GRADUATE NURSING PROGRAM

STUDENT HANDBOOK

2013-2015

A SUPPLEMENT TO THE HU STUDENT HANDBOOK

Promoting a Culture of Excellence:
Nursing Leadership for America and Global Community
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I. Introduction

The Graduate Student Handbook provides information related to Howard University Graduate Nursing Program policies, procedures, resources and other relevant issues of concern to student academic life. It serves as a companion to the Howard University Student Handbook 2013-2014 that is accessible at: http://www.howard.edu/students/hbook/Hbook.pdf. The policies in this handbook supercede the policies of the Hbook if you are a graduate nursing student.

The Graduate Student Handbook is reviewed annually and an electronic copy is available to all students through a link http://www.cpnahs.howard.edu/Nursing. Therefore, students are responsible for accessing the handbook and using it as a resource to answer questions and to guide compliance with academic and non-academic policies and procedures. Each student must sign the Student Handbook Signature Page that is located in the appendix of this handbook. This signed form, which will be kept in the student’s academic file located in the Graduate Program Office, verifies that the student has received a copy of the policies and is responsible for reading and understanding.

Policies and procedures, however, are subject to change during the academic year. Changes in policies will be distributed by the Graduate Program Chairperson and/or Office of Student Affairs. Distribution of changes will include electronic posting on Blackboard http://howard.blackboard.com/ by the Program Chairperson and/or Office of Student Affairs. In addition, hard copies of changes in policies will be available in the Graduate Program Office and Office of Student Affairs. The revised handbook trumps older versions of the handbook effective immediately for all students, in spite of matriculation date. The revised policies supercede all other policies and students are bound by the new policy. For any questions related to content in the Howard University Student H-book or the Division of Nursing Graduate Student Handbook, contact the Chairperson of the Graduate Program.
II. Mission Statements

A. Howard University Mission Statement

Howard University, a culturally diverse, comprehensive, research intensive, and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis upon educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research and service, committed to the development of distinguished, historically aware, and compassionate graduates, and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

B. College of Nursing and Allied Health Sciences Mission Statement

The mission of the College of Nursing and Allied Health Sciences (hereafter referred to as the College) is to provide exemplary education and academic experiences in health care and affairs to a diverse population of students with high scholarship and leadership potential. In the College’s mission, particular emphasis is placed on the University’s historical commitment to provide educational opportunities to African American students and other underserved populations.

The College provides an intellectually challenging environment, which fosters the development of competent and compassionate graduates endowed with a strong sense of the University’s core values of excellence, leadership, service and truth. As scholars and leaders, graduates of the College are empowered to address health care problems and issues affecting health care systems in the United States and the global community with particular focus on the needs of underserved communities. The College’s commitment to this mission is assured by the recruitment and retention of a diverse cadre of highly qualified faculty and staff who are dedicated to teaching, research, professional practice and service.

C. Division of Nursing Mission Statement

The mission of Howard University Nursing Program is to provide exceptional undergraduate and graduate nursing education within an urban setting that prepares students for nursing practice as a generalist or advanced practice nurse within diverse local, national and international health care settings. Emphasis is placed on educating students from underrepresented groups and promoting the development of students for leadership roles in nursing service, education, and research within the global community. The faculty engages in leadership roles in the practice of nursing in service, education and research.
III. Nursing Program

A. Goals of the Division of Nursing

1. Offer baccalaureate nursing education and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide evidence-based care for culturally diverse groups in entry-level professional nursing positions.

2. Offer master’s and post-master’s education programs in nursing and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide advanced practice and leadership roles in evidence-based care for culturally diverse groups.

3. Support efforts to engage in research of a disciplinary or interdisciplinary nature that gives special emphasis to reducing health disparities locally, nationally, and globally.

4. Strengthen efforts to increase private support for academic programs and services.

5. Foster participation in community service that addresses a variety of professional and health-related needs within a broad sociocultural and geopolitical environment.

   Adopted by Faculty May 2, 2003

Vision

The Nursing Program will be a unique nationally and internationally recognized center of excellence in education for preparing underrepresented students for leadership in public policy, service, research, and education.

Core Values
Philosophy

The Nursing Program seeks to assure quality health care for all recipients of nursing care. The faculty promotes excellence in the profession of nursing through its teaching, research, scholarly endeavors, and service to the community.

The faculty believes that a person, by uniquely integrating physical, intellectual, psychosocial, spiritual, cultural, and environmental components, develops perceptions about life and health through a variety of interpersonal relationships.

We believe that the family contributes to the development of strong communities by nurturing and socializing its members. The environment is comprised of physical, biological, chemical, and social forces that influence a person internally and externally.

Health is a state of physical, mental, spiritual, and social well-being. We believe in promoting, maintaining, and restoring optimal health and/or in providing for comfort and a peaceful death. Illness occurs when there are disturbances in growth, development, function, or adjustment to forces within a person’s internal and external environments.

Education is an interactive, goal-oriented process between the teacher and the learner involving multi-sensory approaches which result in changes in cognitive, psychomotor, and affective behaviors. Education is most meaningful when it relates to personal goals, and embraces cultural differences and practices. Principles of adult learning are an integral part of the educational process. The faculty promotes the pursuit of lifelong learning.

Nursing is an art and a science that provides the necessary knowledge, skills, and support to promote and restore health for individuals, families and communities. Caring is the foundation of nursing. The profession has the responsibility to generate and refine the knowledge of the discipline through ongoing scientific inquiry. The practice of nursing is carried out independently and collaboratively with other disciplines to facilitate optimal well-being across the lifespan. Effective communication is essential to the practice of nursing. We believe that the nursing profession must continue to provide leadership in health care for the global community.

Approved by Faculty Organization December 15, 2008
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interim Dean</strong></td>
<td>The Dean is responsible to the President of the University, and reports to the Provost and Chief Academic Officer. The Dean is responsible for the execution of the roles and regulations of the University and the College.</td>
</tr>
<tr>
<td><strong>Associate Dean</strong></td>
<td>The associate dean serves as the chief executive officer of the Division of Nursing and is accountable to the Dean of the College of Nursing, and Allied Health Sciences for the academic and fiscal management of the Division of Nursing Undergraduate and Graduate Programs and strategic and operational outcomes of the Division of Nursing.</td>
</tr>
<tr>
<td><strong>Chairperson of the Undergraduate Program</strong></td>
<td>The chairperson of the undergraduate program is accountable to the Associate Dean for the strategic and operational outcomes of the Undergraduate Program.</td>
</tr>
<tr>
<td><strong>Chairperson of the Graduate Program</strong></td>
<td>The chairperson of the graduate program is accountable to the Associate Dean for the strategic and operational outcomes of the Graduate Program.</td>
</tr>
<tr>
<td><strong>Director of Student Affairs</strong></td>
<td>This individual is accountable for facilitating activities and functions related to student life, from admission through graduation. This includes developing and implementing activities to enhance recruitment and retention of students and maintaining a database of student enrollment.</td>
</tr>
<tr>
<td><strong>Coordinator of Clinical Affairs</strong></td>
<td>This individual is accountable to the Associate Dean and is responsible for the coordination of clinical sites and standardized testing for the Division of Nursing.</td>
</tr>
<tr>
<td><strong>Coordinator of Learning Resource Laboratory (LRC)</strong></td>
<td>This individual provides support to faculty and students through coordinating laboratory learning experiences and availing resources for learning experiences.</td>
</tr>
<tr>
<td><strong>Faculty</strong></td>
<td>Faculty, full-time and part-time, participate in the governance of the Division of Nursing through the Faculty Organization Meetings and membership on committees and Ad-hoc task forces of the DON, College and/or University.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>The role of the staff is to provide support for students and faculty.</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>Students participate in governance through service on the College and Division of Nursing Executive Committee, the Division of Nursing Program Committees (Curriculum and Admission), Research Committee, Student Affairs Committee, Outcomes Assessment Committee and the student government. Students may also be invited to participate on Ad-hoc committees or task-forces by the Associate Dean or Program Chairperson</td>
</tr>
</tbody>
</table>
B. Accreditation

Howard University is accredited by Middle States Commission on Higher Education (MSCHE) and the graduate nursing program offered through the College of Nursing and Allied Health Sciences is accredited by the Commission on Collegiate Nursing Education (CCNE).

IV. CURRICULUM

A. Overview of Academics

The purpose of the Graduate Nursing Program is to prepare baccalaureate-educated nurses to become advanced practice nurses. The areas of concentration are Family Nurse Practitioner and Nurse Educator. In the Graduate Program, advanced nursing knowledge is both acquired and generated through the integration of technology, knowledge from the sciences, humanities, nursing theory, and research. Prior experience and future professional goals are considered in designing individualized learning experiences with graduate students. Students are provided opportunities to implement their roles and assume leadership in a variety of traditional and nontraditional settings utilizing the resources of the health care system. In addition to collegial relationships with peers and nursing faculty, the graduate program fosters inter-professional collaborative practice activities with other disciplines.

B. Terminal Objectives

1. Synthesize knowledge from theories and research, and evaluate its relevance for application within a selected area of nursing practice for populations across the lifespan.

2. Implement comprehensive health care delivery to culturally diverse groups based on a theoretical framework using advance knowledge and skills inclusive of environmental and community characteristics along with life stage development.

3. Assess, diagnose, and manage clients (and families) across the lifespan along the health-illness spectrum.

4. Implement leadership strategies which prescribe, decide, and influence changes in nursing and health care in response to local, national, and global health disparities.

5. Synthesize the advocacy role as an integral part of advanced nursing practice.

6. Define and integrate the scope of advanced nursing practice through involvement with legislative, regulatory, ethical, and professional standards.

7. Collaborate with other disciplines to provide holistic health care to prevent illness, improve, promote, and maintain optimum health for culturally diverse populations.
8. Evaluate existing health conditions and their relationship to local, state, national, and international health policies within a broad economic, socio-cultural, and geo-political environment.

9. Utilize research findings in the provision of high quality primary care, including the ability to design and implement clinical based nursing research projects that address an identifiable problem.

10. Synthesize technological communication to enhance health care delivery.

C. Graduate Nursing Program Track Descriptions

The Graduate Nursing Program is comprised of two (2) tracks of study at the Master’s level—the Family Nurse Practitioner and the Nurse Educator. Both tracks are offered to the registered nurse with a Bachelor of Science in Nursing or a Master of Science in Nursing degree.

Family Nurse Practitioner (FNP)

The FNP track offers registered nurses the opportunity to pursue graduate studies in order to prepare them for the advanced practice role and to achieve the core competencies required to practice as a Family Nurse Practitioner. The curriculum provides the didactic knowledge and clinical skills necessary for health promotion, disease prevention, and management of acute and chronic illnesses across the lifespan. The FNP Track is a traditional on campus curriculum. The plan of study options includes a Master of Science in Nursing and a Post-Master’s Certificate as a Family Nurse Practitioner. The Master of Science in Nursing curriculum consists of a total of 46 credits and the Post-Master’s Certificate curriculum consists of a total of 32 credits. Both plans of study are offered to full and part-time students. Students can complete the Master of Science in Nursing degree with a full-time plan of study spanning two years over four semesters and one summer session. A part-time plan of study is available and can be completed over 3-4 years depending upon the student’s individualized plan of study.

Nurse Educator (NE)

The NE track offers registered nurses the opportunity to pursue graduate studies in order to prepare them for the advanced practice role and to teach nursing education in academic and clinical settings (including staff development, continuing education and community education programs), educational research, and nurse educator leadership. Grounded in theoretical frameworks of nursing and education the Nurse Educator curriculum is comprised of classes that are offered online and on campus. The plan of study options include a Master of Science in Nursing degree and a Post-Master’s Certificate as a Nurse Educator. The Master of Science in Nursing curriculum consists of a total of 39 credits and the Post-Master’s Certificate curriculum consists of a total of 16 credits. Both plans of study are offered to full- and part-time students.

Students can complete the Master of Science in Nursing degree with a full-time plan of study spanning two (2) years including one summer session. A part-time plan of study for the
Master of Science in Nursing degree can be completed over 3 or 4 years depending upon the student's individualized plan of study. The Post- Master’s Certificate students are required to complete the Nurse Educator core and Nurse Educator clinical core only. The Post-Master’s Certificate student can complete the program in one calendar year for both full and part-time plans of study.

Students can complete the Graduate Program Nurse Educator Track for a total of 39 semester hours. The courses are divided into four components: 1) Graduate nursing core; 2) Advanced Practice Nursing core; 3) Nurse Educator core and 4) Nurse Educator clinical core.

The Nurse Educator core consists of three courses: Teaching and Learning in Nursing Education, Curriculum and Instruction in Nursing Education, and Measurement and Evaluation in Nursing Education.

The Nurse Educator Clinical core consists of 8 semester hours semester hours of course work including: Role Development as a Nurse Educator, Nurse Educator Practicum, Clinical Role Specialty for the Nurse Educator and Clinical Role Practicum for the Nurse Educator.

D. Graduate Nursing Program Requirements

1. Graduate Expository Writing Examination

The Graduate Expository Writing Examination is required of all graduate students and must be taken during the first semester of study. If you do not successfully pass the examination, you must enroll and complete the noncredit writing course. The student is responsible for notifying the Graduate Program of their grade on the examination. It is the student's responsibility to ensure that the Graduate Program Office has current and accurate information about their examination and completion status. Successful completion of this examination is a requirement for continued enrollment in the Graduate Program. Any student not completing this requirement by the end of the first semester of enrollment will not be permitted to register for the next semester until this requirement has been met. Information on dates, times, and location of the examination are available at www.Howard.edu, Graduate School link. There is no charge for the examination or the course.

2. Graduate Core Courses

The FNP curriculum is divided into four components: 1) Graduate Nursing Core; 2) Advanced Practice Nursing Core; 3) Advanced Practice Nursing Clinical Core; and 4) Electives. Post-Master’s Certificate students are only required to complete the Advanced Practice Nursing clinical core if they can provide evidence of successful completion of the Advanced Practice Nursing core.

The NE curriculum is divided into four components: 1) Graduate Nursing Core; 2) Advanced Practice Nursing Core; 3) Nurse Educator Core; and 4) Nurse Educator Clinical Core. Post-Master's Certificate students are only required to complete the Advanced Practice Nursing
clinical core if they can provide evidence of successful completion of the Advanced Practice Nursing core.

Graduate Nursing Core consist of 14 credits of course work specific to understanding the conceptual framework of the graduate program, and basic to developing skills needed for prescribing, decision making and influencing changes in nursing and health care. The graduate nursing core courses are: (1) Interdisciplinary Health Care Ethics, (2) Nursing Research: Theory and Practice, (3) Health Care Policy, (4) Cultural Diversity and Social Issues, (5) Theoretical Foundations for Advanced Practice Nursing, and (6) Research Practicum or Thesis. These six courses are required of all graduate nursing students and are sequenced in a manner to maximize their professional growth.

Advanced Practice Nursing Core consists of 9 credits of course work: (1) Advanced Health Assessment, (2) Advanced Pathophysiology and (3) Pharmacotherapeutics in Primary Health Care. These six courses are required of all graduate nursing students.

Graduate Core Course Descriptions

NURC-501 Interdisciplinary Health Care Ethics
This course introduces students to ethical and bioethical issues confronting healthcare providers in the context of health care delivery and research. Through a series of interdisciplinary lectures, the course introduces students to the main theories and principles of bioethics and familiarizes them with the moral foundations of patient-provider relationships, professionalism, the relevant ethical and legal considerations and the concepts of moral reasoning. Emphasis on collaborative dialogue between and among the disciplines represents the hallmark of this course.

NURC-502 Nursing Research: Theory and Practice
This course addresses the process of systematic inquiry that generates and test theory, develops the knowledge base called nursing science, and evaluates the application of nursing science to clinical practice and educational activities. The focus is an in-depth analysis of all phases of the research process designed to prepare the student to apply research findings in practice, write a proposal for conducting research, and implement a research project.

NURC-504 Health Policy
This course provides an overview of policy decisions related to the organization, financing, delivery and utilization of health services. Emphasis is placed analyzing the impact of socioeconomic, ethical and political forces that influence health care legislation and its effect on the health status of individuals, groups, and communities. Implications for the role Nurse Practitioners, graduate education and nursing practice are discussed. Students are provided opportunities to become involved in the policy making process related to health issues.

NURC-509 Cultural Diversity and Social Issues
This course is a comparative and analytical approach to the study of diverse religious and cultural groups and current social issues. The focus is on understanding and appreciating
cultural diversity and social issues in health and illness. This course facilitates an understanding of the wide array of cultural influences, including ethnicity, race, religion, gender and age differences and how they impact on human behavior.

**NURC-512 Theoretical Foundations of Advanced Practice Nursing**
This course will explore the theoretical context of advanced nursing practice that optimizes health and self-care in families. It will integrate knowledge from the physical, biological, and behavioral sciences to systematically and critically apply selected nursing conceptual frameworks to the development of nursing, family systems, and the response to illness.

**NURC-606 Research Practicum**
This course is designed to provide students a background for understanding advanced research methods, as well as guidance in implementation of the research process. With active guidance from experienced researchers, learners focus upon a particular clinical problem that provides opportunity for experience in the actual implementation of a research protocol. Students are socialized to the researcher’s role through participation as part of a research team.

**Advanced Practice Nursing Core Course Descriptions**

**NURC-511 Advanced Pathophysiology**
This course is designed to provide learning experiences and strategies that will assist the graduate nursing students to master advanced pathophysiological concepts in the development of human disease processes. Emphasis is placed on utilizing knowledge of physiological changes and adaptation as a framework for clinical decision making in primary health care across the lifespan.

**NURP-601 Pharmacotherapeutics**
Apply principles of pharmacology for selection, administration and monitoring of drug therapy. Assess important client parameters required for appropriate therapeutic selection. Determine a therapeutic approach for the management of special populations.

**NURP-605 Advanced Health Assessment**
This course is designed to assist students with developing psychomotor and cognitive assessment skills that are consistent with the role of an Advanced Practice Nurse. Students refine skills for health evaluation, promotion, and restoration primarily in adult clients with special attention to cultural variations.

**Master's Specialty Course Descriptions**

**FNP Specialty Courses:**

**Advance Practice Nursing Clinical Core** consists of 23 credits or specialty course work: (1) Family Primary Care of Children & Adolescents: Theory & Practicum, (2) Family Primary Care of Women: Theory & Practicum, (3) Family Primary Care of Adults: Theory & Practicum, (4)
Family Primary Care of Older Adults: Theory & Practicum, and (5) Family Primary Nurse Practitioner Role Seminar & Practicum.

**NURP-606 Family Primary Care of Children & Adolescents & Practicum**
Foundations of advanced clinical practice in the primary care of children, birth to 21 years with a family centered approach on growth and development, health promotion and management of common health problems.

**NURP-607 Family Primary Care of Women: Theory and Practice**
This course enables the further development of the Primary Family Health Nurse Practitioner. Emphasis is on the synthesis of theories and concepts from nursing and other scientific disciplines to construct a framework that guides comprehensive assessment, interpretation of data, differential diagnosis, interventional strategies and evaluation. The focus of the class will be the delivery of health care for women across the life-span as well as their family members in the primary care settings, common acute and chronic illnesses relating to women’s health condition, and genetic implications of diseases in women’s health.

**NURP-608 Family Primary Care of Adults & Practicum**
This course enables the further development of the Primary Family Health Nurse Practitioner role through synthesis of the theories and concepts from nursing and other scientific disciplines. The focus is on the delivery of health care for young and middle-aged adults and their family members in primary care settings. Topics include health promotion and maintenance, disease prevention, diagnosis and treatment of common acute and stable chronic illnesses in adults. Genetic implications of diseases are also emphasized. Students are assigned to ambulatory health care settings and function as primary providers of primary health services.

**NURP-609 Family Primary Care of the Older Adults & Practicum**
This course provides an opportunity to synthesize advanced knowledge and role behaviors in an advanced practice role within clinical specialty tracks. This course is designed to identify and analyze the multiple behaviors and chronic nature of the older adults' multitudes of ailments along their health, illness, rehabilitation continuum through end of life. Included in the course are cultural, ethnic, and gender variations; age specific risk reductions, health promotion, maintenance, rehabilitation and adaptation to chronic illnesses. Emphases will be on targeting services to the underserved older population.

**NURR-610 Family Primary Nurse Practitioner Role Seminar Practicum**
Through seminars and preceptor clinical experiences, the student is expected to integrate and apply theoretical and evidence base research pertaining to primary family health practice in the clinical setting and thereby enhancing socialization and role synthesis in the assessment, diagnosis, management, education, and follow-up of clients with varied conditions throughout the wellness-illness spectrum. Emphasis will be placed on delivering and evaluating direct primary care services to individuals and families.
Nurse Educator Specialty Courses:


NURG 520  Teaching & Learning in Nursing Education   2 Credits
The content of this course focuses on understanding learning theories and educational frameworks/philosophies. The course provides the foundation in guiding selection of faculty-centered instructional strategies and student-centered learning activities in nursing education. The course content emphasizes cognitive and behavioral learning theory and explains how people learn and process information.

NURG 521     Curriculum & Instruction in Nursing Education    3 Credits
This course will provide the essential components which define and operationalize the process of curriculum development. Learner will examine curriculum models from the perspective of education and nursing research. The course content provides knowledge on how to analyze factors that influence program development, curriculum design and development, implementation and evaluation.

NURG 526 Measurement & Evaluation in Nursing Education  3 Credits
The course is designed to prepare the nurse educator in the planning and implementing of a variety of education-related evaluative approaches that include test construction, item analysis, teaching effectiveness and clinical performance appraisals. Economic, legal, and ethical issues related to evaluation and testing will be discussed. The use of information obtained from testing and evaluative programs will be taught and applied to educational program goals in various teaching and learning environments.

NURG 522 Role Development as a Nurse Educator     2 Credits
This course is designed to prepare the professional nurse educator in the clinical practice environment. The student will select a clinical practice area among a variety of clinical specialty areas to enhance clinical skill as an advance practice nurse. This course includes a practicum with an assigned preceptor in a clinical practice area. The course format is online for the didactic content and practicing in a clinical practice setting.

NURG 523 Nurse Educator Practicum     2 Credits
This course is designed to prepare the professional nurse educator to analyze issues, problems and trends in nursing education. The course will explore the concept of mentoring and the role of the educator as an intellectual role model. The professional nurse educator student will learn how to communicate effectively, and plan appropriate clinical or supervisor learning. Emphasis is on the application of teaching, learning and evaluating strategies for culturally diverse populations, patients, students, and clients challenged with various levels of
literacy. The course includes a practicum with an assigned preceptor in a nursing educational setting.

**NURG 524 Clinical Role Specialty for the Nurse Educator** 2 Credits  
**NURG 525 Clinical Role Practicum for the Nurse Educator** 2 Credits

**Electives**

**NURE-502 Independent Study**  
This course provides an opportunity for senior students to identify and explore an area of interest in health care under the direction of the faculty. Opportunities are provided for exploration in a variety of areas.

**NURE-611 Grief and Loss: A Family Perspective**  
This course will provide undergraduate and graduate nursing students the opportunity to examine the multifaceted nature of grief and the grieving process associated with everyday and significant losses. Emphasis is placed on individual and family grief throughout the lifespan. Included is a discussion of strategies for intervening with grieving individuals and families and self care during grief interventions.

3. Research Requirements

The Graduate Nursing Program requires one advanced level research course for all master’s students: Nursing Research: Theory and Practicum. At the completion of the course, the student will be required to select the thesis or research practicum option to fulfill the research requirement for graduation.

**Thesis Option**

Guidance is provided by a doctoral-prepared graduate nursing faculty member in the preparation of a thesis that meets the standards of the Graduate School of Arts and Sciences and the Graduate Nursing Program. Individualized instruction and guidance are tailored to meet the needs of the student. The student completes a thesis proposal and presents it to his / her thesis committee for approval. Upon approval the proposal is submitted to the Howard University Institutional Review Board (IRB). Following IRB approval the proposed research is conducted. Upon completion of the study, the thesis is defended before the student's thesis committee. The thesis option may extend to two semesters. The student may receive one to three credits for the course per semester.

**Research Practicum Option**

The non-thesis option consists of a one semester research practicum. The research practicum provides hands on research experience working with a principal investigator on an established research project or the formulation of a project. Students choosing the non-thesis
option are expected to confirm this choice in writing with their academic advisor when planning their program of study. Final selection must be made by the student no later than the end of the second semester of full-time graduate study, or its equivalent. Selection forms are available in the Graduate Program Office.

E. Consortium Participation

Through the Consortium of Universities of the Washington Metropolitan Area (CUWMA) qualified junior and senior undergraduate students and graduate students are offered the opportunity to enroll at other institutions for courses not available on the campus of Howard University during the given semester or year. The CUWMA universities include American University, Catholic University of America, Gallaudet University, Georgetown University, George Mason University, George Washington University, Marymount University, Southeastern University, Trinity College, University of the District of Columbia and University of Maryland-College Park.

The Regulations for the Consortium are published in the Student Reference Manual and Directory of Classes each semester. Application forms for the Consortium are available in the Office of Records and Articulation in Suite 105 “A” Bldg. during the registration period each semester. For more information, please visit http://www.consortium.org

To participate in the consortium a Howard University nursing student must meet the following requirements:

- Be a fully-admitted degree-seeking student.
- Be actively enrolled in courses at Howard University at the same time that the consortium course is being taken and carry as many hours at Howard as at the other consortium institution.
- Be in good academic standing.
- Obtain approval to participate in the Consortium, including approval of the Academic Advisor and Program Chairperson.
- Must obtain a grade of “C” or better in order to receive transfer credit.

F. Transfer of Credits

The Graduate Program Office will receive transcripts of prior coursework for application of transfer of credit. Graduate courses for which students wish to receive transfer credit are based upon review and recommendation by the Admissions Committee in accordance with the guidelines of the University and the Division of Nursing. A student is permitted to transfer not more than nine (6) credits. Only courses that have been taken at a recognized accredited institution with a grade of “C” or better will be considered for transfer credits. Science courses taken within the last five years with an earned grade of “C” or better will be considered, with the exception of “Pass/Fail” grade or “S” for satisfactory grade. Any course taken longer than five (5) years prior to enrollment will be reviewed by the Admission Committee on an individual basis. Students may be required to submit a course description or syllabus to the Graduate Program Office for review by the Admissions Committee and/or Chairperson.
Transcripts

All transcripts must be sent to the Division of Nursing after a student has been admitted into the program. Students must direct the forwarding institution to send transcripts to:

Graduate Program Office
Howard University
Division of Nursing
516 Bryant Street, NW, Annex I
Room 243
Washington, DC 20059

G. International Students/Transcript Evaluations for Admission and Advanced Standing:

Foreign-educated applicants are required to have a transcript evaluation completed by an official evaluation service such as the WES. Contact WES at (202) 331-2925 or www.wes.org, for procedural information. CGFNS evaluations may be acceptable in some instances for foreign educated Registered Nurses. Courses recognized through transfer, validation, or escrows are awarded credits only. Grades do not transfer. Courses accepted for transfer/validation have no impact on the grade point average.

H. Length of Time for Completion of Master's Degree

Students are expected to complete the graduate program in a maximum of five (5) years from the date of initial enrollment in the program. Those who do not complete the degree within the five (5) year period may petition for readmission and may be readmitted upon recommendation of the graduate faculty of the Division of Nursing.

I. Credentialing

Upon satisfactory completion of a plan of study the student is eligible to receive the Master of Science in Nursing degree or a Post-Master’s Certificate from Howard University. The FNP graduate is then eligible to apply to the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) to take the examination to become certified as a Family Nurse Practitioner (FNP-BC). The Nurse Educator graduate will become eligible to apply for the National League for Nursing (NLN) Certified Nurse Educator (CNE) Examination upon successful completion of the requisite years of teaching experience post-graduation.
### MSN-FNP PLAN OF STUDY

**Master of Science in Nursing (FULL TIME)**

**Concentration: Family Nurse Practitioner**

**Proposed Plan of Study (46 Semester Hours)**

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<tr>
<th>Fall Semester I</th>
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<th>Spring Semester I</th>
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<tbody>
<tr>
<td>NURC 511 Advanced Pathophysiology</td>
<td>3</td>
<td>NURC 502 Nursing Research: Theory and Practice</td>
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<tr>
<td>NURC 512 Theoretical Foundations for Advanced Practice Nursing</td>
<td>2</td>
<td>NURP 606 Family Primary Care of Children and Adolescents: Theory and Practicum</td>
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<tr>
<td>NURP 601 Pharmacotherapeutics</td>
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<td>NURP 607 Family Primary Care of Women: Theory and Practicum</td>
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<tr>
<td>NURP 605 Advanced Health Assessment</td>
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**Summer Session I**

| NURP 608 Family Primary Care of Adults: Theory and Practicum | 5 |
| **TOTAL SEMESTER HOURS** | **5** |

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<th>Fall Semester II</th>
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<tr>
<td>NURC 504 Health Care Policy</td>
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<td>NURC 501 Interdisciplinary Health Care Ethics</td>
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<td>NURC 605 Thesis OR NURC 606 Research Practicum</td>
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<td>NURC 509 Cultural Diversity and Social Issues</td>
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<tr>
<td>NURP 609 Family Primary Care of Older Adults: Theory and Practicum</td>
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**Master of Science in Nursing (PART TIME)**

**Concentration: Family Nurse Practitioner**

**Proposed Plan of Study (47 Semester Hours)**

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<tr>
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<tr>
<td>NURP 605 Advanced Health Assessment</td>
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<td>NURP 606 Family Primary Care of Children and Adolescents: Theory and Practicum</td>
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<tr>
<td>NURC 512 Theoretical Foundations for Advanced Practice Nursing</td>
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<td>NURP 607 Family Primary Care of Women: Theory and Practicum</td>
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<td>NURC 606 Research Practicum</td>
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**Summer Session II**

| NURP 608 Family Primary Care of Adults: Theory and Practicum | 5 |
| **TOTAL SEMESTER HOURS** | **5** |

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<tr>
<td>NURC 504 Health Care Policy</td>
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<td>NURC 610 Family Primary Nurse Practitioner Role Seminar Practicum</td>
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### POST-MASTER’S CERTIFICATE PLAN OF STUDY

**Family Nurse Practitioner (FULL TIME)**

#### Proposed Plan of Study (32 Semester Hours)

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<tr>
<td>NURC 511 Advanced Pathophysiology</td>
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<td>NURP 601 Pharmacotherapeutics in Primary Health Care</td>
<td>NURP 607 Family Primary Care of Women: Theory and Practicum</td>
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### POST MASTER’S CERTIFICATE PLAN OF STUDY

**Family Nurse Practitioner (PART TIME)**

#### Proposed Plan of Study (32 Semester Hours)

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<td>NURC 511 Advanced Pathophysiology</td>
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<td>NURP 605 Advanced Health Assessment</td>
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<td>NURP 607 Family Primary Care of Women: Theory and Practicum</td>
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<td>NURC 610 Family Primary Nurse Practitioner Role Seminar and Practicum</td>
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## MSN-NE Plan of Study
### Master of Science in Nursing (FULL TIME)
#### Concentration: Nurse Educator

#### Proposed Plan of Study (39 Semester Hours)

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<tr>
<td>NURC 511 Advanced Pathophysiology</td>
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<td>NURG 520 Teaching and Learning in Nursing Education</td>
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<td>NURC 512 Theoretical Foundations for Advanced Practice Nursing</td>
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<td>NURG 521 Curriculum and Instruction in Nursing Education</td>
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<td>NURP 601 Pharmacotherapeutics</td>
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<td>NURG 522 Role Development as a Nurse Educator</td>
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<td>NURP 605 Advanced Health Assessment</td>
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**Summer I**

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<td>NURC 504 Health Care Policy</td>
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<td>NURC 606 Research Practicum</td>
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<td>NURC 502 Nursing Research: Theory and Practice</td>
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<tr>
<td>NURG 526 Measurement and Evaluation in Nursing Education</td>
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<td>NURC 501 Interdisciplinary Health Care Ethics</td>
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### Master of Science in Nursing (PART TIME)
#### Concentration: Nurse Educator

#### Proposed Plan of Study (46 Semester Hours)

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<tr>
<td>NURC 511 Advanced Pathophysiology</td>
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<td>NURG 521 Curriculum and Instruction in Nursing Education</td>
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<tr>
<td>NURP 601 Pharmacotherapeutics</td>
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<td>NURG 520 Teaching and Learning in Nursing Education</td>
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<td>NURC 502 Nursing Research: Theory and Practice</td>
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<td>NURP 605 Advanced Health Assessment</td>
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<td>NURG 522 Role Development as a Nurse Educator</td>
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<tr>
<td>NURC 512 Theoretical Foundations for Advanced Practice Nursing</td>
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<td>NURG 523 Nurse Educator Practicum</td>
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<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
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<td>NURC 501 Interdisciplinary Health Care Ethics</td>
</tr>
<tr>
<td>NURG 526 Measurement and Evaluation in Nursing Education</td>
<td>3</td>
<td>NURC 513 Interdisciplinary Culturally Congruent Care for Health Professions</td>
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<tr>
<td><strong>TOTAL SEMESTER HOURS</strong></td>
<td><strong>5</strong></td>
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IV. CLINICAL EXPERIENCE

A. Clinical Practicum Placement

After successful completion of NURC 511 Advanced Pathophysiology, NURC Advanced Pharmacology, and NURP 605 Advanced Health Assessment students may enter the clinical phase of their plan of study. The Graduate Program’s objective is to assign you to a site where you will be able to meet the learning objectives for the course and where you will encounter the clinical experiences you will need for progression. Clinical sites are located in Washington, D.C., Maryland and Virginia. Students may be assigned to any one of these jurisdictions for a clinical site. Students can expect to be placed in a variety of sites which may include a neighboring state; therefore they are required to be licensed in at least two jurisdictions. Students are required to accept the clinical site assigned to them or they risk being unable to satisfactorily complete the course. You are encouraged to explore clinical sites in the DC metro area. You may submit a request for a specific preceptor/clinical site if you know of one during the semester prior to your clinical placement. Please let the Graduate Program Office or Clinical Coordinator know as soon as possible. Each clinical site must be evaluated and approved by the Graduate Program Office and Clinical Coordinator before an affiliation agreement can be drafted and permission is granted for student placement. All clinical sites are legally affiliated with Howard University through contract agreements prepared by the Howard University Legal Office.

In order to ensure the best outcomes for your clinical experience, please let the Graduate Program Office make first contact with the preceptor regarding their ability to precept a Howard University graduate nursing student.

B. Changing Practicum Site

You may be required to transfer to a differ practicum site at any time during the semester if the site is not able to meet the course and student clinical learning objectives, or if the site is deemed inappropriate by the course faculty. If you have any concerns about the clinical site please contact the Graduate Program Office immediately.

C. Practicum Schedule

You will be notified of your practicum placement via email during the semester prior to the clinical rotation. The email will instruct you to pick up your clinical practicum packets form the Graduate Program Office. In the packet you will find the preceptor’s contact information, clinical rotation start date and specific site instructions. It is advised that you contact your preceptor immediately to confirm the placement and negotiate a mutually agreed upon clinical schedule. Due to the high demand for preceptors, failure to comply with these instructions may result in the placement being given to another student from another university.

Once you have finalized your practicum schedule with your preceptor, you are required to send a copy to your course faculty no later than the second week of the semester. If for any reason changes are made to the schedule, a revised schedule or notice should be sent to the
course faculty. Attendance and punctuality are expected for all clinical experiences. In the event you experience an unexpected schedule conflict and are not able to attend clinical on a scheduled day you should notify your course faculty and the preceptor/clinical site as soon as possible. Any missed clinical hours must be made up to ensure you meet the required clinical hours for the course or a grade will not be assigned.

D. Work Schedules

Students who have to work full-time while attending school are encouraged to enroll in a part-time plan of study.

Students who work during the night from 11pm -7 am or 7pm-7am are not permitted to attend clinical sites immediately after working a night shift. Work schedules should be adjusted to accommodate the program of study. If it is found that a student is in clinical after working the night shift before, they will be asked to leave the clinical site. The student will not receive clinical hours credit for the hours they were in clinical that day.

E. Travel Time

Practicum selected based on the availability and providing the best practicum experience for the student. While every effort is made to keep commute times to a reasonable amount, it may be necessary to travel farther than you would like. Travel time is not calculated as a part of your practicum hours. You are responsible for arranging your own transportation to and from the practicum site along with any parking expenses if needed.

Students are responsible for providing their own transportation to clinical sites and for releasing the University and the affiliating institutions from liability for any accidents in which they are involved while commuting to and from the clinical sites.

F. Clinical Requirements

In order to comply with the clinical practicum requirements each student must complete the following requirements prior to participating in any clinical experience. Compliance in meeting the clinical clearance requirements must be documented by the Coordinator of Clinical Affairs, at the beginning of the semester prior to the semester in which the clinical practicum will take place. Additional requirements based on the assigned clinical agency may also be required.

Physical Examination Clearance

Each student must submit to the Clinical Coordinator evidence of medical clearance prior to participating in a clinical rotation. Students must complete the Health Clearance requirements, which includes, but are not limited to, the physical examination, blood titers (proof of immunity for MMR, Hepatitis B, and Varicella), annual Tuberculosis Screening (Chest X-Ray for positive PPD), tetanus, and an up-to-date immunizations record. Students may also be required to complete and submit a drug screen test results. The completed Health Form should be delivered to the University Student Health Center and the Coordinator of Clinical Affairs during
the student’s scheduled health clearance appointment. A copy should also be given to the Graduate Program Office to be kept in the student’s file.

Drug Screening

A student with a positive drug screen for illegal substances will be disciplined in accordance with the H-Book and Graduate Nursing Student Handbook. In this case, a student may be unable to complete the Graduate program as clinical sites may be unwilling to allow the student a placement.

Health Clearance Procedures

The nose, culture, and ova lab tests used to screen for staphylococcus and streptococcus bacteria are necessary for the Women’s Health and Pediatric clinical rotations at some areas hospitals, eg, Howard University Hospital. The costs for these tests are the responsibility of the student and should be obtained no earlier than four weeks prior to the start of the Women’s Health or pediatric clinical rotation. Students are advised to go to the B&W Stat Lab at Irving St. and Georgia Avenue, NW (202-726-0842). The fees are discounted for persons identified as Howard University students. If a test is positive, the Student Health Center will give treatment. The nose, throat and stool (ova & parasites) culture results are valid for one year.

CPR Certification

Certification of CPR training is required biannually. Only the following CPR courses for health care professions are acceptable:

   i) Health Care Provider, given by the American Heart Association
   ii) CPR for the Professional, given by the American Red Cross

On the first day of clinical courses, each student is responsible for bringing a copy of their CPR card to the Graduate Program Office (Annex 1, Room 243).

Criminal Background Check

All graduate students are required to complete a criminal background check. The criminal background check must be obtained from the assigned investigation company and is at the student’s expense.

In the event of a positive criminal background report, the student will be contacted by the Coordinator of Clinical Affairs to discuss program implications for clinical rotation assignments. At this time, it is the student’s responsibility to contact the State Board of Nursing regarding the effect the positive criminal background report could have on the nursing licensure application process for the particular state.

HIPPA/OSHA
All students are required to complete HIPPA & OSHA certification training every two (2) years or when changes in regulations occur. Only Howard University Hospital HIPPA & OSHA Certification will be accepted. The dates and times of the training sessions will be posted on the Graduate Nursing Program Board and on the CNAHS website. Upon completion of the HIPPA and OSHA training, students must submit a copy of the certification to the Coordinator of Clinical Affairs.

G. Code of Conduct for Professional Nursing Students

The purpose of the Code of Conduct for Professional Nursing Students is to provide nursing students and faculty in the Nursing Programs with guidelines for professional conduct in the classroom, clinical setting, online and during other communication. This document gives notice of the minimum standard of conduct that is expected of students enrolled in the Nursing Programs. This document explicates the civil, ethical and respectful behavior expected of all nursing professionals.

- **Civility** – courtesy, politeness and good manners. Civility is the awareness and recognition of others in all interactions and demonstration of a high level of respect and consideration. In civility we recognize that no action is without consequence to others or ourselves. We need to anticipate what these consequences will be and, therefore, choose to act in a responsible and caring way.

- **Incivility** – acts of rudeness, disrespect, and other breaches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another’s well-being. Incivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.


H. Dress Code for Clinical Practicum

The expectation is that, as a professional nurse you will be fully prepared for each clinical day. You are expected to comply with the following:

1. Bring your stethoscope, resource materials, and any “clinical assignments” as assigned by your preceptor.

2. Any student who is in a clinical area for any purpose is required to wear the approved Howard University Graduate Nursing Program clinical uniform, a long (knee length) long sleeved white laboratory coat buttoned over street clothing. The coat must have the student’s name embroidered over the upper left pocket with the Howard University Division of Nursing patch on the upper left sleeve. The lab coats are to be well maintained and washed regularly. The student’s I.D. card should be in his/her
possession at all times and identifies the name of the student as a Howard University student.

3. Underneath the lab coat the student should be dressed in a professional manner (i.e. no jeans, shorts, or revealing clothing including visible cleavage, bare midriff or back, spaghetti straps).

4. All dresses or skirts should reach the knee while sitting down.

5. Due to OSHA requirements, closed toe shoes must be worn in the clinical setting.

6. All students in the clinical area are required to have a wrist watch, with a sweep second hand and should be worn as part of the uniform. Petite pearl, gold, or silver stud earrings, (for women only) and wedding bands are the only type of jewelry permitted in clinical. ALL COSTUME JEWELRY IS PROHIBITED. A single stud earring is allowed in each ear.

7. Hair is to be worn off the collar so it cannot touch the patient. Make-up should be appropriate for daytime wear.

8. Nails are to be clean and neatly trimmed not extending over the tip of the fingers. Finger nail polish is not allowed in the clinical setting.

9. Tattoos are to be covered by clothes (or bandage) and not visible during clinical hours

10. All visible body piercings (i.e. nose, lip, eyebrows, etc.) are to be removed during clinical hours.

11. Refrain from wearing perfume or strong scents.

Your responsibilities for learning the clinical setting:

1. Arrive 15-30 minutes before the start of the scheduled rotation, dressed professionally, to allow you time to review the appointments for the day.
2. Review charts as available and ask questions of the preceptor as needed.
3. Verbalize your goals for the day with the preceptor.
4. Develop a plan with the preceptor on the degree of management responsibility and/or amount of direct supervision.
5. Perform client history and conduct physical examination with your preceptor unless otherwise directed.
6. Give report to preceptor privately, if your preceptor is not present during the examination.
7. Have preceptor validate clinical findings as needed.
8. Have preceptor clarify data, discrepancies, and significant findings.
9. Develop an agreed upon interim management plan with the preceptor.
10. Implement the plan as needed
11. Document in chart updated problem list, labs ordered/received, and collect any missing data.
12. Have the preceptor review and co-sign your chart documentation
13. Do not discharge the patient until the preceptor is informed of the patient’s status and the management plan is approved.

V. ACADEMIC POLICIES

A. Academic Integrity

“As part of Howard’s community of scholars, you are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Student will be disciplined for any intentional act of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one’s own, any ideas, writing and work of another without acknowledging that author.”

Source: [http://www.howard.edu/policy/academic/studentconduct.htm](http://www.howard.edu/policy/academic/studentconduct.htm)

B. Academic Code of Student Conduct

“Howard University is a community of scholars composed of faculty and students both whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal, any student enrolled for study at the university may be disciplined for the academic infractions defined below.”

Source: [http://www.howard.edu/policy/academic/student-conduct.htm](http://www.howard.edu/policy/academic/student-conduct.htm)

C. Definitions of Academic Infractions

1. Academic cheating-any intentional act (s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual (s), organization, or document or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid).

2. Plagiarism—to take and pass off intentionally as one’s own the ideas, writings, etc., of another, without attribution (without acknowledging the author).

3. Copyright Infringement – Copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displaced, or made into a derivative work without the permission of the copyright owner.
D. Administration of the Code

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate.

Any student accused of an infraction of this Code shall have the right to a limited hearing.

Academic Dishonesty in the Nursing Program

Students enrolled in the Nursing Programs at Howard University are preparing for roles as a beginning professional nurse or advanced practice nurse for professional nursing practice. The practice of nursing is guided by standards of practice and the American Nurses Association Code of Ethics that provide guidelines for accountability for honesty and integrity as a professional nurse. Students enrolled in a professional nursing program of study are held to these standards which require accountability throughout all facets of professional life. There is no tolerance for academic dishonesty in the education of professional nurses. Academic dishonesty, as defined by the University and the Graduate Nursing Program involves any act of cheating or plagiarism.

Cheating is further defined as actions that include, but are not limited to, the following:

- Copying from another student’s examination paper or other exam instrument (e.g. computer)
- Allowing another student to copy from an examination paper or other exam instrument
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination quiz, project or other academic assignment
- Unauthorized collaboration with others on a text, quiz, assignment, or other academic project; Using or processing unauthorized or concealed materials (e.g. notes, formula lists, cheat sheets, web sites) during an examination
- Receiving communications (e.g., but not limited to notes, text messages, phone messages, computer-based messages, non-verbal signs) during examinations
- Disclosing examination questions or topics to other students; receiving information about examination questions or topics from other students
Submission or use of falsified data

Theft of or unauthorized access to an examination

Submission of the same work for credit in more than one course, without obtaining permission of all faculty members beforehand

E. Advisement

1. Faculty Advisor Advisement

Each student enrolled in the graduate program will be assigned to a nursing faculty advisor throughout the program. The Advisor list will be posted on the Graduate Program bulletin board outside the Graduate Program Office. All academic matters (e.g. advisement, registration, change of program, etc.) must be approved by the faculty advisor.

2. Assigned Faculty Advisor’s Responsibilities:

The primary role of the assigned faculty advisor is to:

- Assist the student with academic concerns, planning the program of study and assuring that graduation requirements are met.
- Have reasonable office hours for availability throughout the academic semester.
- Be knowledgeable about educational program requirements, curriculum, professional and career opportunities.
- Be knowledgeable about academic requirements, institutional policies and procedures to ensure academic success.
- Seek information and refer students to appropriate campus resources as needed.

3. Advisee’s Responsibilities:

- All students must schedule an appointment with their faculty advisor each semester prior to participating in the general registration in order to outline their individual plan of study and to receive a registration pin number as needed.
- Course registration and changes associated with registration are processed via Bison Web during the published general registration period. Signed override cards should be turned into the Office of Student Affairs. Please consult the University calendar (available online) for important deadlines.
- Students who fail to register during the general registration will incur a LATE REGISTRATION FEE.
• A student must contact their faculty advisor in case of any academic difficulty, interruption in program, or potential change in academic status.

• A student/advisee must provide the faculty advisor with feedback and follow-up on faculty advisor’s recommendations.

4. Course Coordinator’s Advisement Responsibilities

A Course Coordinator is responsible for monitoring the progress of each student enrolled in the course and notifying in writing the student, assigned faculty advisor, and the program chair of unsatisfactory progression in the course.

Americans with Disabilities Act

In compliance with the Americans for Disabilities Act (ADA), Howard University is committed to providing disabled students with reasonable accommodations. Specific guidelines for the acquisition of accommodations are located at http://www.howard.edu/specialstudentservices/DisabledStudents.htm#accommodation.

In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. Upon notification of a student who requires ADA accommodations, a copy of the information is sent to the program office and the office of the Associate Dean for Academic Affairs ensuring compliance and filing.

F. Graduation Requirements

The Howard University Commencement Ceremony is held once per academic year, traditionally in May.

Students who require no more than six (6) academic credit hours to complete their degree requirements may participate in the May Commencement Ceremony and School/College Award Ceremonies if there is a reasonable expectation, as determined by the Dean of their school or college, that they will be able to obtain the needed academic credits and satisfy any other degree requirements during the following summer or fall semesters.

The maximum of six (6) academic credit hours is firm and not subject to petition. Receipt of a “Dear Degree Candidate letter” or other official announcements, participation in the Commencement or School/College Award Ceremonies, or the appearance of a student’s name in the published Commencement Program does not constitute the award of a degree or any associated rights and privileges. (May 4, 2012)
Students who complete their degree requirements prior to the May ceremony can request an official statement of completion from the Office of the Registrar. The conferral date is printed on all diplomas.

Pre-graduation Procedures

All graduate students who anticipate graduating in a given semester, must report to the Graduate Program Office at least one semester prior to the last semester of enrollment, for a comprehensive review of the appropriate graduation procedures. Degree candidates must be enrolled during the semester in which the degree is conferred.

Length of Time for Completion of Master's Degree

Students are expected to complete the master’s degree within a maximum of five years from the date of initial enrollment in the program. Those who have not completed the degree within the designated timeframe will be dismissed. Students dismissed for this reason may petition for readmission into the program and may be readmitted upon recommendation of the Graduate Faculty of the Division of Nursing and approval by the Executive Committee of the Graduate Nursing Programs.

G. Student Rights and Responsibilities

Academic Grievance Process

The Division of Nursing defines an academic grievance as a dispute concerning some aspect of academic involvement arising from an administrative or faculty decision which the student claims is unjust, arbitrary, or capricious. Please note that grades may not be grieved. Before seeking the formal process to resolve the issue, the student must engage in the informal process for resolution.

Informal Process

1. A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the course faculty. The student must schedule an appointment with the involved faculty within 3 working days of identifying the academic issue which is being grieved. After the meeting takes place, the course faculty shall prepare a summary of the points discussed during the meeting, outcome of the meeting and place the summary in the student’s file and forward a copy to the student, course coordinator, program chairperson, and the associate dean.

2. If the student is unable to resolve the dispute with the course faculty, the student should schedule an appointment with the course coordinator for intervention within 5 working
days of identifying the academic issue which is being grieved. After the meeting takes place, the course coordinator shall prepare a summary of the points discussed during the meeting, outcome of the meeting and place this summary in the student’s file and forward a copy to the student, program chairperson, and associate dean.

3. If the student is unable to resolve the dispute with the course coordinator then the student is advised to seek the intervention of the program chairperson within 10 working days of identifying the academic issue which is being grieved. After the meeting takes place, the program chairperson shall prepare a summary of the points discussed during the meeting and the outcome of the meeting and place this summary in the student’s file and forward a copy to the student, program chairperson, and associate dean.

4. If the student is unable to resolve the dispute at the level of the program chairperson, then the student is advised to file a written statement with the associate dean within 2 working days of receipt of the meeting summary from the program chairperson.

5. The associate dean will arrange a meeting within 3 working days with the involved parties to attempt to determine the cause of the continued dissatisfaction and alternatives for the student. The student will not attend this meeting. Within 2 working days following this meeting, the associate dean will notify the student in writing of the results of the meeting.

6. All disputes which are not resolved at the Associate Dean level are then brought to the Dean of the College, whereupon the Dean or the designee will seek to reach an informal resolution through mediation between parties.

7. If the mediation at the Dean’s level fails, then the student’s grievance is consigned to the committee designated by the College to address student grievances, herein referred to as the Student Grievance Committee.

Formal Process

1. Student grievances which are consigned to the Student Grievance Committee must be specified in writing and given to the Dean or his/her designee.

2. A student’s written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee.

3. The second party to the dispute is also requested to provide the Office of the Dean with his or her account of the matter in dispute which becomes a part of the case document that is forwarded to the committee.

4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case(s).

5. After the date has been set, each party to the dispute is sent a certified letter which informs him/her of the charges and date of the meeting as well as a statement requesting his/her presence.

6. During the hearing, the student presents his/her case; after, the accused party is allowed to present the other side. Each side is permitted to have witnesses.

7. Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved.

8. The committee’s decision is sent to the Dean of the College in the form of a recommendation.
9. The Dean then informs the student in writing of the decision, which may be based upon the committee’s recommendation or upon a modification of it.

Reference: Academic Grievance Procedure
http://www.howard.edu/policy/academic/student-grievance.htm


VI. ACADEMIC PERFORMANCE EXPECTATIONS

A. Class Attendance

Students in the Graduate Nursing Program are required to attend all scheduled classes, laboratory and clinical assignments. There is no excusable absence from the laboratory or clinical experience. Any absence due to an unforeseen emergency must be made up by the student with the clinical preceptor.

Attendance in all classes, laboratory, and clinical experiences is mandatory and records of attendance will be maintained. If a student has an extenuating circumstance and is absent from class, a valid document, such as a provider’s notice of care or other documentation must be provided to the course coordinator. More than 2 unexcused absences will warrant graduate faculty review and may result in failure of the course.

Every student is expected to arrive to class 10 minutes before the expected start time. A faculty member has the authority to deny the student entry into the classroom if the student reports after the scheduled starting time.

In the event of inclement weather, the College of Nursing and Allied Health Sciences will respond in accordance with the University’s decision to hold classes. However, due to the requirements of regulatory and accrediting agencies for the Graduate Nursing Program alternative methods, including the use of technology, can be implemented to meet learning outcomes during inclement weather.

B. Cell Phone Use

The use of cell phones, including text messaging, is not allowed during class and/or clinical laboratory experiences.

C. Registration and Enrollment

Students must register for classes during the registration period and follow procedures for registration as outlined in the Student Reference Manual and Directory of Classes. Both documents can be found at the Howard University website, www.howard.edu.
D. Enrollment Policy

During the Fall and Spring semesters of the academic year, a minimum of five students must be officially enrolled in a course for the course to be taught. For a summer course offering, a minimum of five students must be enrolled. Failure to meet this enrollment requirement may result in a regularly scheduled course being cancelled. An exception to this policy is Independent Study and Thesis.

E. Add/Drop Courses

Prior to the start of classes returning graduate students can make changes to their registration in-person or online through the Bison web system. During the first few weeks of classes graduate students may add or drop classes online or in person at the Office of Student Affairs. All in-person adds and drops must have the signature from the faculty and/or department chair. Any drops within the first few weeks of classes will not be displayed on the transcript. Graduate students may withdraw from a course after the official add/drop period with the signatures of the instructor, department chair, and the Dean. All withdrawals during the remainder of the semester will display a W on the student’s transcript. Detailed instructions on how to add or drop courses online are available on the Office of the Registrar’s website. The university calendar will provide specific dates for adding/dropping courses along with the course withdrawal deadline.

F. Permanent Record

The official permanent record of a student’s enrollment in the university, registration for classes, grades earned, and other qualifications fulfilled are maintained in the Office of the Registrar.

G. Guidelines for Written Work

The Graduate Nursing Program requires that students use the latest edition of the Publication Manual of the American Psychological Association (APA Manual) as a reference for the writing style for written work.

All written assignments must utilize appropriate standards for writing. The APA manual provides the style and format utilized for all written assignments, including the thesis. All written work must be the student’s own work and reflect correct grammar, punctuation and spelling.

H. Grading

The following grading system is used in the Graduate Nursing Program and follows the Howard University Graduate School grading scale.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91.0 – 100</td>
<td>4 Excellent</td>
</tr>
<tr>
<td>B</td>
<td>82.0 – 90.9</td>
<td>3 Good</td>
</tr>
<tr>
<td>C</td>
<td>75.0 – 81.9</td>
<td>2 Fair</td>
</tr>
<tr>
<td>D</td>
<td>66.0 – 74.9</td>
<td>1 Failure in Nursing</td>
</tr>
<tr>
<td>F</td>
<td>Below 66</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>UW</td>
<td>Unofficial Withdrawal</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>AD</td>
<td>Audit</td>
<td>0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0</td>
</tr>
</tbody>
</table>

I. Evaluation of Student Performance

- Class Preparation and Active Participation
- Dress Code Policy for the classroom
- Written Assignments
- Clinical documents
- Course Examinations
- Academic Standing
- Clinical Performance
- Course and Faculty Evaluations
- Graduation
- Certification
- Commencement
- Grade Point Average
- Licensure Application

J. Incomplete Grades

All incomplete grades (except Thesis* and Research) carry an alternate grade indication (e.g., I/B, IC, I/D, I/F). The alternate grade indicates the grade that will be assigned, at the end of the following semester the course is offered, if the student does not meet the necessary requirements for course completion. Incomplete grades in a clinical course must be removed before progressing to the next clinical course. At the time the alternate letter grade is assigned, the instructor and student must complete an Incomplete Grade Processing Form (IGPF) with details of what the student must do to complete the course and by what date in order to remove or change the incomplete grade. A copy of the IGPF must be placed in the student’s
file in the Graduate Program Office. Completion of a course in which an incomplete grade has been given will involve the submission of all agreed upon required documents, e.g., term papers, exams, and notebooks. All incomplete grades (other than grades for Thesis and Research) must be completed by the student no later than the last day of class of the following semester in which the course is offered. The incomplete grade will be removed by the reporting professor upon satisfactory completion of the course requirements. Removal of the incomplete grade must be performed by the Professor who issued the incomplete grade/or the Graduate Chair, if the issuing Professor is not available.

Graduate students who register for the Thesis course will receive an incomplete grade for all thesis credit until the Thesis is completed and successfully defended.

K. Audit Grade (AD)

A student must register to audit a course at the beginning of the semester. If a student decides to “audit” a course he/she must reach an agreement with the professor regarding the requirements needed to earn the “Audit”. If the student does not meet those expectations (e.g. fails to attend class), the professor must notify the Registrar’s Office in order for the student to be retroactively dropped from the course. The course will not appear on the student’s transcript.

Changing a course registration from “Audit” (student does not receive a letter grade) to “Credit” (student receives a letter grade), or from “Credit” to “Audit” is permissible during the Office of the Registrar’s official add/drop dates. Changes to registration after this deadline are not permissible.

Changing a final grade (“A” through “F”) or an incomplete grade (“I”) to “Audit” (AD) is not permissible at any time.

A student may audit a graduate level course and is required to pay the regular tuition and other fees. An auditor is not required to take examinations, and will not receive credit for the course. An audited course will be recorded on the student’s permanent record with an assigned grade of AD.

L. Examination Policy

Students are expected to be present for all scheduled examinations. It is at the discretion of the course faculty to allow a student to take an exam once the exam has already begun if the student reports to class late.

1. Make-up of Missed Examinations: If a student misses a regularly scheduled examination, (s) he must notify the instructor prior to or no later than the day of the examination. Extension of this time will be made in the case of extenuating
circumstances. The decision to allow a make-up examination will be at the discretion of the Instructor. If a student fails to notify the Instructor before the exam the student will not be allowed to make up the examination.

2. Criteria for Extension for Examinations and Written Assignments: Extensions may be granted on the basis of the following reasons: the student (or student’s child) is hospitalized; absences are due to serious illnesses; the student's (or student’s child) illness is verified by a doctor's certificate, or death in the immediate family (i.e., mother, father, sibling, children, grandparents).

M. Course Load

Nine credit hours are considered to be a full time schedule for graduate nursing students.

N. Academic Progression Policy

1. Graduate students must maintain a cumulative grade point average of 3.0 to remain in good academic standing and to satisfy the graduation requirements of the Graduate Nursing Program.

2. Graduate students who do not maintain a cumulative GPA of 3.0 during a semester will be placed on academic probation. They have one semester to raise their cumulative GPA to 3.0 before dismissal from the program.

3. Graduate students must achieve a grade of "B" or above in the following core courses:

   Theoretical Foundations of Advanced Practice Nursing (NURC 512)
   Advanced Pathophysiology (NURC 511)
   Pharmacotherapeutics in Primary Health Care (NURP 601)

   **All Clinical Courses**

   Advanced Health Assessment (NURP 605)
   Family Primary Care of Children & Adolescents & Practicum (NURP 606)
   Family Primary Care of Women: Theory & Practicum (NURP 607)
   Family Primary Care of Adults: Theory & Practicum (NURP 608)
   Family Primary Care of Older Adults: Theory & Practicum (NURP 609)
   Family Primary Nurse Practitioner Role Seminar & Practicum (NURP 610)

4. Progression to the next clinical course is permitted only after successful completion of the prerequisite clinical course (s) with a grade of “B” or higher.

   Any student receiving a grade of "C" in a clinical course will be required to repeat it. Only one clinical course may be repeated in order to stay in the program. A student is
only allowed to repeat a clinical course once. A student may repeat a course, but the
grade from the initial effort will remain on the transcript. Any student receiving a "C" in a
non-clinical nursing course may repeat that course once to improve their GPA. A
student is only allowed to repeat a course once.

The non-clinical nursing courses are: a) Theoretical Foundations of Advanced Practice
Nursing, b) Health Care Policy, c) Interdisciplinary Health Care Ethics, d) Cultural
Diversity and Social Issues, e) Nursing Research: Theory and Practice, f) Research
Practicum, and g) Thesis.

5. A student must pass the clinical practicum portion of the clinical course with a grade of
“P” to pass the course. The receipt of a failing “F” grade in a clinical practicum is an
automatic failure “F” grade in the clinical course. The student must pass both portions
(clinical practicum and the theory course) in order to receive a passing grade in a
clinical course.

6. Any student receiving a "D" or "F" in a clinical course will be dismissed from the
Graduate Program. No degree credit will be earned for “D” and “F” grades received in
graduate level courses. Only one grade of "D" or “F” can be obtained in the program in a
non-clinical course. Non-clinical courses must be repeated and a grade of "B" or higher
must be earned to satisfy graduate degree requirements. Grades of "D" and “F” are a
permanent part of the record and are used in the calculation of the cumulative grade
point average. Any additional “D” or “F” grades received in a non-clinical course will
result in dismissal from the program.

7. No more than 9 semester hours of 'C' grades may be obtained in the Graduate
Program. All graduate students must maintain a cumulative GPA of 3.0 to meet the
requirements for the Master of Science in Nursing (MSN) degree.

O. Academic Probation and Dismissal Policy

At the end of each semester the Graduate Nursing Program Office will review the
academic transcripts of all students enrolled in the program to evaluate their academic
performance. Students who fail to obtain the minimal level of performance required (maintain a
GPA of 3.0) will be placed on academic probation or dismissed from the program.

Academic Affairs Committee September 26, 1984 Article V., Section 2

A student will be dismissed from the program if he or she receives more than nine hours of "C"
or a "C" grade in more than two courses when at least one of the courses is for four or more
semester hours and when the total credit hours of "C" is greater than 9 hours.
Recommendation #539 approved by the Board of Trustees, September 29, 1984.

1. Academic Probation
If a graduate student has failed to meet the minimum academic requirements for the Graduate Program (maintain a GPA of 3.0), the student will be placed on academic probation. This change in status will include a formal letter and a meeting between the student, their faculty advisor, and the Program Chair. The letter will outline the student’s academic performance; identify the corrective measures that need to be taken to remain in the program and the amount of time of the probationary period. The probationary period will span a minimum of one semester and will end at the completion of the next academic semester enrolled in the Graduate Program.

Within one month of the completion of the probationary period, the Graduate Chairperson will inform the student of their status based upon whether the student has met the requirements as outlined in the probation letter. The options are as follows: a) remove the student from probation, b) extend the probationary period, or c) dismiss the student from the Graduate Nursing Program.

2. Dismissal after Probation

If the decision is to dismiss the student from the Graduate Nursing Program, a formal letter outlining the reason for dismissal will be mailed to the student and a meeting will be held between the student, his/her faculty advisor and the Graduate Program Chair. Academic dismissal will be noted on the student’s transcript at the request of the Graduate Program Chairperson and with the approval of the Dean. A student may appeal this decision.

3. Dismissal Without Probation

A student may be dismissed from the Division of Nursing Graduate Nursing Program without a formal probation period under three circumstances: 1) if he/she meets the conditions for dismissal based on coursework, 2) if he/she is found to have committed academic or research misconduct and expulsion is the outcome of the grievance committee, and 3) if the student has exhibited unprofessional conduct either at the university or non-university level (non-academic grounds).

P. Withdrawal and Reinstatement

1. Course Withdrawal (W)

The grade of “W” will be reported for a graduate student who withdraws from a course after the end of the add/drop period according to the University calendar. The “W” remains a permanent part of the student’s academic record. Once a student withdraws from a course they are no longer allowed to attend class.

2. Total Withdrawal Policy from the University

The procedure for withdrawal from the University is the same as stated in the Student Reference Manual and Directory of Classes. The last day to affect total withdrawal from the University is the last day of class of the current semester or summer term of current...
enrollment. See the Student Reference Manual and Directory of Classes for the detailed withdrawal procedure. Students wishing to withdraw from Howard University must file written notice with the Graduate Program. Graduate students are encouraged to consult the Chair of the program prior to submitting their written notice. Once a student withdraws from the University, their student transcript is closed-changes to their academic record will not be permitted.

A student may withdraw from the University at any time prior to the twelfth week of classes. To implement an official total withdrawal from the University, a student must file a completed Total Withdrawal Request Form with the Office of Enrollment Management/Records. A student who leaves the University without filing a completed Total Withdrawal Request Form may not be eligible to receive tuition refunds and may receive failing grades in the courses for which he/she is registered. A student who withdraws officially from the University may be eligible to receive a total or partial tuition refund in accordance with the University’s Schedule of Financial Adjustments and/or Refunds. Students may be required to repay federal funds received in a given semester as a result of total withdrawal from the University. Students registering for courses during General Registration for the upcoming semester, who decide prior to the first day of classes of the next semester that they will not attend the university, must complete a Total Withdrawal Request Form.

Approved by the Howard University Board of Trustees, January 19, 2002

3. Re-admission Policy

Individuals who are absent from the university for a period of less than a semester do not have to apply for readmission. If the student is absent from the university for a full semester (summer session not included) or more, they must apply in advance (30 days before registration) for readmission. The Student Reference Manual and Directory of Classes contain a detailed description of the policy and procedure for returning students and the readmission criteria.

Q. Leave of Absence

In recognition of the effects that childbirth, adoption, illness, disability, caring for incapacitated dependents (such as children, ill or injured partners, or aging parents), military service, or similar circumstances may have on the time and energy that graduate students have to devote to their educational programs, the University allows students in such circumstances to apply for a leave of absence.

A leave of Absence (LOA) is an approved absence from Howard University in which the student is not registered for courses or charged tuition. An approved LOA is regarded as a break in study and is not counted toward the total time to degree. If a student does not register for courses without an approved LOA the student will be classified as withdrawn from the program.

Eligibility: All full-time and part-time graduate students are eligible for a LOA if one of the following conditions precludes them from continuing their graduate studies:
• A documented physical or mental medical condition.

• Personal or immediate family hardship or military service

• Students on leave of absence must reapply by submitting a university application 30 days prior to their return.

• Students on LOA are not responsible for tuition for the semester(s) they are granted the leave. The University cannot guarantee that financial support will be available when students resume their studies. Upon returning from a LOA, students must re-apply for financial assistance.

Length of Leave

Students who apply for a leave of absence should indicate the length of the requested leave of absence and explain why their circumstances warrant a leave of that length. Leaves of absence in excess of four semesters are disfavored and will not be granted except in extraordinary circumstances or as required by law.

Application for Leave of Absence Procedures

A leave of absence for childbirth, adoption, illness, disability, dependent care, or similar circumstances normally must be requested and approved prior to the beginning of the academic term for which it is being requested. A letter of request should provide a detailed explanation of the circumstances leading to the request and a justification of the length of the requested leave. Each student should describe the progress they have made in their graduate program, and indicate if the requested leave of absence is expected to affect the time-to-degree, course viability, or course-restoration limitations set forth elsewhere in these Rules. The letter of request should be sent to the Chair of the Graduate Program and, in cases of disability, the Office of Special Student Services. The letter of request must also state whether the request is supported by the student's faculty advisor and Director of Graduate Studies, and include supporting documentation. The faculty advisor, Director of Graduate Studies, Office of Special Student Services, and/or the Graduate Dean may request a doctor's statement to document any limitations arising from a student’s disability or illness.

Special Considerations for Leave of Absence

Registration Requirements

Students on approved leaves of absence are not registered at the University and, therefore, do not have the rights and privileges of registered students. Upon the conclusion of an approved leave of absence, a student may register without applying for readmission to the University if it has been less than a year or two semesters. Students must be registered during
a semester in which they fulfill a University or departmental degree requirement, such as taking qualifying exams or submitting a dissertation/thesis. In addition, students must also be registered in order to be eligible for any form of University financial aid (e.g. a teaching or research assistantship) and to be certified as full-time students.

**Impact on Funding**

When contemplating a leave of absence, graduate students are advised to consult the sources of their funding to determine whether a leave might involve a long-term financial loss. Because academic programs and financial aid packages may be constructed and sequenced over a period of years, individual interruptions to the normal sequence of academic progress and scheduled employment may result in a loss of future funding and a delayed time to degree completion. Whenever a leave of absence is being considered, a student should meet with the advisor to develop a plan for continuation of studies and gain a clear understanding of future funding opportunities.

**International students**

Non-immigrant F-1 and J-1 students and their dependents must maintain legal immigration status at all times. Students with F-1 or J-1 visas must be enrolled full-time every semester at the University while they remain in the United States. The only possible exception that might allow a student to remain in the United States while on an approved leave of absence might be a serious illness or medical condition. Students are advised to consult with the staff of the Office of International Educational Services for more information when considering a leave of absence.

**Student Accounts**

Students are advised to check with the Enrollment Management Office prior to taking an approved leave of absence in order to determine the status of their student accounts. Students are advised that accounts that are overdue will be subject to regular procedures in accordance with University guidelines, notwithstanding any approved leave of absence: specifically, late fees and finance charges will continue to accrue, students will be blocked from future registration upon their return, and accounts will be referred for collection, with the imposition of additional collection charges, for non-payment in accordance with regular timeframes.

**VII. COMMUNICATION**

The CNAHS Graduate Nursing Program values accurate and prompt communication between students, faculty, and administrators. Therefore, several methods are in place to communicate information in a timely manner.

**A. Electronic Communication** (e.g.; e-mail, Blackboard, telephone or voicemail, and a suggestion box). Suggestions are reviewed by the Associate Dean.
1. Each student is required to use their Howard University e-mail address for Graduate Nursing Program and University communications

2. Each course will use Blackboard for posting course information

3. Each program will have a Blackboard page for posting announcements and other materials for students

4. Each student has the responsibility for checking various methods of electronic communication daily, including Blackboard http://howard.blackboard.com/

B. E-mail Guidelines

1. **Mail on the Internet is not secure.** Never include anything in an e-mail message that you would not want printed in the HU newspaper for everyone to read.

2. **Proofread all e-mails** before you send them check to make sure they are free of spelling and grammatical errors.

3. **Be cognizant of the size of the e-mail** messages and attachments that you send. The recipient’s Internet Service Provider (ISP) may have limits regarding the size of attachments or mailbox quotas.

4. **Do not request a “read receipt” for every e-mail** message that you send. Instead, save this for communication that is time-sensitive and/or requires a fast response.

5. **Do not type in ALL CAPS.** This denotes screaming or yelling.

6. Instead, use **bold type** or **underline** if you feel the need to emphasize your point.

7. **Do not type in all lower case** as this is seen as overly informal and unprofessional.

8. **Remember that the recipient is a person with feelings.** Since they cannot see your non-verbal cues in an e-mail message you should try to be cautious about how your messages are worded. When in doubt, ask a co-worker or friend to read it and tell you how they interpret its tone before you send it.

9. **Be to the point** without rudeness or being abrupt. It's a good idea to start an email message with a "Hello" or "Hi".

C. Other Methods of Communication (BlackBoard, handwritten notes and in-person conferences).
D. Permission to Record

A student must obtain the permission of the faculty to videotape, audio record or copy faculty-developed materials before engaging in the activity.

VIII. UNIVERSITY FACILITIES AND SERVICES

A. University Housing and Other Resources

The University's general policy is that students must be registered to be eligible for University housing. For specific information about continued eligibility for University housing during an approved leave of absence, students are advised to contact the Department of Resident Life. Students who are on a leave of absence do not have a valid Howard University identification card and therefore are not entitled to use University resources, such as the libraries, shuttle buses, and other services covered by mandatory fees.

B. Center for Academic Reinforcement (CAR)

The CAR provides remediation in Math and English as well as free tutoring in many subjects. Call for an appointment at 806-7634.

C. Financial Aid

Students apply for financial aid through the Financial Aid Office located in the Administration Building, 2nd floor. Eligibility is determined through the use of a need analysis. Students should have the Financial Aid Federal Student Aid (FAFSA) form on file in the Financial Aid Office by the deadlines established by the University. The priority deadline is February 15. Completion of a financial aid form does not ensure that funds are available or will be awarded.

Students requesting financial aid from the Division of Nursing must obtain an “in-house” form from the Office of Student Affairs (OSA), Room 119, by mid-April of each year. This form should be completed and returned to the OSA by the date indicated on the form. Completion of the “in-house” form, however, is NOT a part of the University's financial aid application process. Therefore, students should proceed to file forms as required by the University (such as the FAFSA).

The Division of Nursing also provides emergency loans (not to exceed $500). These loans must be repaid by the end of the semester in which the loan is granted. Information regarding
Division of Nursing scholarships is posted on the bulletin boards and the Office of Student Affairs Web page.

D. Health Sciences Library

The Louis Stokes Health Sciences Library is on “W” Street adjacent to the Division of Nursing. The hours of operation are posted at the Louise Stokes Health Sciences Library website and can be accessed at http://hsl.howard.edu/ A current Howard University ID must be presented to enter the building.

E. I-Lab and Computer Lab

For information about admission to the lab and use of computers, see http://www.howard.edu/technology/policies/lab_policy.html Also, for technology information refer to http://www.howard.edu/technology/

F. Learning Resource Center

The Learning Resource Center (LRC) is located on the second floor in Annex I, just beyond the Student Lounge. It houses a variety of resources for students, faculty and staff. LRC personnel consist of a Coordinator. It has been designed to accommodate the students and faculty of the Division in an effort to promote experiential learning.

Hours:
- The hours of operations are 8:30 a.m. to 5:00 p.m., Monday through Friday.
- Access to the LRC before or after hours must be scheduled through the Coordinator of the LRC.

G. University Student Services

A complete listing of University Student Services can be found in the current Howard University Student Handbook. Students requiring special services such as ADA accommodations are urged to contact Special Student Services, 202-238-2420, Suite 725, Howard University Center, 2225 George Avenue, NW.

H. University Counseling Services

The University Counseling Services are available to all currently enrolled full-time Howard university students at no cost. A range of professional services for student wanting help with psychological issues, personal concerns, interpersonal issues and crisis are available. The Center is located in the C.B. Powell Building at 6th and Bryant Streets, NW. Counselors can be reached at 202.806.6870 Monday-Friday 8:00 a.m. – 6:00 p.m. Referrals to on-campus and off-campus support sources may be decided if clinical needs are beyond what can be provided at the Counseling Center. Emergency numbers are 202.345.709 and 202.714.7471.
I. Office of Student Affairs (OSA)

The Office of Student Affairs (OSA) is located in Annex I, Rooms 116-121. The OSA is primarily responsible for acting in a student advocacy role. Additionally, this office is responsible for facilitating activities and functions related to student life, from admission through graduation. It is responsible for developing and implementing activities to enhance student recruitment and retention; and, also serves as a repository for a variety of data and records, official and nonofficial. Requests for letters of reference and status verification must be submitted by students in writing to the Director of Student Affairs.

The Office of Student Affairs also serves as a resource to the student organizations within the Division of Nursing and the University and coordinates communication of selected information to students.

IX. GENERAL INFORMATION

A. Address/Name Change

It is the responsibility of the student to inform Enrollment Management/Office of Records and Articulation of a change in name or address. The student must also inform the graduate Program Office in the Division of Nursing and ensure that a current address and phone number are on file in the Graduate Program Office in the event that it becomes necessary to contact a student.

B. Emergency Response Plan: Division of Nursing

Students in the Division of Nursing will become familiar with the Emergency Response Plan: Division of Nursing and will be required to participate in emergency response drills. The Emergency Response Plan will be provided each student during orientation.

In the event the nursing building, Annex I, has to be evacuated, all personnel are to use the nearest stairwell exit to their office or classroom. In the event that the nearby exit is blocked individuals should proceed to the next nearby exit. The primary assembly point is the Annex 1 Parking Lot, unless deemed unsafe. The secondary emergency assembly point is the lawn between the College of Nursing and Allied Health Sciences and the Louis Stokes Health Science Library, unless deemed unsafe.

To review the Emergency Response Plan for the University, see Classroom Evacuation procedures at: http://www.pfm.howard.edu/environmental/classroom_evac.htm

C. Incident and/or Accident Report

1. An incident report is to be completed when a student sustains an injury in the classroom and/or clinical settings.

On Campus:

a. For incidents on the campus of Howard University, the student must complete the Howard University Incident Report Form (Appendix E).
b. The course faculty and/or Program Chairperson must be notified and ensure completion of the incident report, appropriate signatures and appropriate notification follow-up. The incident report is submitted by the faculty to the program chairperson.

c. Students who require medical care should report to the Student Health Center, Medical Arts Building, 2139 Georgia Avenue & W St. NW, Suite 201, Second Floor between 9:00 – 4:00 p.m. for evaluation Monday – Friday. Incidents that occur after the close of the Student Health Center may be followed-up through the Urgent Care Center or Howard University Hospital Emergency Room.

d. The instructor ensures that a copy of the incident report is forwarded to the program Chairperson for the files.

Off Campus:

a. DON instructor ensures that the student, instructor and/or affiliating staff completes the incident report in accordance with the clinical agency’s policies.

b. The instructor ensures that a copy of the incident report is forwarded to the program chairperson for the files.

c. The instructor ensures that the student receives appropriate follow up care in accordance with the policy of the clinical agency and/or the Division of Nursing.


D. Safe and Drug Free Campus


E. Safety

The campus is equipped with a blue light safety system to make accessible a call box located at various points on the campus. A call light is located across the street from Annex I and at the back entrance door to Annex I. Students are encouraged to not walk alone after dark and use the HU Shuttle for transportation to areas on the campus after dark.

F. Smoking

The Division of Nursing is a smoke-free environment.

G. Student Governance and Professional Organizations

American Association of Nurse Practitioners (AANP)
American College of Nurse Practitioners (ACNP)
Nurse Practitioner Association of Maryland (NPAM)
Virginia Council of Nurse Practitioners (VCNP)
DC Student Nurses Association
DC Black Nurses Association
H. Student Lounge

The student lounge is located in room 222 in the Division of Nursing. It contains table, chairs, a microwave oven and a refrigerator. Each student has responsibility for cleaning up after use of the microwave oven. Guidelines for use and maintenance of the microwave oven and refrigerator are as follows:

1. Each student that uses the microwave oven is responsible for cleaning up after his/her use.
2. Failure to keep the microwave oven clean after daily use will result in removal of the microwave from the student lounge.
3. Each student must remove any leftover food from the refrigerator daily.

X. SPECIAL EVENTS

A. Assemblies

Division of Nursing – fall semester of each year
College of Nursing and Allied Health Sciences – fall semester of each year.

B. Commencement

Commencement is held the 2nd Saturday in May of each year. All prospective graduates are required to attend.

C. Convocation

Two university-wide convocations are held annually and students are encouraged to attend. Classes are suspended from 10:00 a.m. – 1:00 p.m. for convocation.

• Opening Convocation in September
• Charter Day Convocation in March

D. Honors Day

The Division of Nursing holds an Annual Honors and Awards Ceremony for recognition of students and faculty in the spring semester. This ceremony is traditionally held in May.
### APPENDIX I

**Division of Nursing 12 Points**

<table>
<thead>
<tr>
<th>Achievement</th>
<th>The desire to achieve something of significance, attains recognition, and be a success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruism</td>
<td>The tendency to treat others with kindness; to be generous and show affection; to help those in trouble and to sympathize with those who are in need or sick</td>
</tr>
<tr>
<td>Congeniality</td>
<td>The tendency to get along well with others; the tendency to be tolerant and understanding; the tendency not to be vengeful; to refrain from becoming angry and to avoid blaming others when things go wrong</td>
</tr>
<tr>
<td>Dedication</td>
<td>Self-sacrificing devotion</td>
</tr>
<tr>
<td>Dignity</td>
<td>A state of being worthy, honored, or esteemed. To carry oneself with distinction</td>
</tr>
</tbody>
</table>
Empathy  The capacity for feeling what another is experiencing

Humanism  The capacity to embrace that which asserts dignity and worth of man and the capacity for self-realization through reason

Loyalty  Faithful to the cause, ideal, and image of the profession

Orderliness  The desire to plan and organize details; to be systematic and to keep things neat and orderly

Perseverance  To persist in an undertaking in spite of counter influences, opposition, or discouragement

Pride  Justifiable self-respect and delight arising from the accomplishment of some act

Respectfulness  To consider worthy of high regard

APPENDIX II

Howard University
College of Nursing and Allied Health Sciences
Division of Nursing

INCOMPLETE GRADE PROCESSING FORM

Student Name ___________________________________________  ID# __________________
Course Name ____________________________________________  Course # ______________
Semester ___ Year ___
Midterm deficiency reported? __Yes __No           Incomplete grade submitted I/*
Reason for incomplete grade ____________________________________________________________
Student has completed approximately ____% of total course requirements and is currently earning a grade of ________________________________________________________________.
Coursework COMPLETED as of ____/____/____   Coursework TO BE COMPLETED by ____/____/____
*Note: The grade which appears here is the grade that will stand if the incomplete grade is not removed by the last day of the semester in which the student is next in residence at Howard University.

Student’s Signature _____________________________________ Date ____________________________

Course Coordinator’s Signature Date___________________________

FOR OFFICE USE ONLY: DO NOT WRITE BELOW THIS LINE

Conditions for removal completed as of ____/___/_____ and reviewed by

Special Grade Report # ____ reporting final grade of _____ submitted on ____/ ____/____

Comments:

Cc: Academic File Graduate Program Office - Original
    Student - Copy
    Course Coordinator - Copy

Revised 7/09, 08/12

Note: Submit a copy of this completed form with the Special Grade Report.

APPENDIX III
Howard University
College of Nursing and Allied Health Sciences

Division of Nursing
Incident Report Form
http://www.howard.edu/library/services/forms/Incident.pdf

48 | Graduate Program Student Handbook 2013-2015
I have received a copy of the Division of Nursing Graduate Program Student Handbook 2013-2015. I acknowledge I am responsible and accountable for all policies and requirements stated in the Handbook.

Print Name: ___________________________ Date:_______________

Student’s Signature: ______________________ Date:_______________