in academic jeopardy. The student has the responsibility of notifying the course instructor of any absence and negotiating make-up work where feasible.

Grade Appeals Policy: Graduate Students

A. Policy

As stated in the Graduate School Bulletin, a student may appeal a final course grade that he/she believes to be in error. A grade appeal is heard for the Graduate School by the school or college that teaches the course, following the rules of that school or college. The procedure for appealing grades within the College of Nursing is outlined below.

B. Procedure

1. The student must exhaust all possibilities of resolving the problem with the faculty member assigning the grade.
2. If this does not lead to acceptable resolution, the student may initiate, in writing, the formal procedure for appealing the grade to the Dean of the College of Nursing or designate (Assistant Dean for Graduate Programs) stating the reason the grade should be changed.
 - a. A grade appeal must be submitted within 10 days of receiving the grade being appealed.
 - b. To avoid delay in progression, should the petition be approved, the appeal process must be completed before late registration of the subsequent semester or summer module.
3. The Dean or designate will appoint a committee of three faculty members to consider the grade appeal if the issue is not resolved by consulting with the student and faculty member.
4. The committee will:
 - a. Consider written course work and consultation with the faculty member and the student.
 - b. Deliberate in a closed session.
 - c. Make a decision regarding the appeal.
5. The decision of the committee with rationale will be forwarded in writing to the Dean or designate of the College of Nursing who will make the final disposition of the appeal, including informing the student and faculty of the decision.
6. If necessary, the grade change form will be completed by the Dean or designate.

Marquette University College of Nursing
Grade Appeal Form
[please type all information]

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

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

Name of Student:

Name of Adviser:

Phone numbers for ready accessibility:

Cell Phone #

Permanent Home Phone #

E-mail:

Student ID#

Current cumulative GPA:

I am appealing a final course grade of _____(enter grade) that I received in _____(enter course number) from _____(enter faculty name).

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

a significant violation of clearly established written policies (specify exact source, e.g., syllabus, student handbook, etc.).

a result of improper procedures (specify exactly).

discriminatory (specify exactly).

Explain in detail the reason(s) for the appeal you checked above.

On _____(date), I consulted with the instructor who assigned the grade about the above. I presented the following evidence about why I believe the grade is in error:

___ I have decided to request a formal grade appeal.

Student's signature: _____ Date _____

Continue to complete if student decides to submit additional materials as indicated below:

- I choose to submit additional evidence of my performance, noted here or attached.

- I request that the following pertinent materials be obtained by the review committee from the course faculty

For Office Use Only [Students do not write below this line]

Assistant dean's receipt of the above appeal /evidence on _____(date):

--Within 30 days from receipt of above, student & faculty will be informed of decision

Ad Hoc Committee's review of additional evidence sought (as checked & then explained below):

- Consultation with the instructor on _____(date)
[check method(s)]: ___ in person ___ phone ___ electronically ___ hard copies
- Consultation with the student on _____(date)
[check method(s)]: ___ in person ___ phone ___ electronically ___ hard copies
- Consultation with any witnesses _____(date)
[check method(s)]: ___ in person ___ phone ___ electronically ___ hard copies

**Specify exact details of information and any other evidence acquired:
Please attach written report of evidence and decision.**

Ad Hoc Committee recommendation based on evaluation of appeal [check decision below]:

- ___ Assigned grade remains
- ___ Course instructor is asked to reconsider grade in light of information gathered & this reconsidered grade will be final
- ___ Grade change to _____(enter new grade) is warranted

Ad hoc member's signature: _____ Date _____

Ad hoc member's signature: _____ Date _____

Ad hoc member's signature: _____ Date _____

Assistant Dean decision:

- ___ Assigned grade remains
- ___ Course instructor is asked to reconsider grade in light of information gathered & this reconsidered grade will be final
- ___ Grade change to _____(enter new grade) is warranted

Assistant Dean's signature: _____ Date _____

Written copy of decision sent to: ___ student ___ instructor ___ student's file ___ dean

Any indicated grade change filed with the registrar on _____ (date)

If further appeal desired, to dean on _____ (date, within 3 calendar days of receipt of prior decision)

Dean's decision upon review of above on _____ (date, within 30 days of receipt):

Written copy of decision of dean sent to: ___ student ___ instructor ___ student's file

Any indicated grade change filed with the registrar on _____ (date)

Fatigue, Sleep, and Work Schedule Effects – Patient Safety

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

Option Coordinators 4-17

Marquette University College of Nursing Independent Study NURS 6995

NURS 6995 represents options available for individualized independent study in nursing as part of the elective credits.

NURS 6995 Courses

Policies of the Graduate School: Independent Study (NURS 6995) courses provide students the opportunity to study and investigate areas of interest not available through normal course offerings. A NURS 6995 course is taken on the recommendation of the student's adviser and with the approval of the College of Nursing Assistant Dean for Graduate Programs. An approval form, which must be completed for each NURS 6995 course, is available in the Graduate School office and at http://www.marquette.edu/grad/forms_index.shtml. Normally, not more than six credits of NURS 6995 course work can be included in a master's degree program; no more than nine credits in a Doctoral program per the *Graduate School Bulletin*.

In addition to these published Graduate School policies, the following guidelines deal with commonly raised questions and clarify procedure:

1. Ordinarily, independent study courses occur in the latter part of a student's program. Independent study is not recommended for students with probationary status.
2. Before registration the student should seek out an appropriate faculty member to act as the faculty of record. Working with this faculty, the student must define in writing the proposed topic including a course title and course description, a list of course objectives, the methodology by which the objectives will be met, means of evaluation, and plan for participation with the faculty member. This document is to be submitted to both the student's academic adviser and the Assistant Dean for Graduate Programs.

3. The above document must accompany the NURS 6995 form for approval by the faculty of record and the Assistant Dean for Graduate Programs each time a student registers for a NURS 6995 course.
4. NURS 6995 is not permitted for courses that already exist under another course number.

The form for NURS 6995 may be found under “registration general” at:
http://www.marquette.edu/grad/forms_index.shtml

Marquette University College of Nursing Master’s Program

Direct Entry - Generalist Master of Science in Nursing Program has two campuses; Milwaukee and Pleasant Prairie. The advisers for these sites are:
Milwaukee – Taylor Rose Pamperin taylorrose.pamperin@marquette.edu
Pleasant Prairie – Julie Randerson
julie.randerson@mastersnursing.marquette.edu

The Graduate School Master’s Planning Form must be completed, signed, and submitted to the Assistant Dean for Graduate Programs within the first semester of graduate school enrollment. <http://www.marquette.edu/grad/documents/form-masters-program-plan.pdf>

The Graduate Student Handbook at <https://marquette.edu/nursing> under the Current Students tab <http://marquette.edu/nursing/students-handbooks-and-forms.php> also provides curriculum related information and policies.

Master of Science in Nursing and Doctor of Nursing Practice - Specialty Programs

All other master’s and Doctor of Nursing Practice students are assigned faculty advisers, often the Option Coordinator for the student’s area of specialization.

Advisers in collaboration with the student are responsible for creating the student’s individualized program plan (format may be obtained by the adviser). The program plan must be submitted to the Graduate Program Coordinator (Karen Nest karen.nest@marquette.edu) prior to the student’s beginning course work and revised any time there are changes.

The Graduate School master’s or DNP Planning Form must be completed, signed by the MSN student and adviser and submitted to the Graduate Program Coordinator within the first semester of graduate school enrollment (prior to beginning coursework preferred). <http://www.marquette.edu/grad/documents/form-masters-program-plan.pdf>. If at any time the student changes to a different specialty option, a new program plan and Program Planning Form must be completed to show the revisions. These are

submitted to the Graduate Program Coordinator who will forward them to the Graduate School.

Information regarding specific option curriculum, prerequisites for courses, sample program plans and other option-specific information may be found in the graduate bulletin at <http://bulletin.marquette.edu/grad/programs/nursing/#nursdnptext> and in the Graduate Student Handbook on the Nursing webpage under the Current Student tab <http://marquette.edu/nursing/students-handbooks-and-forms.php> . The Nurse Anesthesia and Nurse Midwifery options retain a supplemental student handbook with additional policies specific to these options.

The Master of Science in Nursing Program at Marquette University prepares nurses for nursing administration or for roles in advanced practice nursing. Students may select

- Systems Leadership & Healthcare Quality (currently not accepting students as the program is redesigned)
- **Advanced Practice Nursing Options including**
 - Nurse Midwifery
 - Pediatric Acute Care NP
 - Pediatric Primary Care NP
 - Dual Pediatric Acute and Primary Care NP
 - Adult-Gerontology Primary Care NP
 - Adult-Gerontology Acute Care NP
 - Adult-Gerontology CNS

Adult-Gerontology Primary Care Nurse Practitioner

Prepares students to apply advanced clinical assessment and management skills to episodic and chronic health problems. Care includes health promotion, advanced physical assessment, diagnosis and management of health problems in patients aged 13 and up, in a clinic setting. Graduates are academically eligible to take the national certification examination for adult gerontology primary care nurse practitioner.

Adult-Gerontology Acute Care Nurse Practitioner

Prepares students to apply advanced clinical assessment and management skills to complex health problems. Graduates care for acutely ill patients, ages 13 and up, in a variety of settings such as acute care facilities, specialty practice offices and skilled care. Graduates are academically eligible to take the national certification examination for adult gerontology acute care nurse practitioner. This specialization is offered both at the Milwaukee and the Indianapolis campuses. One year of full-time nursing experience in an acute care setting with the adult population is required prior to beginning clinical courses.

Adult-Gerontology Clinical Nurse Specialist

Prepares students for practice in three spheres of influence: patient/family, nurse/nursing and organizational/institutional. Includes knowledge of health promotion, advanced physical assessment, evidence-based practice, systems, quality and safety. Graduates are academically eligible to take the national certification examination for adult gerontology clinical nurse specialist.

Nurse Midwifery

Prepares students for independent management of low risk women during the antepartum, intrapartum and postpartum periods and for primary and gynecologic care of women throughout the life span. Graduates are prepared for collaborative management of women with risk factors. Program graduates are academically eligible to take the national certification examination of the American Midwifery Certification Board.

Pediatric Primary Care Nurse Practitioner

Prepares students for advanced practice as a pediatric nurse practitioner. Graduates are prepared to independently provide health care for children and families from simple to complex health issues, usually in primary care settings. Graduates are academically eligible to take primary care pediatric nurse practitioner national certification examinations.

Pediatric Acute Care Nurse Practitioner

Prepares students to manage complex chronically ill, acutely ill and critically ill children. Graduates are eligible to take the national certification examination for the acute care pediatric nurse practitioner specialty. This specialty may be attained through the M.S.N., D.N.P., or a post-master's certificate for nurses who already have a Master of Science in Nursing. One year of full-time nursing experience in a pediatric acute care setting is required prior to beginning clinical courses.

Dual Primary Care and Acute Care Pediatric Nurse Practitioner

Prepares students to practice as a dually-trained pediatric acute care/primary care nurse practitioner. Graduates are prepared to manage well children, pediatric acute and episodic illnesses, complex chronically ill, acutely ill and critically ill children. Graduates are eligible to take the national certification examinations for the acute care and primary care pediatric nurse practitioner specialties. One year of full-time nursing experience in a pediatric acute care setting is required prior to beginning acute care clinical courses.

Systems Leadership and Healthcare Quality

Prepares the student for leadership, administrative and executive roles in health care. Graduates are academically eligible to take the national certification examination for Nursing Administration.

Program Learning Outcomes

Students will be able to demonstrate competence in selected scope of graduate level nursing practice as evidenced by their ability to:

- Use data and analytical processes to discover, critique, and/or synthesize nursing knowledge for the continued improvement of nursing care across diverse settings.
- Integrate pertinent theories, research and other evidence, as well

as patient and population perspectives to guide master's level nursing practice

- Effectively use varied modes of communication, informatics and technology to promote safe and high-quality patient care.
- Initiate, maintain, and promote intra- and interprofessional collaboration. Demonstrate leadership in ethical and clinical decision making using a system's perspective.
- Provides culturally-appropriate evidence-based clinical prevention and population health to individuals, families and aggregates.

Curricula for the various Options are found in the Graduate Bulletin

<http://bulletin.marquette.edu/grad/programs/nursing/>

It is the student's responsibility to be aware of any state-specific licensing or regulatory requirements that may impact his/her ability to practice in a given state after successful degree completion. For example, in the state of Wisconsin, 45 hours of pharmacology must be taken within 5 years of applying for prescriptive privileges.

Post-Master's Certificates

Post-master's certificates allow the student with a master's degree in nursing to pursue a new specialty/certification. All advanced practice programs require advanced assessment, advanced pharmacology and advanced pathophysiology either as prerequisite or as part of the post-master's certificate. The number of credits in the specific post-master's certificate depends upon the student's previous master's in nursing course work. <http://www.marquette.edu/nursing/academicprograms-postmasters.shtml> A minimum of 12 credits must be taken at Marquette. For the post-master's Family Nurse Practitioner certificate, the applicant must either be currently certified as an Adult Nurse Practitioner, an Adult-Gerontology Primary Nurse Practitioner, or a Pediatric Primary Care Nurse Practitioner. Post-Master's certificate specialties offered include:

- Systems Leadership and Healthcare Quality (not accepting students at this time)
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Adult-Gerontology Clinical Nurse Specialist
- Pediatric Primary Care Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Nurse Midwifery
- Mental Health Psychiatric Nurse Practitioner – (not accepting students at this time)
- Family Nurse Practitioner (only for students with primary preparation as pediatric or adult gerontology nurse practitioners)

Post- Bachelor's Certificate

(not currently accepting students)

Clinical Care Management/Care Coordination certificate

Curriculum:

- HEAL 6845 Case Management – 3 credits (includes 1 credit Clinical)
- HEAL 6841 Health Care Finance – 3 credits
- HEAL 6009 Organizational and Systems Leadership – 3 credits
- HEAL 6007 Ethics, Policy and Health Care Advocacy – 3 credits

**Marquette University College of Nursing
Graduate Entry in Nursing Master's Program
for Nurses (ADN prepared) with Non-Nursing Bachelor's Degree**

Marquette University College of Nursing has developed a program of study for nurses who have an Associate Degrees in Nursing and who also have degrees in disciplines other than nursing and wish to complete an MSN in a specialty. This is a program to which each student is admitted as a special case. The applicant must be licensed as a registered nurse in Wisconsin or compact state.

<http://bulletin.marquette.edu/grad/programs/nursing/#text>

After admission, the student will be required to complete the following courses prior to progressing with the specialty courses of the selected option:

NURS 6995 Independent Study – Community Health Clinical (3 cr.)

NURS 6100 – Community and Population Health Nursing (3 cr.)

NURS 6010 – Research and Evidence as a Foundation for Nursing (3 cr.)

NURS 6825 – Quality & Patient Safety in Health Care (3 cr.)

The student may complete the remainder of the core courses while completing the above requirements:

NURS 6000 Theoretical Foundations of Nursing (3 cr.)

NURS 6007 Ethics, Policy, & Health Care Advocacy (3 cr.)

NURS 6009 Organizational & Systems Leadership (3 cr.)

Specialty courses required for the MSN specialties noted above.

**Marquette University College of Nursing
Master of Science in Nursing Program
for Non-Nursing Graduates (Direct Entry Generalist MSN)**

The Direct Entry Master of Science program for non-nursing graduates is designed for individuals who hold baccalaureate degrees in fields other than nursing. The 75-credit program builds upon previous, broad educational preparation and provides an intense, accelerated and specialized nursing curriculum. It prepares students to take the NCLEX examination for registered nurse licensure and earn a generalist Master of Science in Nursing degree. Graduates of this program may also wish to apply for a post-master's certificate in one of the many specialties that Marquette offers.

Progression Requirements

A GPA of 3.0 is required each semester and in summer modules for continuation in the program. See Academic Progression Policy. Professional nursing licensure is required within two months of the completion of the pre-licensure phase.

Uniform Description for DE students

All Students

- Navy blue pants and navy shirt with MUCN emblem patch.
- White lab jacket, white leather or white athletic shoes with white or navy socks.
- A Marquette emblem is to be sewn on left shirtsleeve (all shirts) and lab jacket 1-1.5" below shoulder seam.
- Name bar and picture ID required. ** Provided by MU Card Services. Replacement cards may be purchased from Union Station in the AMU for a fee.
- Cintas Corporation will visit campus for students to try on uniforms for sizing prior to ordering.
 - Items can be purchased from: Cintas Corporation, 6415 N. 62nd St., Milwaukee, WI 53223 www.cintas.com

Equipment Policy:

- All students are expected to have the following equipment:
 - pen-light.
 - stethoscope, 18- 20 inches long with a bell & diaphragm.
 - watch with a second hand. Cell phones as watches are not acceptable in the clinical setting.
 - Equipment items may be purchased from any medical supply company. Be sure to find out if the company will repair equipment, if necessary.

Standardized Testing

Standardized testing is required in several courses prior to taking the NCLEX examination. An exit exam and review course are also required. Fees are required for all tests; approximate fees are \$500 (exact amount based on vendor costs at testing time).

Licensure/Certification

Graduates of this program are eligible to sit for the NCLEX examination and, after passing the exam, be licensed in most states. Please note that there may be additional requirements for licensure established by some states. Marquette does not guarantee that the DE program meets every criteria of every state. It is the responsibility of the student to become knowledgeable of the requirements of the state in which he/she wishes to license and obtain the prerequisites for that state's license.

DE Sample Course Plan: (Sequence effective May 2019)

Semester 1

NURS 6001 Health Assessment and Fundamentals I	3 cr
NURS 6002 Health Assessment and Fundamentals II	4 cr
NURS 6003 Essentials of Nursing	3 cr
NURS 6030 Pathophysiological Concepts for Advanced Nursing Practice	3 cr
NURS 6015 Pharmacotherapeutics for Nursing Practice	3 cr
Total credits 16	

Semester 2:

NURS 6201 Nursing Concepts and Intervention, Adult/Gerontology I Theory	3 cr
NURS 6500 Family Centered Nursing Care of Children Theory	3 cr
NURS 6005 Concepts & Interventions for the Promotion of Mental Health Theory	3 cr
NURS 6007 Ethics Policy and Health Care Advocacy	3 cr
NURS 6970 Nursing Care for Patients with Chronic Conditions Practicum	4 cr
Total credits 16	

Semester 3:

NURS 6100 Community and Population Health Nursing	3 cr
NURS 6700 Maternity Nursing and Women's Health Theory	3 cr
NURS 6010 Research and Evidence as a Foundation	3 cr
NURS 6202 Nursing Concepts and Intervention, Adult/Gerontology II Theory	3 cr
NURS 6971 Nursing Care for Patients with Acute Conditions Practicum	4 cr
Total 16 cr	

Semester 4:

HEAL 6825 Quality Improvement and Patient Safety in Health Care	3 cr
NURS 6244 Health Promotion across the Lifespan	3 cr
NURS 6973 Professional Nursing Practice-Clinical*	3 cr
NURS 6000 Theoretical Foundations of Nursing	3 cr
NURS 6009 Organizational and Systems Leadership	3 cr
Total credit 15 cr	

Semester 5:

NURS 6032 Pharmacology for Advanced Nursing Practice	3 cr
NURS 6035 Advanced Health Assessment Across the Lifespan	3 cr
HEAL 6835 Informatics, Technology and Professional Issues	3 cr
NURS 6976 Transition to Nursing Practice and Leadership - Clinical	3 cr
Total credits 12	

*Clinical courses require on-site preparation prior to clinical practice.

**A student may fail a Clinical at any time during the semester for either a pattern of unsafe nursing behavior or a particularly serious incident of unsafe nursing behavior. At the faculty's discretion, a learning plan may be put in place based upon the student's performance. Once a student is informed that s/he is failing a clinical course withdrawal from that course is no longer an option.

Doctor of Nursing Practice (DNP)

The DNP prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level of advanced clinical practice. The DNP program prepares students to attain a clinical doctorate, the terminal professional practice and leadership-focused degree in nursing. Students can enter the DNP program either through a post BSN to DNP or post-master's DNP program.

The post-BSN to DNP prepares students to become either a nursing leader/administrator or an advanced practice nurse in one of the following specialties: nurse anesthesia, pediatrics-primary care nurse practitioner, pediatric-acute care nurse practitioner, dual pediatric primary / acute care nurse practitioner, adult-gerontology primary care nurse practitioner or adult-gerontology acute care nurse practitioner.

The post-master's DNP is designed for advanced practice nurses or those who have master's degrees in nursing with a leadership/administration focus. Post-master's DNP applicants without these MSN specialties will have to complete an advanced practice or leadership/administration-focused post-master's certificate in addition to other post-master's required courses.

Program Learning Outcomes

- Demonstrate advanced evidence-based management of care in a cultural context at the individual, family, population, and/or organizational /systems level.
- Demonstrate policy analysis and advocacy for social justice, equity and ethical policies in health care delivery.
- Analyze and apply models, theories and scientific evidence to improve quality of health care of diverse populations.
- Employ interprofessional and leadership knowledge and skills to transform health care and complex delivery systems.
- Integrate knowledge of and skills in information systems and patient care technologies for the improvement and transformation of health care.

DNP Degree Requirements

Post-Master's DNP

The 30 credit post-master's DNP program is designed for students who are credentialed as advanced practice registered nurses or who have a nursing leadership/administrator master's in nursing. It builds on the existing Marquette Master of Science in Nursing (MSN) program. Transcripts of students whose master's in

nursing degrees are from programs other than Marquette University are evaluated on a case-by-case basis to assure attainment of prerequisite knowledge and clinical experience. For example, a course such as NURS 6009 Organizational and Systems Leadership is a required prerequisite. If prerequisite knowledge is not evident in the MSN transcripts, additional course work beyond the 30 credits will be required.

Credits earned as part of another degree may not be counted toward the 30 credits required for the DNP degree. If required DNP courses have already been taken as part of a prior degree, substitute courses will be determined in consultation with the student's adviser.

Students with a prior MSN who have not been prepared in an advanced practice or leadership specialty and wish to complete the post-master's DNP must earn a post-master's certificate in an advanced practice or leadership specialty prior to completing the post-master's DNP program residency and capstone courses.

Required Courses:

HEAL 6825 Quality and Patient Safety in Health Care (offered in Spring Semester)
or HEAL 6830 Quality Improvement Science in Health Care (offered in Spring semester)

HEAL 6835 Health Care Informatics, Technology & Professional Issues (offered in Fall Semester)

HEAL 8015 Applied Statistics for the Health Sciences (offered in Fall semester)

NURS 6848 Health Care Policy (offered in Fall semester)

HEAL 7010 Translational Research (offered in Spring Semester)

HEAL 7049 Outcomes Management (offered in Spring Semester)

HEAL 7012 Epidemiology (offered in Fall semester)

NURS 7980-7086 Residency (offered in Fall semester)

NURS 7996 Capstone I (offered in Fall Semester)

NURS 7997 Capstone II (offered in Spring Semester)

Post-Bachelor's DNP

The 63-91 credit Post-Bachelor's DNP provides an APRN or nursing leadership/administration focus with courses designed to meet the requirements of the AACN DNP Essentials. <http://www.aacnnursing.org/Education-Resources/AACN-Essentials> With the exception of the Nurse Anesthesia program, the DNP was deliberately planned so that students earn a master's degree route to the DNP and are eligible to write the certification examination in their areas of specialization upon completion of the master's degree. Nurse Anesthesia students progress directly to the DNP. The nursing specialty options include:

- Nurse Anesthesia
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Dual Pediatric Primary and Acute Care Nurse Practitioner

- Nurse Leadership and Healthcare Quality. (not admitting students at this time)

Adult-Gerontology Primary Care Nurse Practitioner

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills to episodic and chronic health problems. Care includes health promotion, advanced physical assessment, diagnosis and management of health problems in patients aged 13 and up, in a clinic setting. Graduates are academically eligible to take the national certification examination for adult-gerontology primary care nurse practitioner.

Adult-Gerontology Acute Care Nurse Practitioner

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills to complex health problems. Graduates of this program care for acutely ill patients, ages 13 and up, in a variety of settings such as acute care facilities, specialty practice offices and skilled care. Graduates are academically eligible to take the national certification examination for adult-gerontology acute care nurse practitioner. One year of full-time nursing experience in an acute care setting with the adult population is required prior to beginning clinical courses.

Nurse Anesthesia

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills to complex health problems. The nurse anesthesia program prepares expert clinicians who understand the complexities of health care, including patient safety, advanced diagnostics and treatments, information technology, business management and health care finance. The curriculum and clinical experiences prepare students in a variety of regional and general anesthesia techniques for every setting in which anesthesia is delivered to patients. A minimum of one year, preferably two years, of full-time work experience (or its part-time equivalent) as a registered nurse in a critical care setting within the United States, its territories or a U.S. military hospital outside of the United States is required prior to application.

Pediatric Primary Care Nurse Practitioner

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills. The program prepares nurses for advanced practice as pediatric nurse practitioners. Graduates are prepared to independently provide health care for children and families from simple to complex health issues usually in primary care settings. Graduates are academically eligible to take primary care pediatric nurse practitioner national certification examinations. One year of full-time nursing experience with a pediatric population is required prior to beginning clinical courses.

Pediatric Acute Care Nurse Practitioner

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills. Graduates are prepared to manage complex chronically ill, acutely ill and critically ill children. Graduates are eligible to take the national certification examination for the acute care pediatric nurse practitioner specialty. One year of full-time nursing experience in a pediatric acute care setting is required prior to beginning clinical courses.

Dual Primary Care and Acute Care Pediatric Nurse Practitioner

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills. The program prepares nurses to practice as a dually-trained pediatric acute care/primary care nurse practitioner. Graduates are prepared to manage well children, pediatric acute and episodic illnesses, complex chronically ill, acutely ill and critically ill children. Graduates are eligible to take the national certification examinations for the acute care and primary care pediatric nurse practitioner specialties. One year of full-time nursing experience in a pediatric acute care setting is required prior to beginning acute care clinical courses.

Systems Leadership and Healthcare Quality (admissions on hiatus)

Prepares students to have competence in leadership, evidence-based care and translational research methods for quality improvement as well as preparation at the very highest level to apply advanced clinical assessment and management skills. Prepares students for leadership, administrative and executive roles in health care. Graduates are academically eligible to take the national certification examination for Nursing Administration.

It is the student's responsibility to be aware of any state-specific licensing or regulatory requirements that may impact his/her ability to practice in a given state after successful degree completion. For example, in the state of Wisconsin, 45 hours of pharmacology must be taken within 5 years of applying for prescriptive privileges (see curricula for specialty option).

Doctor of Nursing Practice BSN-DNP Curriculum (MAL/bco 1/28/2013)

		Adult-Gerontology Primary Care	Adult-Gerontology Acute Care
		NURS 6035- Advanced Health Assessment Across the Lifespan	NURS 6035- Advanced Health Assessment Across the Lifespan
Year 1	Fall	NURS 6032- Pharmacology for Advanced Nursing Practice	NURS 6032- Pharmacology for Advanced Nursing Practice
		NURS 6037- Management of Episodic Health Problems	NURS 6037- Management of Episodic Health Problems
		NURS 6000- Theoretical Foundations of Nursing	NURS 6335- Differential Diagnosis & Advanced Skills for the Acutely Ill Adult
	Spring	NURS 6030- Pathophysiological Concepts for Advanced Nursing Practice	NURS 6030- Pathophysiological Concepts for Advanced Nursing Practice
		NURS 6240- Complex Health Problems	NURS 6240- Complex Health Problems
		NURS 6244- Health Promotion Across the Lifespan	NURS 6340- Complex Acute Care Problems
		NURS 6251- Advanced Nursing of Adult-Gerontology 1-Clinical	NURS 6351- Advanced Nursing Care of the Acutely Ill Adult-Gerontology 1-Clinical
Year 2	Fall	NURS 6010- Research & Evidence-Foundation for Nursing	NURS 6010- Research & Evidence-Foundation for Nursing
		NURS 6242- Concepts & Interventions for Health Problems Across the Lifespan	NURS 6000- Theoretical Foundations of Nursing
		NURS 6252- Advanced Nursing of Adult-Gerontology 2-Clinical	NURS 6352- Advanced Nursing Care of the Acutely Ill Adult-Gerontology 2- Clinical
		HEAL 8015- Applied Statistics for Health Sciences	HEAL 8015- Applied Statistics for Health Sciences
	Spring	NURS 6007- Ethics, Policy, & Health Care Advocacy	NURS 6007- Ethics, Policy, & Health Care Advocacy
		NURS 6009- Organizational & Systems Leadership	NURS 6009- Organizational & Systems Leadership
		NURS 6257- Advanced Nursing of Adult-Gerontology 3-Clinical	NURS 6353- Advanced Nursing Care of the Acutely Ill Adult-Gerontology 3- Clinical
		HEAL 7010- Translational Research	HEAL 7010- Translational Research
		HEAL 6835- Health Care Informatics, Technology & Professional Issues	HEAL 6835- Health Care Informatics, Technology & Professional Issues
Year 3	Fall	HEAL 7012- Epidemiology	HEAL 7012- Epidemiology
		NURS 7996- DNP Capstone I	NURS 7996- DNP Capstone I
		NURS 7980- Residency for DNP with Adults	NURS 7981- Residency for DNP with Acutely Ill Adults
	Spring	NURS 6746- Professional Issues in DNP Practice	NURS 6746- Professional Issues in DNP Practice
		HEAL 6830 Quality Improvement Science (or HEAL 6825 – Quality & Patient Safety in Health Care in Fall)	HEAL 6830 Quality Improvement Science (or HEAL 6825 – Quality & Patient Safety in Health Care in Fall)
		HEAL 6835- Health Care Informatics, Technology & Professional Issues	
		NURS 7997- DNP Capstone II	NURS 7997- DNP Capstone II
Total		69 credits	69 credits

		Acute Care Pediatrics	Primary Care Pediatrics
		NURS 6035- Advanced Health Assessment Across the Lifespan	NURS 6035- Advanced Health Assessment Across the Lifespan
Year 1	Fall	NURS 6032- Pharmacology for Advanced Nursing Practice	NURS 6032- Pharmacology for Advanced Nursing Practice
		NURS 6010- Research & Evidence-Foundation for Nursing	NURS 6009- Organizational & Systems Leadership
		NURS 6000- Theoretical Foundations of Nursing	NURS 6000- Theoretical Foundations of Nursing
	Spring	NURS 6030- Pathophysiological Concepts for Advanced Nursing Practice	NURS 6030- Pathophysiological Concepts for Advanced Nursing Practice
		NURS 6540- Seminar in Child & Family Health	NURS 6540- Seminar in Child & Family Health
		NURS 6536- Complex/Chronic Pediatric Health Conditions	NURS 6551- Advanced Nursing Care of Children & Families 1- Clinical
		NURS 6651- Acutely Ill Children Clinical	NURS 6010- Research & Evidence-Foundation for Nursing
Year 2	Fall	NURS 6007- Ethics, Policy, & Health Care Advocacy	NURS 6007- Ethics, Policy, & Health Care Advocacy
		NURS 6242- Concepts & Interventions for Health Problems Across the Lifespan	NURS 6542- Nursing Therapeutics for Acute/Episodic Illnesses in Children & Adolescents
		NURS 6652- Acutely/Chronically Ill Children Clinical	NURS 6552- Advanced Nursing Care of Children & Families 2- Clinical
		HEAL 8015- Applied Statistics for Health Sciences	HEAL 8015- Applied Statistics for Health Sciences
	Spring	NURS 6009- Organizational & Systems Leadership	NURS 6244- Health Promotion Across the Lifespan
		NURS 6653- Critically Ill Children Clinical	NURS 6553- Advanced Nursing Care of Children & Families 3- Clinical
		NURS 6640- Nursing Therapeutics for Acute/Critical Illnesses in Children	NURS 6536- Complex/Chronic Pediatric Health Conditions
		HEAL 7010- Translational Research	HEAL 7010- Translational Research
Year 3	Fall	HEAL 6835- Health Care Informatics, Technology & Professional Issues)	HEAL 6835- Health Care Informatics, Technology & Professional Issues
		HEAL 7012- Epidemiology	HEAL 7012- Epidemiology
		NURS 7996- DNP Capstone I	NURS 7996- DNP Capstone I
	Spring	NURS 7984- Residency for DNP with Ill Children/Adolescent	NURS 7983- Residency for DNP with Children & Families
		NURS 6746- Professional Issues in DNP Practice	NURS 6746- Professional Issues in DNP Practice
		HEAL 6830 Quality Improvement Science (or HEAL 6825 – Quality & Patient Safety in Health Care in Fall)	HEAL 6830 Quality Improvement Science (or HEAL 6825 – Quality & Patient Safety in Health Care in Fall)
		NURS 7997- DNP Capstone II	NURS 7997- DNP Capstone II
Total		69 credits	69 credits

Dual Pediatric Acute and Primary Care NP			
Year 1	Fall	NURS 6000 Theoretical Foundations of Nursing	
		NURS 6032 Pharmacology for Advanced Nursing Practice	
		NURS 6035 Advanced Health Assessment Across the Lifespan	
		NURS 6010 Research & Evidence-Foundation for Nursing	
	Spring	NURS 6030 Pathophysiological Concepts for the Advanced Nursing Practice	
		NURS 6540 Seminar in Child and Family Health	
		NURS 6551 Advanced Nursing Care of Children and Families 1: Clinical	
NURS 6244 Health Promotion Across the Lifespan			
Year 2	Fall	HEAL 6835 Health Care Informatics, Technology, & Professional Issues	
		NURS 6552 Advanced Nursing Care of Children and Families 2: Clinical	
		NURS 6542 Nursing Therapeutics for Acute/Episodic Illnesses in Children and Adolescents	
	Spring	NURS 6009 Creating Nursing Care Systems	
		NURS 6007 Ethics in Health Care	
NURS 6536 Complex/Chronic Pediatric Health Conditions			
Year 3	Fall	HEAL 6825 Quality and Patient Safety in Health Care ((or HEAL 6830 spring)	
		NURS 6652 Acutely/Chronically Ill Children Practicum	
		NURS 6242 Concepts and Interventions for Health Problems Across the Lifespan	
		HEAL 8015 Applied Statistics for Healthcare	
	Spring	NURS 6640 Nursing Therapeutics for Acute/Critical Illnesses in Children and Adolescents	
		NURS 6653 Critically Ill Children Practicum	
HEAL 7010 Translational Research			
Year 4	Fall	HEAL 7012 Epidemiology	
		NURS 7984 Residency for DNP	
		NURS 7996 DNP Capstone 1	
		NURS 6746 Professional Issues in APN/DNP Practice	
	NURS 6997 DNP Capstone 2		
Total		Total Credits: 78 credits, 1250 clinical hours with eligibility to take both the Pediatric Primary Care NP and the Pediatric Acute Care NP certification exams	

Nurse Anesthesia		
Year 1	Fall	NURS 6032- Pharmacology for Advanced Nursing Practice
		NURS 6035- Advanced Health Assessment Across the Lifespan
		HEAL 6835- Health Care Informatics, Technology & Professional Issues
		NURS 7810 Scientific Foundations of Nurse Anesthesia Practice
		NURS 7811 Nurse Anesthesia Physiology
	Spring	NURS 6010- Research & Evidence-Foundation for Nursing
		NURS 6030- Pathophysiological Concepts for Advanced Nursing Practice
		NURS 7812 Nurse Anesthesia Neurobiology
		NURS 7813 Nurse Anesthesia Basic Principles (course and simulation)
		NURS 7816 Nurse Anesthesia Pharmacology
	Summer	NURS 6000 Theoretical Concepts
		NURS 6007 Ethics, Policy & Advocacy
		NURS 7814 Nurse Anesthesia Advanced Principles 1 (course and simulation)
		NURS 7815 Professional Issues in Nurse Anesthesia DNP practice
		NURS 7970 Nurse Anesthesia Clinical 1 (1 day a week)
Year 2	Fall	HEAL 7012 Epidemiology
		NURS 7817 Nurse Anesthesia Advanced Principles 2
		NURS 7971 Nurse Anesthesia Clinical 2 (2 days a week)
		HEAL 8015- Applied Statistics for Health Sciences
		HEAL 6825 Quality and Patient Safety in Health Care
	Spring	NURS 7972 Nurse Anesthesia Residency I (4 days/week)
		HEAL 7010- Translational Research
	Summer	NURS 7973 Nurse Anesthesia Residency II (4 days/week)
		NURS 6009 Organizational and Systems Leadership
Year 3	Fall	NURS 7996 Capstone I
		NURS 7974 Nurse Anesthesia Residency III (Tumulak) (4 days/week)
	Spring	NURS 7997- DNP Capstone II
		NURS 7987 Nurse Anesthesia Specialty Immersion I (DNP Residency, 4 days/week)
	Summer	NURS 7988 Nurse Anesthesia Specialty Immersion II (DNP Residency, 4 days/week)
	Total 91	

DNP Residency

The **DNP residency** requirement expands upon the master’s-level clinicals that precede it and leads to completion of the AACN’s recommended 1000 hours of supervised clinical practice. The clinical enables the student to demonstrate the highest level of independent advanced practice and contributes to the student’s achievement of the program outcomes.

The DNP residency is individualized for each student and prior to the course students are required to develop and submit a plan for achievement of the residency course objectives. Students who are functioning in an advanced practice role may be able to complete a portion of the clinical residency hours in their place of employment but the hours must be in addition to normal work hours; however, the student is expected to demonstrate doctoral level practice. Planning for the residency course occurs in the semester prior to start of residency. Students develop the residency planning template in collaboration with their option advisers. Once approval has been obtained from the adviser, the template plan will be forwarded to the course faculty for final approval. The student must have the requisite approvals prior to beginning residency hours.

TEMPLATE: DNP Residency Course Planning

Course Objective	Planned Clinical Experiences (What, where & with whom)	Rationale & Value-added	Evaluation
Provide evidence-based advanced nursing care to individuals, families, communities and/or clinical populations.			
Apply analytical methodologies to evaluate and monitor patient, population and/or care system outcomes			
Analyze and apply models, theories and			

<p>scientific evidence to improve health care of diverse populations.</p>			
<p>Demonstrate advanced levels of scholarship, clinical judgment, systems thinking and accountability in nursing practice.</p>			
<p>Employ consultative and leadership skills within nursing and interdisciplinary health care teams to transform health care and complex delivery systems to improve health.</p>			

Marquette University College of Nursing Traditional Student MSN & DNP – Scheduling of Courses

The courses for DE students are offered according to the DE curriculum plan

The following guide indicates when required courses are generally scheduled:

Course	Fall	Spring	Summer
NURS 6000	x	x	x
NURS 6007	x	x	x
NURS 6009	x	x	x
NURS 6010	x	x	Even
NURS 6030		x	
NURS 6032	X		
NURS 6035	X		x
NURS 6037	x		
NURS 6240		x	
NURS 6242	x		
NURS 6244		x	
NURS 6251		x	
NURS 6252	x		
NURS 6257		x	
NURS 6258		x	
NURS 6259	x		
NURS 6340		x	
NURS 6351		x	
NURS 6352	x		
NURS 6353		x	
NURS 6451		x	
NURS 6452	x		
HEAL 6825	x		
HEAL 6835	x		
HEAL 6848	x		

Course	Fall	Spring	Summer
NURS 6453		x	
NURS 6535	x		
NURS 6536		X	
NURS 6540		X	
NURS 6542	x		
NURS 6551		x	
NURS 6552	x		
NURS 6553		x	
NURS 6640		x	
NURS 6651		x	
NURS 6652	x		
NURS 6653		x	
NURS 6740	x		
NURS 6742		x	
NURS 6744	x		
NURS 6746		x	
NURS 6752	x		
NURS 6753		x	
NURS 6995	x	x	
HEAL 6830		x	
HEAL 7049		x	
HEAL 6840		x	

PhD Program

Description of program

The Doctor of Philosophy (PhD) prepares nurse-scientists as teachers/scholars with an emphasis on nursing knowledge development in a substantive research area of science aimed to improve health and health care.

Students will be able to:

1. Develop and disseminate knowledge for the discipline of nursing that will impact health, healthcare and/or healthcare education.
 - a. Synthesize research findings to guide nursing knowledge development.
 - b. Design and conduct research.
 - c. Develop, test and refine theories as a basis for nursing science.
 - d. Analyze patterns of health equity and disparity.
 - e. Effectively communicate nursing knowledge verbally, in writing, and through emerging technologies.
2. Advance innovation in principles and methods of nursing education.
 - a. Apply teaching/learning principles in nursing education at the individual, course, and program level.
 - b. Synthesize research findings to advance innovation and provide leadership in nursing education.
 - c. Evaluate own progress regarding effective teaching/learning practices at the individual, course, and program level.

The College of Nursing faculty have expertise within the following substantive research foci:

- Community engaged research
- Person-centered research
- Nursing education research

Student Advisement

Each PhD student in nursing is assigned an initial faculty program adviser based on similarity of research interests. The initial program adviser provides guidance with respect to program planning, course selection and enrollment, scholarly development and other issues related to the student's academic and professional development. The specific responsibilities of the initial program adviser are to:

1. Interpret the PhD program design, requirements, and policies for the student.
2. Assist the student in planning objectives for PhD study.
3. In conjunction with the student, develop the initial program of study plan in accordance with program requirements and individual research interests submit this to Director of the PhD program, Dr. Kristina Thomas Dreifuerst and the program assistant, Tionne Reed, no later than the end of the first semester of coursework. If at any time, a change in the plan is required, submit the revised program plan as soon as you are aware of changes.
4. Students must also complete and submit the Graduate School's Doctoral Program Planning Form during the first year. ([Doctoral Program Planning Form](#))

The Graduate School "Forms" webpage provides all of the documents that need to be completed for the various requirements in the program. These include but are not limited to:

Doctoral Program Planning Form <https://www.marquette.edu/grad/documents/doct-prog-planning-092010.pdf>

Doctoral Program Planning Form Amendment <https://www.marquette.edu/grad/documents/doct-prog-plan-amend.pdf>

Doctoral Qualifying Examination Evaluation <https://www.marquette.edu/grad/documents/dqee-evaluation-2013.pdf>

Doctoral Qualifying Examination Committee Chairperson's Summary
<https://www.marquette.edu/grad/documents/dqe-chairperso-summ-2013.pdf>

Advancement to Doctoral Candidacy <https://www.marquette.edu/grad/documents/candidacy-advancement.pdf>

Outline for Dissertation, Thesis, Professional Project or Essay
<https://www.marquette.edu/grad/documents/outline.pdf>

Dissertation Directives <https://www.marquette.edu/grad/documents/dissertation-directives.pdf>

Announcement for Public Defense of the Dissertation
<https://www.marquette.edu/grad/documents/announcement-defense.pdf>

Dissertation Checklist (Used by the Graduate School to ensure your dissertation is complete) <https://www.marquette.edu/grad/documents/dissertation-checklist-1-17.pdf>

Dissertation Approval Form <https://www.marquette.edu/grad/documents/dissertation-approval-7-2014.pdf>

Publishing Through MU's Raynor Memorial Library
<https://www.marquette.edu/grad/documents/publishing-mu.pdf>

As a student's scholarly focus develops, the student finds a dissertation adviser who is a good fit with the research planned (note: this may be the initial program adviser or another faculty member). If the dissertation adviser is not the initial program adviser, the student files a change of adviser with the Director of the PhD Program. The dissertation adviser serves as the program adviser for the remainder of the student's studies. A student may request a change in adviser at any time by contacting the Director of the PhD Program.

In general, it is the student's responsibility to plan a coherent program of study and research. Specifically, the student is responsible for:

1. Communicating regularly with the initial program adviser regarding progress, goals, and plans.
2. Initiating contact with the faculty member whom s/he is considering as a major professor/dissertation chair. This faculty member may or may not be the initial program adviser.
3. Communicating to the initial program adviser and Director of the PhD Program a desire to change advisers as necessary.
4. Seeking consultation from the major professor on a regular basis.
5. Initiating contact with faculty members whom s/he is considering as members of his/her dissertation committee.
6. Selecting, with the approval of the major professor, members of the dissertation committee.

Progression

Students are expected to earn a grade of at least a B in all course work. If the student receives a grade lower than a B, he/she must retake the course. If a student receives a grade lower than a B for more than two required courses, the student's progress will be reviewed by the PhD Subcommittee. A single F grade will result in an immediate review from the PhD Subcommittee and the student will be placed on academic probation. If a student receives a second F grade, the student will be dismissed from the PhD program. ("Unsatisfactory" in a course is equivalent to an F.)

PhD Degree Requirements

PhD education in nursing at Marquette University is characterized by the acquisition of research skills necessary for the discovery and use of new nursing knowledge and for preparation for teaching roles. In response to the national need for PhD-prepared nurse faculty, the College of Nursing offers both post-baccalaureate and post-master's admissions to the PhD program. Credit requirements for both are presented below.

Marquette University College of Nursing PhD Credit Requirements Depending on Entering Degree

(All courses 3 credits unless noted)

(MJB/bco 1/30/2013)

Post-Baccalaureate Entry* (18 credits)	Post-MSN Entry (51 credits)	
NURS 6000 Theoretical Foundations of Nursing	NURS 8000 Nursing Knowledge Development	NURS 8020 Nursing Education Research, Policy, and Leadership
NURS 6007 Ethics Policy & Healthcare Advocacy	HEAL 8010 Health Equity and Disparity	NURS 8980 ** Nursing Research Seminar & Clinical
NURS 6009 Organizational & Systems Leadership	HEAL 8002 Qualitative Research	PHIL 6430 Philosophy of Knowledge
NURS 6010 Research & Evidence as a Foundation for Nursing	HEAL 8003 Quantitative Research	HEAL 8018 Advanced Measurement in Healthcare
6 Credits to be determined with adviser + Post-MSN PhD courses	HEAL 8015 Applied Statistics for Health Sciences	HEAL 8016 Advanced Applied Statistics
69 Credits TOTAL (Post-Bac to PhD)	NURS 8981*** Residency in Nursing Education OR NURS 8982*** Nursing Research Seminar & Clinical II	
	Cognates - 6 Credits Supportive of Dissertation	NURS 8999 - 12 Credits Dissertation
	NOTE: Includes completion of Preparing Future Faculty	

	and Professionals (PFFP) certificate requirements prior to graduation.
	51 credits TOTAL (Post-MSN to PhD)

Notes: *RNs with a bachelor's degree in another field and direct entry students may apply to the PhD program after completing appropriate preliminary course work.

** NURS 8980. All students are required to take 3 credits of NURS 8980 and may enroll with a specific faculty member for varying credits (1-3 credits for each semester). Students are required to have 5 hours of Clinical per week per credit.

*** Students envisioning a future in research are encouraged to take an additional 3 credits of Nursing Research Seminar & Clinical II (NURS 8982); students envisioning a future in academia are encouraged to take NURS 8981 instead, for varying credits (1-3 credits) each semester, after faculty evaluation of their backgrounds in NURS 8020. Note: Students who will apply for Nurse Faculty Loan Program (NFLP) monies are required to have 9 graduate credits related to teaching.

ed **PhD Curriculum: Courses & Descriptions** (All courses 3 credits unless noted.)

NURSING SCIENCES Required	NURS 8000	<u>Nursing Knowledge Development</u> Examination of paradigmatic, theoretical, and conceptual dimensions of the nursing discipline with an emphasis on strategies for knowledge generation.
	HEAL 8010	<u>Health Equity and Disparity</u> Concepts, theories and research relevant to health equity, with emphasis on the multiple contextual influences that contribute to health disparities.
	PHIL 6430	<u>Philosophy of Knowledge</u> A study of major epistemological problems and theories of knowledge.
	NURS 8980	<u>Nursing Research Seminar and Clinical</u> Guided individual research experience. Directs students to develop skills related to grant writing, dissertation, and the conduct of research projects.
RESEARCH AND STATISTICS Required	HEAL 8002	<u>Qualitative Research</u> Analysis of qualitative research methods, issues related to these approaches, and the nature of the knowledge generated.
	HEAL 8003	<u>Quantitative Research</u> Exploration and analysis of advanced quantitative methodologies and issues related to these approaches.
	HEAL 8015	<u>Applied Statistics for Health Sciences</u> Probability and hypothesis testing. Small sample techniques (t-test). One-way, two-way, and repeated measures analysis of variance, post-hoc, and planned comparisons. Correlation and regression. Multiple regressions and related issues. Nonparametric statistics. Use of statistical packages.
	HEAL 8016	<u>Advanced Applied Statistics</u> Psychometric concepts and procedures related to item selection and scale construction. Rationales for reliability estimation and validation. Item response theory and test construction. Factor analysis and scale construction. Multivariate analysis of variance, discriminate analysis, and canonical analysis. Continued use of statistical packages.
	HEAL 8018	<u>Advanced Measurement in Health Care</u> Theory and science of measurement and tests commonly used in health care. Analytic procedures for addressing measurement issues.
TEACHING Required	NURS 8020	<u>Nursing Education Research, Policy, and Leadership</u> Philosophical foundations, theories, nursing education research and policy related to nursing education. Strategies to improve nursing education for the care of vulnerable populations.

	Completion of PFF	<u>Preparing Future Faculty and Professionals (PFFP) Program Certificate</u> PFFP is a cross-disciplinary series of workshops, specific courses, &/or senior faculty mentorship. The PFFP program is sponsored by the Graduate School and offered through the Center for Teaching & Learning. (http://www.marquette.edu/pffp/) On completion certificate notation is added to the student's transcript.
CHOICE <i>Minimum of 3 credits; plan with</i>	NURS 8981	<u>Residency in Nursing Education</u> Application of knowledge, theories, and skills to academic teaching in nursing.
		<u>OR</u>
	<u>NURS 8982</u>	<u>Nursing Research Seminar and Clinical II</u> Advanced work in guided individual research experience. Students develop advanced skills related to grant writing, dissertation, and the conduct of research projects.
COGNATES	Note: Minimum of 6 credits required that are to be supportive of dissertation Student may elect courses(s) supportive of individual dissertation with adviser approval	
DISSERTATION Advisor	<u>NURS 8999</u>	12 credits required. Arranged with adviser

MF/tr 8/17/16

Marquette University College of Nursing
SAMPLE ~~FULL-Time~~ PhD in Nursing Post-MSN Program Plan

Fall 1	Credits	Spring 1	Credits	Summer 1	Credits
NURS 8000 Nursing Knowledge Development	3	HEAL 8016 Advanced Applied Statistics	3	Cognate <i>(Multicultural Health or other cognate)</i>	3
HEAL 8015 Applied Statistics/ Health Sciences	3	HEAL 8002 Qualitative Research	3		
PHIL 6430 Philosophy of Knowledge	3	NURS 8020 Nursing Education Research, Policy, and Leadership	3		
Total Credits	9	Total Credits	9	Total Credits	3
Fall 2	Credits	Spring 2	Credits	Summer 2	
HEAL 8018 Advanced Measurement in Healthcare	3	HEAL 8010 Health Equity and Disparity	3		
HEAL 8003 Quantitative Research	3	NURS 8981 Residency in Nursing Education	3		
NURS 8980 Nursing Research Clinical	3	or NURS 8982 Nursing Research Clinical II			
Total Credits	9	Cognate	3		
Total Credits	9	Total Credits	9		
Fall 3	Credits	Spring 3	Credits	Summer 3	
NURS 8999 Dissertation	6	NURS 8999 Dissertation	6		
Total Credits	6	Total Credits	6		
TOTAL CREDITS= 51					

MJB/bco 1.30.13

NOTE: Includes completion of Preparing Future Faculty (PFF) certificate requirements prior to graduation

Marquette University College of Nursing
SAMPLE ~~PART-Time~~ PhD in Nursing Post-MSN Program Plan

Fall 1	Credits	Spring 1	Credits	Summer 1
PHIL 6430 Philosophy of Knowledge	3	NURS 8020 Nursing Education Research, Policy, and Leadership	3	
NURS 8000 Nursing Knowledge Development	3	HEAL 8002 Qualitative Research	3	
Total Credits	6	Total Credits	6	
Fall 2	Credits	Spring 2	Credits	Summer 2
HEAL 8015 Applied Statistics for Health Sciences	3	HEAL 8016 Advanced Applied Statistics	3	
Cognate	3	NURS 8980 Nursing Research Clinical	3	
Total Credits	6	Total Credits	6	
Fall 3	Credits	Spring 3	Credits	Summer 3
HEAL 8018 Advanced Measurement in Healthcare	3	HEAL 8010 Health Equity and Disparity	3	
HEAL 8003 Quantitative Research	3	NURS 8981 Residency in Nursing Education	3	
Total Credits	6	or NURS 8982 Nursing Research Clinical II	3	
		Total Credits	6	
Fall 4	Credits	Spring 4	Credits	Summer 4
NURS 8999 Dissertation	3	NURS 8999 Dissertation	6	
Cognate	3			
Total Credits	6	Total Credits	6	
Fall 5	Credits	Spring 5	Credits	Summer 5
NURS 8999 Dissertation	3			
Total Credits	3			
TOTAL CREDITS= 51				

NOTE: Includes completion of Preparing Future Faculty and Professionals (PFFP) certificate requirements prior to graduation

Marquette University College of Nursing PhD Advising Notes

Education courses outside of nursing:

- EDPL 8450 - Theories of Learning Applied to Instruction - Check with EDPL department at 288-1427.
- PSYC 8740 - Foundations and Processes of Human Cognition may be taken. Usually offered in Fall semester.

Education Policy and Leadership (EDPL) or Counseling Psychology (COPS) courses.

Other Notes:

- NURS 8000: PHIL 6430 prerequisite or concurrent or consent of instructor.
- HEAL 8003: Required doctoral level statistics courses are a prerequisite.
- NURS 8980: Either HEAL 8002 or HEAL 8003 concurrent or prerequisite. Research Clinical credits may be divided over three semesters (1-3 credits per semester). Approval of Clinical is to be negotiated by supervisory faculty and adviser. See guidelines.
- NURS 8981: NURS 8020 prerequisite or concurrent; EDPL 6670, EDPL 6680 or PSYC 8740 either prerequisite or concurrent; education Clinical can be divided over three semesters (1-3 credits per semester); approval of Clinical is to be negotiated by faculty of record & faculty mentor. See guidelines.
- HEAL 8018 (Advanced Measurement in Health Care): statistics is a prerequisite. (HEAL 8015, 8016 or equivalent or permission of instructor).
- **Completed *Doctoral Program Planning Form* needs approval by the Graduate School.** Form should be filed with the PhD Program Director in the College of Nursing no later than the end of the student's first semester.
- **Doctoral Qualifying Exam (DQE):** Not to be taken until after completion of a minimum of 33 credits. NURS 9987, 9988, or 9989. Doctoral Comprehensive Examination Preparation may be taken twice.
- **Residency Requirement:** 9 credits of course work or its equivalent per term for 2 terms within an 18-month period or 6 credits of course work or its equivalent per term for 3 terms within an 18-month period.
- NURS 9621 (Domestic Study Away) is for students taking a course at another institution. Course must be approved as part of program of study.

Continuous Enrollment

Continuous enrollment in **NURS 9997, 9998 or 9999 Doctoral dissertation**

continuation only applies after students have completed all course work and all 12 dissertation credits. **Students who have completed 3 dissertation credits may not enroll for additional dissertation credits until passing the DQE. If all course work is completed students need to enroll in NURS 9970, Graduate Standing**

Continuation until the DQE is completed. All degree graduate students must enroll in either 1) adviser-approved course work, 2) dissertation credits, 3) continuous enrollment, or 4) a combination of these, every Fall and Spring term until graduation to maintain their graduate student status. Additional information about continuous enrollment courses may be obtained from the Graduate Bulletin online at

http://www.marquette.edu/grad/current_bulletin.shtml, the College of Nursing PhD Program Office (Room 263), or the student's adviser

Foreign Language Requirement

There is no foreign language requirement for the PhD in Nursing degree.

Graduate Bulletin

Refer to the *Graduate Bulletin* for information vital to student success

The *Graduate Bulletin* is available online at

http://www.marquette.edu/grad/current_bulletin.shtml. University policies on conduct, such as academic conduct and professional integrity, academic dishonesty, professional performance, and many others are found in one section.

<http://www.marquette.edu/grad/faculty-required-syllabus-policy.php>. The procedures and policies of the Graduate School, including academic progress, leaves of absence, and other issues are found in another section.

PhD Program Planning

PhD students must prepare a program plan of study with their adviser that lists the steps and classes needed to complete their doctoral degree. The *Doctoral Program Planning Form* is used for this purpose. All the University forms needed by students and advisers are available in the College of Nursing, the Graduate School, or online at http://www.marquette.edu/grad/forms_index.shtml. The approved *Doctoral Program Planning Form* constitutes a formal agreement between the student and Marquette University and, once established, may be changed only by formal amendment. The initial plan should be submitted to the PhD Program Director **no later than the end of the student's first term**. Course work and residency requirements are accepted as part of a student's doctoral program only after approval of the *Doctoral Program Planning Form*.

Students must also meet with their adviser and complete the College of Nursing *Individualized Academic Progress Plan* and submit it to the office of the PhD Program Director **no later than the end of the student's first term**. All of the forms are available in the College of Nursing, Room 263.

If a student wishes to modify the program plan, a meeting with the adviser and approval of the PhD Program Director are required. In addition, a formal amendment form must be filed using the *Doctoral Program Planning Form Amendment*, available as noted above.

PhD Residency Requirements

The residency requirement immerses PhD students in the campus community of scholars. It must be satisfied in the College of Nursing. Plans for the residency must be included on the *Doctoral Program Planning Form*. Special arrangements or exceptions for the residency requirements must be requested when submitting the *Doctoral Program Planning Form*. The following are examples of the most common ways of satisfying residency requirements:

- The student completes 9 credits of course work, or its equivalent, per term for 2 terms within an 18-month period **OR**
- The student completes at least 6 credits of course work, or its equivalent,

per term for 3 terms within an 18-month period.

Although full-time study in the Graduate Program is 7 credits, 9 credits a term are required in order to fulfill the residency requirement in two terms. The credit load necessary to meet the six- or nine-credit requirement may be met by course work alone, or course work in conjunction with dissertation credits and/or Continuous Enrollment.

However, the requirement may not be met via Continuous Enrollment credits alone, dissertation credits alone or a combination of Continuous Enrollment and dissertation credits. Any cognate taken on the Marquette campus counts toward residency. Dissertation credits are usually taken after completing the doctoral qualifying exam (DQE).

Doctoral Student Faculty Forums

PhD students are expected to attend all Doctoral Student Faculty Forums. These generally take place on Tuesdays from 11:15a.m. – 12:10p.m. in Clark Hall. Advance notice of dates and topics will be given via email.

Preparing Future Faculty

Students entering fall 2013 – spring 2016 are required to complete requirements for the Preparing Future Faculty and Professionals Certificate (PFFP). PFFP is a national program designed for graduate students who are interested in pursuing a career in academia. The PFFP Program at Marquette University encourages the development of graduate students for the multiple roles they will face as faculty members. Information about PFFP may be obtained online at <http://www.marquette.edu/pffp>. Students entering prior to fall 2016 may submit a percentage of workshops attended or a PhD Nursing Education Portfolio Evaluation Rubric to demonstrate they have met this requirement. Students entering fall 2016 or thereafter are required to complete an Independent Development Plan, including a concentration in Teaching.

For students entering Fall 2016 or thereafter: An Independent Development Plan (IDP) Reflection for the Preparing Future Faculty and Professionals Program (PFFP)

The Independent Development Plan Reflection is a self-assessment tool completed near the end of the program. It examines the skills and knowledge you developed through your participation in PFFP. In it, you will consider your initial goals for participating in PFFP, the ways in which you have met or have yet to meet those goals, and a trajectory for continued development once you have earned your degree. The IDP Reflection must be submitted after fulfilling all other PFFP requirements (save the Mentor Reflection).

Since PFFP is required for students in the College of Nursing PhD program, please describe your development of skills and knowledge related to the following PhD program indicators:

- a. Apply teaching/learning principles in nursing education at the individual, course, and program level.
- b. Synthesize research findings to provide leadership in nursing education.
- c. Evaluate own progress regarding effective teaching/learning practices at the individual, course, and program level.

Please share your PFFP Self-Assessment, IDP, and IDP Reflection with your faculty adviser prior to submission to the PFFP program. Submit the written version of these materials at least a week before you have the appointment to discuss them with your adviser. The following rubric will be used in evaluating the IDP Reflection.

Independent Development Plan (IDP) Reflection Evaluation Rubric

Student Name / MUID / _____ Date _____

Definitions of Numeric Ratings to be applied to Grading Criteria below:

1	2	3	4
<input type="checkbox"/> Poorly organized <input type="checkbox"/> Poor clarity <input type="checkbox"/> Poor readability <input type="checkbox"/> Lack of smooth transitions between ideas <input type="checkbox"/> Inaccurate information <input type="checkbox"/> Rare inclusion of varied perspectives	<input type="checkbox"/> Inconsistent: <ul style="list-style-type: none"> o organization o clarity of ideas o readability o transitions between ideas o accuracy of information o inclusion of seminal works from nursing o inclusion of relevant perspectives 	<input type="checkbox"/> Consistent: <ul style="list-style-type: none"> o organization o clarity of ideas o readability with smooth transitions between ideas o accuracy of information o inclusion of seminal works from nursing and other disciplines o inclusion of relevant perspectives 	<input type="checkbox"/> Exemplary organization throughout <input type="checkbox"/> Elegant & cogent presentation of ideas throughout <input type="checkbox"/> Exemplary synthesis of seminal works from nursing and other disciplines wherever appropriate <input type="checkbox"/> Presents compelling new insights related to the phenomenon that clearly contribute to disciplinary knowledge <input type="checkbox"/> Superior inclusion of multiple perspectives

Note: Consistently proper use of APA format from current edition is expected.

Evaluation Rubric:

Grading* Criteria [Select only one rating number for each.]	1	2	3	4
Provides written initial goals for participating in PFFP related to:				
a. Apply teaching/learning principles in nursing education at the individual, course, and program level.				
b. Synthesize research findings to provide leadership in nursing education.				
c. Evaluate own progress regarding effective teaching/learning practices at the individual, course, and program level.				
d. States ways in which goals have been met or are yet to be met				
e. Presents trajectory for continued development after graduation				

* Minimal passing grade is a score of 15

Total Averaged Score

Failure=5-12; Below Average=13-14; Average=15-16; Above Average=17-18; Outstanding=19-20.

Comments: [Please continue on the reverse side as necessary.]

Faculty Adviser Signature: _____

→RETURN TO COMMITTEE CHAIR (CHAIR: PLEASE FORWARD TO DIRECTOR OF PhD PROGRAM)

Marquette University College of Nursing
Individualized Academic Progress Plan

Date: _____

MUID #: _____

Student: _____

Academic Adviser: _____

Courses Needed:		Advising Notes: <ul style="list-style-type: none"> •NURS 8000: PHIL 6430 preferred as prerequisite or concurrent. •HEAL 8003: HEAL 8015 and HEAL 8016 are prerequisites or concurrent. •HEAL 8016: HEAL 8015 is prerequisite. •HEAL 8018: HEAL 8015 and HEAL 8016 are prerequisites. •NURS 8020: Instructor consent required. *NURS 8980: Either HEAL 8002 or HEAL 8003 concurrent or prerequisite. Research practicum credits can be divided over 3 semesters (1-3 credits/semester); approval is negotiated by supervisory faculty/adviser. See Guideline. *NURS 8981 or NURS 8982: Practicum credits can be divided over 3 semesters (1-3 credits/semester); approval negotiated by faculty of record and faculty mentor. These can be taken any semester. See Guideline. •Doctoral Program Planning Form: Needs approval by Graduate School. •Doctoral Qualifying Exam (DQE): Usually taken after completion of min 33 credits •Dissertation: 12 credits of dissertation (NURS 8999) required. See Guideline. •Residency Requirement: 9 credits of course work or its equivalent per term for 2 terms or summer sessions within an 18-month period or 6 credits in 3 terms within an 18 month period.
Fall 1	Spring 1	
HEAL 8015	HEAL 8016	
NURS 8000	HEAL 8002	
PHIL 6430	*cognate (2 needed)	
	*NURS 8981/8982	
Fall 2	Spring 2	
*NURS 8980	NURS 8020	
HEAL 8018	HEAL 8010	
HEAL 8003	*NURS 8982	
Fall 3	Spring 3	
NURS 8999	NURS 8999	

Courses Transferred: _____

List courses planned for each semester:

Fall 20__
Total Credits

Spring 20__
Total Credits

Summer 20__
Total Credits

Fall 20__
Total Credits

Spring 20__
Total Credits

Summer 20__
Total Credits

Fall 20__
Total Credits

Spring 20__
Total Credits

Summer 20__
Total Credits

Student Signature: _____ Faculty Adviser Signature: _____

PhD Program Director Signature: _____

Date: _____

NOTE: Changes to above program plans must be approved by the student's adviser and filed with the Director of the PhD Program. **In addition, the MU Graduate School Doctoral Program Planning Form must be submitted within the first year of being enrolled in the program.** If program changes are made, the MU *Doctoral Planning Form Amendment* must be submitted to the Director of the PhD Program for approval. Changes in program plans may interfere with the ability of the student to progress as planned and may alter the graduation date.

MF/tr: 08/19/2016

Marquette University College of Nursing
Procedures for Research Clinical and Education Residency

NURS 8980 Nursing Research Seminar & Clinical	NURS 8981 Residency in Nursing Education
<p>Students will meet with their Program Adviser to develop a plan for 3 credits of Clinical which may be spread over more than one semester.</p> <p>Students are responsible for preparing a written plan which addresses how the objectives relate to the dissertation (e.g. topic, methods, concepts). The plan should include objectives, planned activities, intended outcomes, timelines, evaluation, mentors, and name of the faculty of record.</p> <p>Students will contact qualified persons to explore Clinical possibilities.</p> <p>Faculty of record should be sought from doctorally-prepared MUCN faculty. In the rare event that an external mentor is used, the faculty of record is responsible for assuring that the student meets the Clinical objectives and assigning a grade.</p>	<p>Students will meet with their Program Adviser to develop a plan for 3 credits of Clinical which may be spread over more than one semester.</p> <p>Students are responsible for preparing a written plan containing the following information: individualized course objectives, statement of relationship of objectives to planned career trajectory, relationship to vulnerability, planned activities, outcomes, timelines, evaluation, and name of the faculty of record.</p> <p>Students will contact qualified persons to explore Clinical possibilities.</p> <p>Faculty of record should be sought from doctorally-prepared MUCN faculty. In the rare event an external mentor is used, the faculty of record for the Clinical is responsible for assuring that the student meets the Clinical objectives and assigning a grade.</p>
Program Adviser and student share the written plan with and obtain approval of the faculty of record or external mentor.	Program Adviser and student share the written plan with and obtain approval of the faculty of record or external mentor.
Plan reviewed and approved by the PhD Program Director.	Plan reviewed and approved by the PhD Program Director.
The PhD Program Director will provide periodic reports related to the Clinical to the GPCC PhD subcommittee.	The PhD Program Director will provide periodic reports related to the Clinical to the GPCC PhD subcommittee.
*Note: Students will not be allowed to do Clinical in their place of work or under supervision of their immediate supervisor. Exceptions may be made for students employed as research assistants on funded MUCN faculty research.	*Note: Students will not be allowed to do Clinical in their place of work or under supervision of their immediate supervisor. Exceptions may be made for Marquette University employees.
External mentors need to sign the course objectives indicating consent and provide a copy of their CV or bio-sketch.	External mentors need to sign the course objectives indicating consent and provide a copy of their CV or bio-sketch.
Copies of syllabus (course description & objectives) will be circulated to all doctorally-prepared faculty who might serve as faculty for NURS 8980.	Copies of the syllabus (course description & objectives) will be circulated to all doctorally-prepared faculty who might serve as faculty for NURS 8981.

NURS 8980 – Nursing Research Seminar and Clinical

Notes:

- Need a statistics course (HEAL 8015) or qualitative (HEAL 8002) research course to apply.
- File this form with the PhD Program Assistant (Clark Hall, 263)

Student Name: _____ Semester and Year: _____

Number of Credits Taken:

Fit with Program Plan of Study:

Clinical Description:

Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluation:

- 1.
- 2.
- 3.

Student

Adviser

Mentor Faculty (if different from adviser)
signature line _____

Director of PhD Program

NURS 8981 – Residency in Nursing Education

Note: File this form with the PhD Program Assistant (Clark Hall, 263)

Student Name: _____ Semester and Year: __

Course Number (of residency work, if teaching in specific course:]

Number of Credits Taken:

Fit with Program Plan of Study:

Clinical Description:

Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Evaluation:

- 1.
- 2.
- 3.

Student

Adviser

Mentor Faculty (if different from adviser)

Director of PhD Program

Marquette University College of Nursing

PhD Dissertation Guidelines

Seeking Research Funding

Students are encouraged to seek funding for pilot studies and dissertation work. However, it is important for students to remember that the dissertation committee needs to approve the dissertation proposal. If a proposal that has not been approved by the dissertation committee receives funding, it may be conducted as preliminary work leading to the dissertation; however, the dissertation committee is not obliged to accept the funded project as the dissertation.

Dissertation

The dissertation is a demonstration of the student's familiarity with the tools of research and scholarship in the field, shows thorough knowledge of the subject covered, and reflects independence of thought, critical insight and originality. The focus of the dissertation is the development of Nursing Science as it applies to vulnerable populations.

A dissertation topic is influenced by a number of factors including the student's personal interest, expertise, and experience; the dissertation chair's interest, program of research, and methodological expertise; content of and experiences in doctoral courses; methodological issues such as access to populations; and a requirement of the PhD Program in Nursing for the dissertation topic to be related to vulnerable persons or populations. Formulating a topic is a process that occurs over time with the guidance of a student's dissertation chair. Students are encouraged to work with their program adviser in selection of a dissertation chair. Students need to work closely with their dissertation chair as they begin to conceptualize their dissertation topic and research methods.

The relationship between the dissertation topic and the dissertation chair's program of research will vary but could include: (a) a match between the dissertation chair's program of research and the student's interest (student and faculty work are complementary), (b) dissertation chair has expertise in the research method the student desires to learn and utilize, (c) the dissertation topic is an area of interest to both the student and faculty but not necessarily a topic within the dissertation chair's program of research, or (d) the dissertation chair is an expert in a theory/conceptual framework being utilized by the student.

Assembling a Dissertation Committee

The student selects a dissertation committee with the assistance of his or her dissertation adviser. The 3-member dissertation committee also will serve as the student's DQE committee. The student shares the dissertation outline with dissertation chair and together they develop a list of faculty who might be potential committee members. Identifying the type of faculty expertise needed to guide the student is a critical step in this process. For instance, one faculty member might provide content expertise, another methodological expertise, and a third statistical expertise. In some instances, one faculty member might have both content and methodological expertise. It is also important to identify faculty availability (e.g. faculty planned time away for sabbaticals).

The committee, selected on the basis of expertise relevant to the dissertation research, assures that the dissertation research and written dissertation are of sufficiently high quality to demonstrate to the scientific community at large the student's competence as an independent researcher. The Dissertation Chair must be a tenured or tenure track faculty member from the College of Nursing who is actively engaged in research. One committee member may be a faculty member from outside the College. All members of the committee must possess a terminal degree and have a research track record. The names of the chairperson and committee members must be on the *Outline for Dissertation* form. All the relevant university forms needed by students and advisers are available in the College of Nursing (Room 263), the Graduate School office, or online at http://www.marquette.edu/grad/forms_index.shtml. If the committee includes a non-Marquette member, the student must also submit recent curriculum vitae for that member to the Graduate School with the *Outline for Dissertation* form.

Dissertation Options

Students have the option of selecting a Traditional Option or Manuscript Option.

Traditional Option: The Traditional Option for the dissertation consists of five or six chapters in book format. The five chapters are: (a) introduction, (b) conceptual/theoretical framework and review of literature, (c) research design and methods, (d) results, and (e) discussion of findings and conclusions. The dissertation consists of six chapters if the student chooses to separate the conceptual/theoretical framework and the review of literature chapter.

Manuscript Option: The manuscript option is a modified version of the traditional dissertation in which a minimum of two manuscripts may replace selected sections of the traditional dissertation. Co-authored manuscripts must represent the student's primary work and the student must be first author of the work. The manuscripts need to reflect work conducted and completed during the student's doctoral program.

The dissertation proposal consists of the content required in the first three chapters (as described in the traditional dissertation option) including (a) introduction, (b) conceptual/theoretical framework and review of literature, and (c) the plan for research design and methods. Part of this content may be replaced by one of the manuscripts. In the manuscript option a minimum of two manuscripts must be ready to submit to refereed journals by the time the public defense is scheduled. The manuscripts must be submitted prior to final approval of the dissertation. The student must provide evidence of submission to the dissertation chair.

One manuscript must be a report of the dissertation findings. It should include research question(s)/hypothesis, design and methods, findings, discussion, and implications. All research questions identified in the Dissertation Proposal must also be included in manuscript format. Evidence of submitting this manuscript to a journal must be given to the dissertation chair after the dissertation defense and prior to final approval of the dissertation by the dissertation chair. The second manuscript, or additional manuscripts, must be linked to the dissertation topic and contribute to the overall dissertation. Topics

may include a pilot/preliminary study, a methodology critique, a concept analysis, an aspect of the literature review, or a second results paper from the study conducted for the dissertation. The topic of this manuscript is to be approved by the dissertation chair and by student's dissertation committee. Both manuscripts should be ready for submission to a refereed journal at the time of the dissertation defense.

Authorship and copyright Issues:

Manuscripts to be included in the dissertation that are conducted as part faculty grants/projects must be approved by the dissertation chair and committee. The student is expected to collaborate with the Dissertation Chair and obtain approval from the Principal Investigators/Project Directors of these studies.

Authorship decisions must be discussed at the initiation of collaborative projects. Manuscripts the student intends to use in the dissertation must be primarily the work of the student and the student must be the first author. The student is required to clearly convey to co-authors his/her desire to use the manuscript to fulfill dissertation requirements and for obtaining co-authors permission to include the manuscript in the dissertation (providing approval is granted by the Dissertation Committee). The student is to assure co-authors that the manuscript will be embargoed for at least two years. If one of the manuscripts is either in print or in press prior to the dissertation defense, the journal owns the copyright. In these situations, the student needs to contact the publisher to obtain permission to include the manuscript in the dissertation. Most publishers readily grant permission.

Phases of the Dissertation Process

There are two major phases of the dissertation process. Briefly, the **first phase** is the Doctoral Qualifying Examination (DQE), which includes:

- forming the dissertation committee
- submitting the written requirements and appropriate forms
- defending the first three chapters (the dissertation proposal), the dissertation outline, and the IRB protocol
- responding to committee members' questions on or related to the program of study.

The **second phase** includes:

- conducting the research
- submitting the written requirements and appropriate forms
- defending the dissertation.

Students using either the Traditional or the Manuscript Options for the dissertation follow this two-phase process. A detailed description of each of these phases follows.

Phase One: The Doctoral Qualifying Examination (DQE)

General Guidelines

The DQE provides a synthesis experience. Although the written component focuses on the first three chapters of the dissertation, the oral defense might include questions related to the knowledge areas in the program of study: philosophy of science, theory and knowledge development, methodological issues, vulnerability, and teacher-scholarship. The goal of the DQE is to demonstrate synthesis of knowledge as it applies to the phenomena of interest for the dissertation. The depth and breadth of the synthesis and integration within and across the phenomena of interest will vary with the dissertation topic. Expectations will be formalized with the dissertation committee.

The DQE is scheduled prior to the dissertation, generally after all course work and residency requirements have been completed. The PhD Program Director should be notified in writing of the time, date, and location of the DQE at least two weeks prior to the exam. If the student has not completed the required courses or the residency requirement, a petition to take the DQE must be filed with the Graduate School.

Students must complete the DQE no later than the first semester in which they enroll in dissertation credits. **No more than 3 dissertation credits may be taken until the DQE has been passed.** The student is required to follow the latest edition of the American Psychological Association (APA) Publication Manual for manuscript style format. **See College of Nursing forms related to the DQE at the end of this Handbook. Copies in Word are also available in the Nursing PhD Program site at <https://cps.ce.mu.edu/>. Please contact the Program Coordinator for login information.**

DQE Steps: Process & Procedures

1. Students are required to work with their Chairperson in completing the DQE Planning form and the Preliminary DQE Committee form. Both forms are to be filed with the office of the PhD Program Director when the student has formed the DQE committee.
2. Preparing for the DQE is an iterative process that requires multiple drafts of the first three chapters. The student is expected to work closely with the dissertation chair in developing the proposal to maximize success. The Committee Chair will take one of the following actions in response to the student's submissions:
 - Approve the documents and recommend distribution to other members of the DQE Committee, knowing there will be input from the other members.
 - Suggest further revisions before the documents are to be distributed to members of the DQE Committee.
 - Disapprove the documents and recommend that the student seek guidance from the Director of the PhD Program.

With the Chair's approval, the student will distribute the documents to other members of the committee to allow them to review the materials for at least a three-week time period. The expectation is that the student will submit a well-developed draft of the proposal that is considered close to a final version, knowing revisions may need to be made as a result of faculty critique and feedback. Suggested revisions by committee

members can require additional drafts that may take several three-week cycles and require communication among the Chair, committee members, and the student to resolve differences in perspective. The student is to highlight changes made and respond to each comment in writing. A mutual decision among the dissertation chair, members of the committee, and student, needs to be made to schedule a date for the DQE proposal defense at least three weeks in advance. Student is responsible for submitting the Announcement of DQE form to the PhD Program Director at least two weeks prior to the exam date. To maximize success, Committee Chair receives final feedback from the members that changes made are acceptable at least one week prior to the scheduled DQE meeting or the DQE may be cancelled. The student is responsible for obtaining a room by calling (414) 288-3803. It is reasonable to arrive ahead of time for the DQE to assure all equipment needed is working to your satisfaction. Attendance at the proposal defense is limited to the student and the dissertation committee. The student may audiotape this session if s/he so desires.

The required university forms needed by students and advisers for the DQE are available in the College of Nursing, the Graduate School office, or online at http://www.marquette.edu/grad/forms_index.shtml. The student provides the following to the Committee Chair for approval before disseminating to committee members in advance of the DQE meeting:

- 1st three chapters of dissertation as proposal.
 - Completed student's portion (approximately 2-3 pages in length) of the university's, *Outline for Dissertation, Thesis, or Professional Project* at http://www.marquette.edu/grad/forms_index.shtml.
 - Completed Office of Research Compliance form, *IRB Protocol Summary Form*, available with instructions at <http://www.marquette.edu/orc/irb/forms-templates.shtml>.
2. The DQE Committee will meet with the student for the proposal defense. At this meeting the student will give a succinct 15-minute oral presentation providing highlights of the proposal, rationale, and plan for approaching the phenomenon. The Chair is responsible for having the following available at the meeting:
- College of Nursing *Doctoral Qualifying Exam (DQE) Evaluation Rubric* form, one for each member, available at the end of this handbook or from the PhD Program Assistant in Clark Hall, Room 263.
 - University *Doctoral Qualifying Examination Evaluation* form, one for each committee member, located at http://www.marquette.edu/grad/forms_index.shtml.
 - University *Outline for Dissertation, Thesis, or Professional Project* form, located at http://www.marquette.edu/grad/forms_index.shtml, to be attached to the student portion of the dissertation outline when it is approved.
 - Discussion of manuscript topics and authorship, if applicable.

After approval and any changes, the Chair signs the University's Office of Research Compliance form, the *IRB Protocol Summary Form*, prepared by the student. The form is available at <http://www.marquette.edu/orc/irb/forms-templates.shtml>.

3. Successful defense of the dissertation proposal completes the DQE. Potential outcomes of the proposal defense include: (a) approval to proceed with conduct of the research following IRB approval, (b) revisions of the proposal required with

re-scheduling of a proposal defense prior to application to IRB and conduct of the research, or (c) disapproval of the plan and recommendation that the student seek guidance from the DQE Committee chair. Note: According to the *Graduate Bulletin*, if the student does not pass the DQE, they have one opportunity to retake the exam. Completion of the DQE must occur within the first term that dissertation credits are taken.

Following successful completion of the proposal defense, the Dissertation Chair and all members of the committee complete the University's *Doctoral Qualifying Examination Evaluation* form, and the College of Nursing's *Doctoral Qualifying Exam (DQE) Evaluation Rubric* form, indicating their individual judgments of the outcome of the defense. All of these forms are returned to the Chair, who uses them to tally the ratings and calculate the average. The average score translates to one of the categories (e.g. excellent, very good, etc.) that is recorded on the Graduate School's form, the *Doctoral Qualifying Examination Committee Chairperson's Summary* at http://www.marquette.edu/grad/forms_index.shtml. Committee members are also to sign the University *Outline for Dissertation* form, http://www.marquette.edu/grad/forms_index.shtml, indicating that they have approved the student's dissertation outline and agreed to serve on the committee.

After the defense meeting, the completed Marquette University Graduate School forms are sent by the Chair to the Director of the PhD Program who then files them with the Graduate School. All of these parties must approve dissertation outlines. If the proposed research involves a real or apparent conflict of interest on the part of the student, the dissertation director, or the committee members, it must be declared at the time the outline is submitted.

Official PhD Doctoral Candidacy

Students advance to PhD doctoral candidacy upon recommendation of their department, completion of all course work, residency requirements, and after passing the DQE. A student cannot advance to candidacy status until all requirements, as listed on the *Doctoral Program Planning Form*, have been satisfied. The appropriate form needs to be completed by the Chair and filed with the Director of the PhD Program. The *Advancement to Doctoral Candidacy* form may be found at http://www.marquette.edu/grad/forms_index.shtml.

Authorship

While signatures have in the past been preferred, since it provides evidence that all signers are seeing the same information on the same form and agree to the contents of the form, the Graduate School is aware that this requirement was less than ideal. As such, the Graduate School will now accept email messages stating explicitly that a faculty/committee member gives their permission to the department (chair or director of graduate studies) to sign a form on their behalf. These messages should be collected and submitted as a comprehensive packet to the Graduate School once all signatures/email permissions have been received.

As such, the following email permissions will be accepted in place of signatures:

- 1) An email from a Marquette University faculty/committee member sent from a Marquette University email account (“@marquette.edu”) is acceptable;
- 2) An email from a faculty/committee member from outside the institution providing that the home department confirms that the communication is acceptable.
- 3) A scanned form signed by the student and provided to the PhD Program and Communication Coordinator, Clark Hall Room 263 or by email copied to the Director of the PhD program is acceptable.

Please note, this applies only to Graduate School forms. Registrar forms, such as Grade Change forms, Credit Overload Request forms, or appeals of RWAR or RWDP, will require an actual physical signature where required.

Phase Two: Conduct of Research. Written Requirements and Dissertation Defense

The student must obtain permission of all relevant IRB’s prior to beginning any data collection. A copy of IRB approval must be given to the Chair. Just as the dissertation proposal is developed in close collaboration with the dissertation chair and committee members, this close collaboration continues throughout the dissertation process. The student should discuss issues or concerns that emerge during the dissertation process directly with the committee chair.

Writing the dissertation requires a significant amount of time. Regularly scheduled meetings between the Dissertation Chair and student will facilitate timely progress. It is encouraged that students meet with their full committee after initial analysis is completed to review findings and determine if additional analysis is required. The student needs to allow ample time for interpreting and writing the results of the study.

Copies of the dissertation in its entirety need to be submitted to the committee members at least four weeks prior to any meeting and prior to the defense to permit sufficient time to incorporate their suggestions and comments.

The student is responsible for following all the current *Dissertation Directives*, including the *Dissertation Checklist* (www.marquette.edu/grad/forms_index.shtml); arranging the room by calling the College Office Coordinator at 414-288-3803; preparing a succinct defense; and bringing a copy of the dissertation signature page to be signed by the Chair and committee members (please see Graduate School information on acceptable signature formats described under the DQE).

Dissertation Directives

Directions for writing the dissertation are available online at http://www.marquette.edu/grad/forms_index.shtml. Students are **strongly** encouraged to read the university directives thoroughly and to check with the College of Nursing for additional guidelines *before starting*. The Graduate School updates the directives and related forms periodically and students are responsible for using the most recent version. The Graduate School will not accept dissertations that do not conform *exactly* to the most recent directives. Dissertations must follow the manuscript style format of

the latest edition of the American Psychological Association (APA) Publication Manual. Also review the College of Nursing Dissertation Guidelines (found below) for specific college requirements.

Please do not contact the Graduate School directly with questions regarding format. Your first point of contact for questions is the PhD Program and Communication Coordinator, Room 263, 414 288-3869. The format for the manuscript option will follow the overall guidelines from the Graduate School.

In addition, students submitting the manuscript option will need to:

1. Use consistent Microsoft Word format and number pages sequentially beginning with the dissertation abstract. This means that you will need to use the Microsoft Word file version of your manuscript rather than the PDF version.
2. Prepare an abstract that covers the entire dissertation as noted below.
3. Abstracts for each manuscript should be placed at the beginning (first page) of the manuscript.
4. Bibliography - list references for each manuscript at the end of the manuscript. In addition, provide a bibliography for the dissertation that includes all references for chapters one through three plus the references cited in the manuscripts. This must follow the manuscript style format of the latest edition of the American Psychological Association (APA) Publication Manual.
5. Tables - number tables in chapters one through three consecutively and list them in the dissertation "Table of Contents" list of figures and tables. Any tables in the manuscript will retain the numbers assigned as part of the manuscript and do not need to be listed in the list of figures and tables. The title of each manuscript should be listed in the table of contents in place of chapters 4 and 5.
6. Copyright issues - When completing the form for *ProQuest*, select the option to "embargo." This will restrict access to your dissertation and protect manuscripts that are under review. You are advised to say yes to embargo for two years. (Embargo means that the student places a hold on disseminating the dissertation on the web for two years. We expect all of our students to publish from their dissertations and if one does not check the embargo option it can create copyright issues with the journals.) Do not select the option for *ProQuest* to copyright your dissertation, and if one of your manuscripts is either in press or in print, fill out the information indicating that the copyright has been assigned and list the title of the manuscript, journal, and publisher.
7. Dissertations must be submitted electronically. Refer to the Graduate School directives, located on their website. Also submit one electronic copy to the College of Nursing. This may be emailed or delivered via disk or flash-drive to the PhD Program and Communication Coordinator, Clark Hall, Room 263.

Dissertation Content

The dissertation is an integrated, scholarly report that generally contains certain essential components. The Dissertation Chair and Graduate School must be consulted

to clarify issues of appropriate format for the final product, including the use of the past tense throughout the document and appropriate presentation of instruments and findings to be consistent with copyright requirements. The student is required to follow the latest edition of American Psychological Association (APA) Publication Manual for manuscript style format.

Abstract (*Required for Traditional and Manuscript Options*)

Abstracts for both traditional and manuscript options are required for Dissertation Abstracts International (DAI).

Chapter 1. Introduction (*Required for Traditional and Manuscript Options*)

- clear and precise statement of the purpose and aims of the study
- documentation of the need for study (e.g. lack of research or inconclusive research in a specific problem) through the literature
- statement of the significance of the problem to nursing

Chapter 2. Review of the Literature (*Required for Traditional and Manuscript Options*)

- theoretical/conceptual framework for the research
- conceptual and philosophical underpinnings
- outline of literature that is going to be reviewed
- comprehensive review and critical analysis of the pertinent literature, including recent as well as classic works, with critique of the primary research relevant to the study
- may include the underlying connection between the nature of the research question and its associated methodology that may be based on a theoretical perspective, tradition, or philosophy can be described (e.g., symbolic interactionism or Heideggerian phenomenology) here, rather than in Chapter 3 (but wherever it is deemed appropriate by the Dissertation Committee)
- statement of the assumptions of the study
- research questions and/or hypotheses to be tested, if appropriate for the study
- summary of gaps in the literature and identify how the study will address the gaps

Chapter 3. Research Design and Methods (*Required for Traditional and Manuscript Options*)

- description of any pretest or pilot studies
- comprehensive description of the research design and methods used in the study
- rationale for all researcher decisions, such as the study design, choice of setting, selection of sample participants, data collection methods, and all procedures used
- detailed description of procedures for ensuring methodological rigor, whether qualitative or quantitative methods are used, including the validity, reliability, and scoring methods for all instruments used in the study, measures of the variables (independent, dependent, intervening), threats to internal and external validity, or other efforts made to control for error and bias
- description of all data analyses procedures
- description of type of coding and/or statistical procedures used
- rationale for the choice of analysis
- provisions for the protection of human rights
- limitations

Chapter 4. Results (*Required for Traditional Option—Note for Manuscript Option both*

manuscripts are inserted in place of Chapters 4 & 5.)

- presentation of the data with respect to the research questions and any hypotheses
- tables, charts, and graphs used to organize the material. (*Note: Interpretation of the data is not done in this section if a separate chapter for discussion is included.*)

Chapter 5. Discussion (*Required for Traditional Option*)

- interpretations of the findings
- theoretical and practical implications of the findings
- methodological, theoretical, and/or statistical importance of the findings
- clinical significance of the findings
- relationship between the findings, previous research, and the theoretical/conceptual framework/model
- implications of the research for nursing practice, education, and research
- implications for vulnerability/vulnerable populations (*if relevant*)
- strengths and weaknesses or limitations of the study
- suggestions for future research

Bibliography (*Required for Traditional and Manuscript Options*)

- follow the latest edition of the American Psychological Association (APA) Publication Manual format

Appendices (*Required for Traditional and Manuscript Options*)

- copy of the consent form for research with human subjects
- copies of the instruments (if not copyrighted) or interview guides used for data collection as well as related protocols
- secondary tables or other pertinent information if desirable, tabulated raw data or detailed descriptions or techniques or methodology

Dissertation Defense

The purpose of the dissertation defense is to publicly demonstrate the student's mastery of the chosen topic and the ability to move forward with independent research. A public defense of the dissertation is conducted after the candidate has completed all other formal requirements for the PhD degree. Although the examination is primarily a defense of the dissertation, it will include material relevant to the general field in which the dissertation is written, with particular attention to the more recent and significant developments. The Graduate School publicly posts all scheduled dissertation defenses; two suggestions for preparation by PhD candidates are that they: (1) are expected to attend dissertation defenses presented in the College and (2) attend defenses in other disciplines when able. It is also expected that students will conduct a pre-defense review of their documents with each committee member so the members have the opportunity to make suggestions that then will be incorporated into the final product and official defense.

The student is to prearrange the room for the defense in the College with the assistance of the chair as needed. In addition, the student needs to send a copy of the dissertation defense date, time, title of dissertation, and room to the Program Coordinator in Room 263.

Regarding the required paperwork, additional information, including the form for *Announcement of the Public Defense of the Dissertation* (http://www.marquette.edu/grad/forms_index.shtml), can be found in the *Dissertation*

Directives and in the *Graduate Bulletin*

(http://www.marquette.edu/grad/current_bulletin.shtml). The Chair is to bring all appropriate University forms to the defense for final signatures, such as the *Dissertation Approval Form*, found on the Graduate School website at www.marquette.edu/grad/forms_index.shtml. Upon successful completion of the defense, the College's *PhD Dissertation Evaluation Rubric* (available at the end of the *Graduate Student Handbook* and from the PhD Program Coordinator in Room 263) is to be completed by each committee member and tallied by the Chair. After the conclusion of the defense, the Chair is to bring all paperwork to the Director of the PhD Program for approval and filing.

A dissertation defense is a formal professional and scholarly event. The candidate is to consult with the Chair regarding the presence and role of family members as observers. The process at a dissertation defense is as follows. The Chair will introduce the committee members and the format. First, the candidate is to provide a brief summary of the work. The student is to be prepared to discuss and justify methodological choices, why this work is significant, how it is innovative, and what the results and implications are for nursing practice, education, and research. Next, questions are posed by each of the committee members until all committee members' questions have been answered.

Questions are encouraged that will help the candidate to explore the rigor of the study; questions may be derived from the criteria on the dissertation evaluation rubric and others' reactions to the candidate's work. Finally, the Chair will open the defense to questions from the audience. When the Chair decides the question period is over, the audience will all exit the room while the committee members deliberate and write their comments to complete the required paperwork described above. The Chair will invite the candidate back into the room for the announcement of the final decision.

Official PhD Doctoral Candidacy

Students advance to PhD doctoral candidacy upon recommendation of their department, completion of all course work, residency requirements, and after passing the DQE. A student cannot advance to candidacy status until all requirements, as listed on the *Doctoral Program Planning Form*, have been satisfied. The appropriate form needs to be completed by the Chair and filed with the Director of the PhD Program. The *Advancement to Doctoral Candidacy* form may be found at http://www.marquette.edu/grad/forms_index.shtml.

Timeline for Completion

Students must complete all requirements for the PhD degree within eight years of their first term of registration in the program. Students who are unable to complete their degree within the eight-year limit may petition the Graduate School, in writing, for an extension. Students should consult their advisers for further assistance with this process.

Marquette University College of Nursing

Preliminary DQE Committee Form

Student Name/ MUID _____ / _____ Date _____

Student is to complete the following & discuss with committee members:

Faculty Name	Discipline	Area of Expertise	Fit of proposed research with faculty expertise

Signature indicates agreement for preliminary plan {Multiple pages as needed}

* I have verbally discussed this with all listed committee members and they have indicated support

Student Signature _____ Date _____

Chair Signature _____ Date _____

Chair is to send proposed timeline to committee members

Sent to PhD Program Director by Student: _____

Date _____

Marquette University College of Nursing
DQE Planning Form

Student Name/ MUID _____ / _____ **Date**

Initially this form is to be completed and submitted by the student to request a Dissertation Committee Chair and promote their focused discussion. Also, student is to attach a current copy of her/his unofficial transcript to this form for the Chair to review.

The following items are to be addressed in a 2-3-page summary; it can be done as part of this document or the summary is to be attached to this form when submitted.

- 1. State the research problem and significance**

- 2. Define key concepts**

- 3. Describe your research question(s)**

- 4. Describe your research method(s)**

- 5. State your approach to analysis**

Chair Signature _____ **Date**

PhD Director Signature _____ **Date**

Student is to submit signed form, with attachments, to PhD Program Assistant (Room 263).

NOTE: Once discussed and after agreement from Chair, the above item explanations can be reworked by the student prior to using this form for individual discussions with potential committee members.

Marquette University College of Nursing
Announcement of Doctoral Qualifying Exam (DQE)

Student Name/ MUID _____ / _____ **Date**

DQE SCHEDULE

Indicate when and where the DQE will take place including the name of the building and room number. The student must schedule the location with the College Office Coordinator at 414-288-3803.

Location:

Date: _____ **Time:**

LIST NAMES OF COMMITTEE MEMBERS:

I agree to the Doctoral Qualifying Examination date, time, and location as listed on this form.

I understand this form must be submitted to the College of Nursing PhD Program Director at least two weeks prior to the scheduled examination date.

Student Signature: _____

Date: _____

PhD Program Director Signature: _____ **Date:**

Marquette University College of Nursing
Doctoral Qualifying Exam (DQE) Evaluation Rubric

Student Name / MUID _____ / _____ Date _____

Definitions of Numeric Ratings to be applied to Grading Criteria below:

1	2	3	4
<ul style="list-style-type: none"> • Poorly organized • Poor clarity • Poor readability • Lack of smooth transitions between ideas • Inaccurate information • Rare inclusion of varied perspectives 	<ul style="list-style-type: none"> • Inconsistent: <ul style="list-style-type: none"> ○ organization ○ clarity of ideas ○ readability ○ transitions between ideas ○ accuracy of information ○ inclusion of seminal works from nursing ○ inclusion of relevant perspectives 	<ul style="list-style-type: none"> • Consistent: <ul style="list-style-type: none"> ○ organization ○ clarity of ideas ○ readability with smooth transitions between ideas ○ accuracy of information ○ inclusion of seminal works from nursing and other disciplines ○ inclusion of relevant perspectives 	<ul style="list-style-type: none"> • Exemplary organization throughout • Elegant & cogent presentation of ideas throughout • Exemplary synthesis of seminal works from nursing and other disciplines wherever appropriate • Presents compelling new insights related to the phenomenon that clearly contribute to disciplinary knowledge • Superior inclusion of multiple perspectives

Note: Consistently proper use of APA format from current edition is expected.

Evaluation Rubric:

Grading* Criteria [Select only one rating number for each.]	1	2	3	4
Succinctly delineates the central problem & the significance of the phenomenon of interest for the dissertation				
Analyzes existing theories as they relate to topic of interest				
Integrates examination of philosophic (ontological & epistemological), theoretical and vulnerability perspectives on the selected topic				
Critically synthesizes status of knowledge related to phenomenon (e.g., quantitative, qualitative, multi-disciplinary)				
Addresses gaps in knowledge, building rationale for proposed method of approach to phenomenon of interest				
Critiques methods that have been used in knowledge development related to the phenomenon of interest				
Examines possible impact of phenomenon for nursing education as well as theory, practice, administration, and/or health policy as germane to topic				

Cohesively describes design, including sampling, data collection, procedures, and plan for analysis with careful consideration of limitations				
Completes & submits both of the following for review: <ul style="list-style-type: none"> ▪ Proposal Outline ▪ IRB documents 				

*** Minimal passing grade is a score of 27**

Total Averaged Score

Failure=9-17; Below Average=18-26; Average=27-30; Above Average=31-33; Outstanding=34-36.

Comments: [Please continue on the reverse side as necessary.]

Committee Member Signature: _____
RETURN TO COMMITTEE CHAIR (*CHAIR: PLEASE FORWARD TO DIRECTOR OF PhD PROGRAM*)

Marquette University College of Nursing
PhD Dissertation Evaluation Rubric

Student Name / MUID _____ / _____ Date _____

Definitions of Numeric Ratings to be applied to Grading Criteria below:

1	2	3	4
<ul style="list-style-type: none"> • Poorly organized • Poor clarity • Poor readability • Lack of smooth transitions between ideas • Inaccurate information • Rare inclusion of varied perspectives 	<ul style="list-style-type: none"> • Inconsistent: <ul style="list-style-type: none"> ○ organization ○ clarity of ideas ○ readability ○ transitions between ideas ○ accuracy of information ○ inclusion of seminal works from nursing ○ inclusion of relevant perspectives 	<ul style="list-style-type: none"> • Consistent: <ul style="list-style-type: none"> ○ organization ○ clarity of ideas ○ readability with smooth transitions between ideas ○ accuracy of information ○ inclusion of seminal works from nursing and other disciplines ○ inclusion of relevant perspectives 	<ul style="list-style-type: none"> • Exemplary organization throughout • Elegant & cogent presentation of ideas throughout • Exemplary synthesis of seminal works from nursing and other disciplines wherever appropriate • Presents compelling new insights related to the phenomenon that clearly contribute to disciplinary knowledge • Superior inclusion of multiple perspectives

Note: Consistently proper use of APA format from current edition is expected.

Evaluation Rubric:

Grading* Criteria [Select only one rating number for each]	1	2	3	4
Any required changes in proposal have been made & are well-integrated into cohesive dissertation				
Data analyzed using approaches congruent with question(s), that demonstrate or enhance rigor				
Results reported in scholarly manner using descriptors appropriate to method & reduction of bias				
Tables & figures used appropriately				
Protection of human subjects maintained				
Conclusions substantiated by evidence, relevant to topic, & build on extant literature				
Implications are insightful & appropriate to findings				
Articulation of future research needs				
Original contribution to disciplinary knowledge				
Publishable quality of written work				
Defense of entire project, through oral presentation & answers to questions, demonstrates depth & breadth appropriate to scope of study				
Plan for further development of program of scholarship				

*** Minimal passing grade is a score of 36**

Total Averaged Score

**Failure=12-23; Below Average=24-35; Average=36-40; Above Average=41-44;
Outstanding=45-48.**

Comments: [Please continue on the reverse side as necessary.]

Committee Member Signature: _____

RETURN TO COMMITTEE CHAIR (*CHAIR: PLEASE FORWARD TO DIRECTOR OF PhD PROGRAM*)