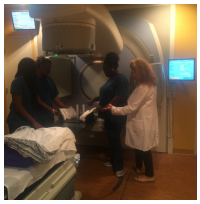
Division of Allied Health Sciences
Department of
Radiation Therapy

Student Handbook



2023-2024

This handbook is prepared for and provided to all Radiation Therapy students to explain and identify governing policies, procedures, and general program information. The handbook is subject to change upon the approval of the department chair and faculty. (Revised June, 2023)

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HOWARD
UNIVERSITY
College of Nursing and
Allied Health Sciences

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PREFACE

This student handbook/manual is dedicated to you, the Radiation Therapy student. It has been prepared thoughtfully with your success in the program as its primary objective.

This document contains a great deal of information and will be a valuable resource during your tenure in the Department. Please read it carefully as it contains the goals, objectives, and standards of the Department as well as important policies, regulations, and awards as they pertain to the program and your inherent success.

The faculty of the Department of Radiation Therapy is committed to your intellectual development and professional growth and strives to provide an outstanding educational experience to all students.

HOWARD UNIVERSITY POLICY ON EQUAL OPPORTUNITY

Howard University does not discriminate on the basis of race, color, national or ethnic origin, gender, marital status, religion, disability, age, sexual preference, political affiliation, or any other basis prohibited by Federal or District of Columbia law. This policy covers administration of the University's educational policies, admission policies, scholarship and loan programs, other University-administered programs, and employment. Inquiries regarding provisions for handicapped persons, equal opportunity, and Title IX should be addressed to the appropriate person listed below:

Special Student Services
Section 504 Coordinator
Basement
Undergraduate Library
(202) 238-2420

Title IX Coordinator
Johnson Administration Building
Suite G06
(202) 806-2550

Equal Opportunity Officer
C.B. Powell Building, Room 108
(202) 238-5960

Howard University complies with all federal, state, and local laws concerning equal opportunity and non-discrimination in both employments and provision of educational benefits to our students. All employees are required to read and comply with Howard University's Policy and Procedure on Equal Opportunity in Employment and Education Programs and Activities and Howard University's Policy and Procedure on Sexual Harassment.
The Howard University Policy on Equal Opportunity in Employment and Education is found in the Howard University Undergraduate Bulletin. The policy can also be viewed at:

http://www.hr.howard.edu/Policies/EEO_Policy_06_99.pdf

WELCOME

Congratulations, and welcome to the Department of Radiation Therapy (RT)!

This student handbook should serve as a reference for departmental policies and procedures during the Upper Division of the Radiation Therapy program. Please read it carefully and pay special attention to the procedures for addressing student grievances and other policies that affect your matriculation and retention in the program.

We believe that as our students develop personally and professionally, they contribute to the legacies of the Department and Howard University.

We wish you a productive and successful future.

Sincerely,

The Faculty and Staff
The Department of Radiation Therapy

HISTORY

The Radiation Therapy Program at Howard University has an interesting and unique history that is closely aligned with the history of its hospital.

Howard University Hospital, formerly named Freedmen's Hospital, is located on Georgia Avenue at V Street, NW, in Washington, D.C. In 1865, the Congress of the United States passed an act "to establish a Bureau for the Relief of the Freedmen and Refugees." The hospital was built and operated under the supervision of the Secretary of War until 1874 when it was transferred to the Department of the Interior. It was later placed under the jurisdiction of the Commissioners of the District of Columbia and returned in 1905 to the Department of the Interior. In 1940, it was placed under the jurisdiction of the Federal Security Agency, which became the U.S. Department of Health, Education, and Welfare in 1953. In September 1961, President Kennedy signed into law a bill transferring Freedmen's Hospital to Howard University.

Howard University is a private institution and the only comprehensive, predominantly African-American institution of higher learning in the world. It is named for General Oliver Otis Howard, who helped found the University in 1867 to provide an educational experience of exceptional quality to students who were denied equal access to higher education opportunities. In 1879, Congress authorized an appropriation to the University. The charter was amended on December 18, 1928, authorizing federal appropriations for the construction, development, and maintenance of the University.

Today, this unique and irreplaceable institution offers annual degrees in 120 specialized areas, including undergraduate, graduate, professional, and doctoral degree programs, to approximately 11,000 students. Its student body, while predominantly reflective of its traditional mission, mirrors the diversity and academic potential of the world's best and brightest.

In March 1971, Howard University created the Department of Allied Health Professions in the College of Medicine. In 1974, the Board of Trustees established the College of Allied Health Sciences.

Currently, the College offers degrees in the following accredited programs: baccalaureate degrees in Clinical Laboratory Science, Health Management Sciences, Nursing, Nutritional Sciences, and Radiation Therapy; master's degrees in Nursing, Occupational Therapy, and Physician Assistant; Post Master's certificate in Nursing; doctoral degree in Physical Therapy; and master's and doctoral degrees in Nutritional Sciences in conjunction with the Howard University Graduate School.

In 1971, Mattie Tabron, Chief Radiation Therapy Technologist, made a request to Dr. Ulrich K. Henschke (Chairman, Department of Radiation Therapy at Freedman's Hospital) and Dr. Marion Mann (Dean, College of Medicine) regarding the development of a Bachelor's of Science degree in Radiation Therapy. The curriculum was designed specifically to enhance student's professional knowledge in liberal arts, radiation therapy, and ethical reasoning. The program offering a BS degree in Radiation Therapy with minors in Science, Business, and Education was approved in 1972. The program was the first of its kind in the United States, offering a BS degree in Radiation Therapy. Nationally board-

certified graduates are employed in the majority of the Radiation Therapy facilities in Washington, DC, Maryland, Virginia, as well as other states in the US and around the world.

While important history has been recorded, this prelude to the future promise opportunities for even greater progress and contributions to the profession and the community.

ACCREDITATION

Howard University is fully accredited by the Middle States Association of Colleges and Schools/Commission on Higher Education and by more than twenty additional Professional Associations/Committees germane to the 50-plus degree programs offered in the University's 12 schools and colleges.

Inquiries regarding accreditation may be addressed to:
Middle States Commission on Higher Education
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
www.msche.org

The program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

Joint Review Committee on Education in Radiologic Technology
20 North Wacker Drive
Suite 2850
Chicago, IL 60606-3182
Ph: (312) 704-5300
Fax: (312) 704-5304
e-mail: mail@jrcert.org
www.jrcert.org

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MISSION STATEMENT

The mission of the Radiation Therapy program at Howard University is to provide quality educational opportunities in a culturally diverse environment to prepare entry-level radiation therapists who are competent, compassionate, and engaged in discovering solutions to human and social problems nationally and globally. Emphasis is placed on the education of individuals from under-represented groups.

VISION

The Department of Radiation Therapy will prepare national and international radiation therapy leaders of excellence in service delivery through undergraduate and graduate education, conducting research in cancer management utilizing state-of-the-art technologies.

GOALS OF THE DEPARTMENT OF RADIATION THERAPY

The goals of the Department of Radiation Therapy at Howard University are:

1. Students will demonstrate clinical competence.
2. Students will demonstrate effective communication skills.
3. Students will develop and utilize critical thinking skills.
4. Students will exhibit professionalism.

STUDENT LEARNING OUTCOMES

1. Goal: Students will demonstrate clinical competence.

Student Learning Outcomes:

- Students will demonstrate competence in localization and treatment set-ups
- Students will apply the principles of radiation protection

2. Goal: Students will demonstrate effective communication skills.

Student Learning Outcomes:

- Students will demonstrate effective written communication skills with patients and clinical staff
- Students will demonstrate effective verbal communication skills

3. Goal: Students will develop and utilize critical thinking skills.

Student Learning Outcomes:

- Students will utilize critical thinking strategies to ensure best patient outcomes
- Students will evaluate portal images and make appropriate adjustments

4. Goal: Students will exhibit professionalism.

Student Learning Outcomes:

- Students will demonstrate values, behaviors, and attitudes consistent with professional standards.
- Students will adhere to institutional, departmental, and program policies.

THE RADIATION THERAPY PROGRAM

ACADEMIC STRUCTURE

The Radiation Therapy Program is a four-year integrated academic and clinical program that has two divisions. The Lower Division includes the first and second years where students complete general education requirements. Individuals who complete all Lower Division requirements are eligible to apply for admission to the Upper Division.

The Upper Division includes didactic courses as well as a clinical education component throughout the third and fourth years. The clinical education phase of the program is designed to reinforce didactic information as it relates to clinical procedures. It is expected that through this effort, greater cohesion can be achieved between the two learning environments, thereby facilitating a greater transfer of knowledge between them. During clinical education, students have an opportunity to receive practical experience at prestigious affiliating hospitals.

ADMISSIONS

Lower Division
Students must meet Howard University's general admission and retention requirements.

Upper Division
Students may obtain the program application package directly from the Department of Radiation Therapy's website located at https://cnahs.howard.edu/departments/radiation-therapy. Requirements include:

Howard University Admission (New and transfer students only);

- Cumulative grade point average of 3.0 on a 4.0 scale; minimum math and science GPA of 2.5 on a 4.0 scale;
- Submission of program application forms and official transcript(s) by March 11th;
- Background and Drug Screening provided free of charge by HU Hospital Office of Human Resources and HU Student Health Services;
- Physical examinations are required every two years;
- Flu Shots, PPD, and drug-screening are required annually for attendance in the clinic and are provided free of charge to students carrying the HU Student Health Plan; and
- Successful completion of all required immunizations (See Student Health Website): http://huhealthcare.com/healthcare/~/media/Files/Student%20Health%20Center/new%20student%20packet%20-%20hs.ashx;

The completed application package must include:

- Attain a minimum grade point average of 3.0 on a 4.0 scale; minimum math and science GPA of 2.5 on a 4.0 scale;
- Completed Upper Division Application Form (Available on the HU CNAHS RT website);
- Preferable that all prerequisite math and science courses be taken within the past three years;
- Statement of Interest and Goals; and
- The recommendation letters and group candidate interviews (if the candidate is selected).

DEPARTMENT OF RADIATION THERAPY CURRICULUM

FRESHMAN YEAR

ENGW	102	Exposity Wrtg & Literacy	3	ENGW	103	Persuasive Wrtg & Research	3
MATH	006	College Algebra 1	3	MATH	007	Precalculus^	4
BIOL	101	Gen Biology Lec/Lab	4	SOCI	001	Sociology	3
AHCC	110	Gen Orientation	2	PHIL	-----	Philosophy^^	3
AFRO	~	African Amer Cluster	3				
			15				13

SOPHOMORE YEAR

RASC	211	Radiation Ther Orient	2	SLMC	101	Principles of Speech	3
PSYC	050	Intro to Psychology	3	SOCI	110	Elementary Statistics**	3
NUTR	161	Intro to Nutrition	3	AHCC	301	Ethics for AH Profls	2
AHCC	003	Medical Term (online)	2	PHYS	007	Physics for Allied Health	5
NAHS	171	A&P I Lec/Lab	4	NAHS	172	A&P II Lec/Lab	3
			14				17

JUNIOR YEAR***

RASC	310	Clinical Rad Therapy I+	2	RASC	320	Clinical Rad Therapy II+	2
RASC	311	Prin & Pract of Rad Ther	2	RASC	323	Imaging & Rad Therapy	3
RASC	312	Environl & Rad Protec	3	RASC	324	Patient Care & Mngmt	2
RASC	313	Radiation Ther Physics I	3	RASC	325	Radiation Oncology I	3
RASC	314	Sectional Anatomy	2	RASC	326	Rad Therapy Physics II	3
RASC	315	Introduction to Oncology	2	RASC	327	Pathophysiology	3
			14				16

SUMMER SESSIONS I and II

RASC	330	Clinical Rad Therapy III+	3	RASC	335	Clinical Rad Therapy IV+	3
							6

SENIOR YEAR

RASC	410	Clinical Rad Therapy V+	2	RASC	420	Clinical Rad Therapy VI+	4
RASC	412	Treatment Planning I	2	RASC	422	Problem Seminar	2
RASC	415	Radiation Oncology II	3	RASC	426	Treatment Planning II	2
AHCC	414	Problem Solving	1	RASC	427	Radiation Biology	2
HLMN	102	Health Mngmt I	3	RASC	428	Quality Management	2
AHCC	414	Scientific Inquiry (online)	2				
			13				12
Total							**120**

Effective for students entering Fall 2016 ** May take any undergraduate statistics course

^May take either: Math 007, or 010 ^^May take PHIL 051,055, 057

*** 3.0-grade point average, 2.5 math and science grade point average for Upper Division admission consideration

+ Current CPR/AED (American Red Cross) certification required for junior and senior years

COURSE DESCRIPTIONS

RASC-211. Radiation Therapy Orientation. 2 crs. This course provides an introduction and an overview of the discipline of radiation therapy. The content includes the basic principles, practices, and policies regarding the radiation therapist's role in the management of cancer, professionalism, and ethical issues in cancer care. Academic, departmental personnel, administrative structures, radiation and health safety procedures, related professional organizations, professional skills, and life-long learning are discussed. Prereq: Sophomore status in the program or by permission of the department head.

RASC-310. Clinical Radiation Therapy I. 2 crs. Clinical practicum in radiation oncology facilities at affiliating institutions to fulfill sequential clinical program requirements. The course includes an extensive overview of the program and clinical policies, procedures, and expectations in preparation for the clinical practicum. Prereq: Successful completion of all prerequisite courses and admission into the upper division of the program. NAHS 171/172

RASC-311. Principles and Practice of Radiation Therapy. 3 crs. Provides an overview of the historical and current management of neoplastic disease, decision process, physical and technical aspects of radiation therapy, function and structure of simulation/treatment equipment, ethical and legal considerations related to the scope and practice of radiation therapists. Prereq: RASC-211 and successful admission into the upper division of the program.

RASC-312. Environmental and Radiation Protection. 2 crs. Content includes basic principles of radiation protection, biological effects, surveys, detection, measurement, personnel monitoring, environmental, health, legal, and safety requirements of federal, state, and local regulatory agencies and healthcare organizations. Prereq: Successful completion of all prerequisite courses and admission into the upper division of the program.

RASC-313. Radiation Therapy Physics I. 3 crs. Presents the applied physics related to radiation therapy and focuses on the structure of matter, properties of matter, properties of radiation, nuclear transformations, and principles of image production, treatment equipment, and types of radiation, beam quality, dose measurement, and distribution. Prereq: Successful completion of all prerequisite courses and admission into the upper division of the program.

RASC-314. Sectional Anatomy. 2 crs. Content includes the medical imaging modalities in radiation therapy with special emphasis on CT. Knowledge of anatomic structures are reviewed through a variety of sectional images. Prereq: Successful completion of prerequisite courses and admission into the upper division of the program.

RASC-315. Introduction to Oncology. 2 crs. The course provides an introduction to the field of Oncology, including Surgical Oncology, Medical Oncology, Radiation Oncology, Radiation Effects, and Complementary and Alternative Medicine in Cancer Management. Prereq: Successful completion of prerequisite courses and admission into the upper division of the program.

RASC-320. Clinical Radiation Therapy II. 2 crs. A continuation of sequential assignments at radiation oncology affiliations to fulfill clinical program requirements. This clinical course is designed to foster the development of future radiation therapists. Prereq: Completion of the first semester in upper-division.

RASC-323. Imaging and Radiation Therapy. 3 crs. This course is designed to establish a basic knowledge of Radiation Therapy-related CT/IGRT imaging principles and techniques used during the treatment planning and verification process. Prereq.: RASC-310.

RASC-324. Patient Care and Management. 2 crs. Provides the student with concepts and competencies in assessment, management, and evaluation of patient care, including considerations of physical and psychosocial aspects. Routine and emergency patient care procedures will be emphasized. The role of the radiation therapist in patient education. Prereqs.: RASC-310, 311, 312, 313.

RASC-325. Radiation Oncology I. 3 crs. The course is part two in the overview of multidisciplinary cancer management. Content covered includes anatomy, physiology review, etiology, epidemiology, detection and workup, diagnosis, patterns of spread, staging, treatment techniques, organs at risk and multimodality management, and prognosis of specific cancer sites with emphasis on treatment assessment, delivery, and evaluation. The course also reviews the role of the radiation therapist in patient education, including associated acute and chronic effects and management. Prereqs.: RASC-311, RASC-310, NAHS 171/172, MPHY-101 or equivalent.

RASC-326. Radiation Therapy Physics II. 3 crs. A continuation of RASC-313 to include the physical parameters of various radiation treatment techniques, calculations, and measurements. Also included are quality assurance considerations and brachytherapy. Prereqs.: RASC-313.

RASC-327. Pathophysiology. 3 crs. Presents basic pathological concepts and principles related to the nature of the disease and its effects on the body tissues and its organs. This information will assist the student radiation therapist in the describing the pathologic conditions, clinical signs, and symptoms and associated laboratory methods used to assess the diagnosis and the treatment of various diseases encountered during clinical practice. Prereqs.: NAHS 171/172, MPHY-102.

RASC-330. Clinical Radiation Therapy III. 3 crs. Clinical practicum in the radiation oncology departments at affiliated institutions. Prereqs.: RASC-320, as well as successful completion of first-year Upper Division courses.

RASC-335. Clinical Radiation Therapy IV. 3 crs. Clinical practicum in the radiation oncology departments at affiliated institutions. Prereq.: RASC-330.

RASC-410. Clinical Radiation Therapy V. 2 crs. Clinical practicum in the radiation oncology departments at affiliating institutions or in associated departments. Prereqs.: Successful completion of RASC-335.

RASC-412. Treatment Planning I. 2 crs. Focuses on basic concepts of radiation treatment planning through lecture and laboratory exercises. Includes the theoretical and practical application of dose calculations, localization of tumors, and factors that impact basic treatment planning. Prereqs.: RASC-313; 327.

RASC-414. Problem Solving. 1 cr. Continuation of **c**ontent that is designed to address issues related to the scope and practice of radiation therapists, Lecture/Lab. Prereq: RASC-335.

RASC-415. Radiation Oncology II. 3 crs. Completion of Radiation Oncology in the management of various systems in cancer care delivery. RASC-325. Prereqs.: RASC-324, 327, 330, 335.

HLMN-102. Health Management I. **3, crs**. Introduction course provides a broad survey of the US health care delivery systems and management. Major ethical and legal issues facing the delivery systems and future trends in the delivery of health care. Prereqs: Senior year.

AHCC 414. Scientific Inquiry. 2 crs. Designed to prepare students with basic principles of research and statistical methods. Principles of scientific research will provide a foundation for advanced research to develop research papers in the profession. Prereqs: Statistics course.

RASC-420. Clinical Radiation Therapy VI. 4 crs. Completion of sequential clinical practice at mastery-level competence in radiation oncology conducted at affiliating institutions. Prereqs.: RASC-410.

RASC-422. Problem Seminar and Lab. 2 crs. Designed to provide a comprehensive review for seniors in preparation to take the national board examination and problem solve various situations they may encounter during entry-level employment. Prereq.: Completion of semesters of professional study.

RASC-426. Treatment Planning II. 2 crs. A Continuation of Treatment Planning I. The course is an introduction to the clinical application of radiation therapy physics and radiation therapy treatment planning practices. Students will learn about the principles used in the development and delivery of treatment plans. The identification of clinical conditions under which specific treatment plans are warranted will be discussed. The goal of the lectures and activities in class is to promote critical thinking, and the verbal and written communication skills that are fundamental to understanding the practice of clinical radiation therapy. Prereqs.: RASC-410, 412.

RASC-427. Radiation Biology. 2 crs. Principles of cell biology and radiation interaction, effects of radiation, and other factors on cell response, acute and chronic effects of radiation are discussed. Prereqs.: RASC-312. NAHS 171/172

RASC-428. Quality Management. 2 crs. Elements of continuous quality improvement programs in various radiation oncology facilities that impact upon clinical aspects of patient care, purpose, function, monitoring, documentation, evaluation of therapeutic decision-making in treatment delivery, equipment. Reviews established performance standards for treatment and simulation using patient management systems in radiation therapy. Lecture/Lab. Prereq.: RASC-325, 326, 335.

RASC-430. Clinical Radiation Therapy VII. 2 crs. Clinical practicum in the radiation oncology departments at affiliated institutions (**if needed to complete graduation requirements**). Prereq.: RASC-420.

TECHNICAL/ PHYSICAL STANDARDS

Applicants must have satisfactory abilities and skills to perform medical procedures with accuracy and precision.

To practice radiation therapy, speed, safety, and accuracy are of primary importance. To be considered for admission, applicants must be able to perform the following tasks:

- Read and comprehend technical and medical terminology and information
- Communicate (orally and in written form) using active listening with patients, staff and other personnel clearly and effectively
- Demonstrate the ability to follow oral and written directions/instructions
- Must be able to walk, and stand up to eight hours per day
- Lift or carry approximately fifty pounds of weight
- Move or transfer patients safely to and from wheelchairs, stretchers, beds, and simulation/treatment couches
- Demonstrate normal or corrected vision and hearing to discern visual/audible signals, sounds on equipment and communication devices (ability to see details at close range or within a few feet of the observer, as well as in a darkened/poorly lit room) Must be able to see computer screens at close range and at a distance
- Show dexterity and strength to perform daily on-the-job tasks
  Work compassionately with individuals that have illnesses and conditions by assisting or caring for patients by providing personal assistance, medical attention, emotional support, or other personal care to patients, staff, classmates, or other customers
- Accurately and efficiently organize and perform tasks as assigned
- Observe patients visually or via monitors during simulation or treatment procedures
- Demonstrate knowledge of arithmetic, algebra, geometry, precalculus, statistics, and their applications
- Demonstrate use of the English language including the meaning and spelling of words, rules of composition, and grammar for verbal or written comprehension

- Ability to apply deductive and inductive reasoning to form general rules or conclusions
- Demonstrate time management skills; ability to multi-task, and work in a strenuous environment(s)

- Ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (for example, patterns of numbers, letters, words, pictures, mathematical operations)

STUDENTS WITH DISABILITIES

Howard University is committed to providing access and reasonable accommodations to persons with documented disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and other pertinent federal, state, and local disability and anti-discrimination laws. Students must self-identify to the Director of the Office of Student Services, located in the undergraduate library on the Main Campus. Students must register with the office within the first week of class and at the beginning of each subsequent semester for which accommodations are requested. Students will receive reasonable accommodations based on the recommendations of a licensed medical provider. A letter of accommodations will be given to students for delivery to the faculty, who will provide the accommodations

STUDENT CODE OF CONDUCT

ACADEMIC INTEGRITY

Howard University is a community of scholars composed of faculty and students, both of 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, up to and including a grade of zero (0) for the assignment, examination, quiz, deliverable, etc., as it pertains to the infraction as it occurred

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, 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 or group takes home assignments, all course or program assignments 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, of another without attribution (without acknowledging the author).

3. **Copyright Infringement** - copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

Source: http://www.howard.edu/policy/academic/student-conduct.htm

4. Acts of Incivility – uncivil acts, to include, harm to University, College, and/or departmental property, one's self or others, disrespect to classmates, visitors, and/or any university employee

GUIDELINES FOR WRITTEN WORK

The Department of Radiation Therapy requires that students use the latest edition of the *Publication Manual of the American Psychological Association* as a reference for the writing style of written work.The Department uses Safe Assign for assignment submission.

ADMINISTRATION OF THE CODE

This Academic Code of Student Conduct applies to 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.
For details see: http://www.howard.edu/policy/academic/codeofconduct.htm

ACADEMIC DISHONESTY IN THE RADIATION THERAPY PROGRAM

Students enrolled in the Radiation Therapy Program at Howard University are preparing for roles as a beginning health professional or advanced practice radiation therapist for professional practice. Students enrolled in a professional radiation therapy program of study are held to these standards that require accountability throughout all facets of professional life. There is no tolerance for academic dishonesty in the education of radiation therapists. Academic dishonesty, as defined by the University and the Division of Allied Health Sciences, 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 another exam instrument (e.g., computer)
- Allowing another student to copy from an examination paper or another exam instrument
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination quiz, project or another academic assignment
- Unauthorized collaboration with others on test, quiz, assignment, or another 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.

DEPARTMENT POLICIES AND PROCEDURES

Health and Medical Information

Applicants must successfully pass a mandatory criminal background check, and annual drug screen (positive drug screens will delay the start of clinicals, students will be retested and a second positive result will yield dismissal from The Program), as well as proof of the following health and medical information upon acceptance into Howard University Radiation Therapy Upper Division:

- Medical history and an annual physical exam verifying approved health/physical fitness requirements (as defined by HU Student Health)
- Verified immunization record
- Verification from a doctor of injury or disability requiring special accommodations submitted to Student Special Services prior to upper-division enrollment (accommodations of any kind will not be approved without express written consent from the Office of Special Student Services pursuant to the Americans with Disabilities Act (ADA))
- Additional physical/health requirements may be required by an individual clinical site

Immunization Policy

All students entering the program for the first time or returning after an extended absence of a semester, or greater are required to complete a new Report of Medical History, proof of immunity to vaccine-preventable diseases as required by the District of Columbia Immunization Law, current Centers for Disease Control and Prevention recommendations, and University Policy in effect at the time of return. A new tuberculosis screening may also be required to gain re-entry. These requirements will help the University community to provide the best possible protection for persons on the campus and in our surrounding community, all requirements are being strictly enforced. All documentation must be provided to the Student Health Center before any student will be permitted to enter the clinical practicum.

NOTE: All health-related information is maintained and kept confidential by the Student Health Center.

CPR Certification

Each junior and senior student must complete a basic health care provider CPR training Course and provide evidence of completion prior to the first date of Upper Division enrollment (or upon return from an extended leave of greater than one semester). The only acceptable CPR training is the Basic Life Support (BLS) Healthcare Provider training utilizing the curriculum put forth by the American Heart Association (AHA). ***CPR training/certification must be valid for each academic year of enrollment in the Upper Division. Students are expected to monitor certification expiration and, if not in compliance, will not be able to participate in clinical rotations. Failure to participate in clinical rotations will result in a failing grade.***

MRI Safety

All students will be screened during orientation using the MRI screening document, where a series of questions are asked to garner the safety of students if entering an MR suite at a clinical affiliate.

Howard University CNAHS Radiation Therapy Program shall follow the Joint Commission recommendations for reducing MRI accidents and injuries:

1. Restricted access. Access is restricted to all MRI sites, pursuant to the four-zone concept as defined in the American College of Radiology Guidance Document for Safe MR Practices. The four-zone concept restricts access to the MRI scanner according to the following zones:

Zone I: General public

Zone II: Unscreened MRI patients

Zone III: Screened MRI patients and personnel

Zone IV: Screened MRI patients under constant direct supervision of trained MRI personnel

2. Screening Process. Students shall be screened for opportunities to answer questions about the following items they may have on them:

Metal objects
Implanted devices
Drug delivery patches
Tattoos

3. Student access. Students do not have a clinical assignment in the MRI department. Therefore, students should not enter the MRI suite for educational training.

4. Safety education. Students will receive safety training during the orientation course. The students will complete the Howard University Hospital MRI screening questionnaire given the proximity of the MRI suites to most RT departments.

5. Students are required to notify Program Leadership immediately should the responses to their MRI screening form change. A change in response could put the student, Program and institutions at risk for harm. Notification of change to Program Leadership assues that students continue to be appropriately screened for the magnetic field or radiofrequency hazards on an ongoing basis.

Curriculum, Admissions, and Retention Policy

Copies of the "Curriculum" and the Division's "Admission, Retention, and Graduation Policies" are maintained in the Administrative Office readily available to each student upon request. The policies are also located on the College's Website: https://cnahs.howard.edu/. Students in the Upper Division are bound by the curriculum and Admissions, Retention, and Graduation Policy of the Upper Division at the time of entry. The Upper Division program is full-time, and students will not be allowed to enroll on a

part-time basis. Students with decelerated professional matriculation secondary to academic actions or personal reasons are bound by the Upper Division policies in force at the time matriculation is resumed.

Decelerated students will be required to be in Directed Independent Study courses and satisfy all program requirements.

Student Advisement

Upcoming semester:
Students are assigned their advisor upon entrance into the lower division of the program. Each student will meet with their advisor at minimum once per semester for course selection etc. Students will receive their alternate pin for course selections upon receipt of their advising agreement by their advisor.

Clinical Advisement:
Each student meets weekly with the Program's Clinical Coordinator. Students will perform this check in to discuss any clinical matters and learning opportunities. Students are encouraged to immediately speak with Program Leadership if the event of an egregious situation presenting itself at an affiliate site, first assuring both theirs as well as the patients' safety where applicable.

Grading Scale

Upper Division

Course grades will be determined using the standard 4.0 grading scale as follows consistent with the American Registry of Radiologic Technologists' registry examination passing benchmark

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	59% or below

- **I = Incomplete -** To receive an "I" (incomplete), a student must have a passing grade (75% or better) and have completed 80% of the course work.
- **W = Withdrawal -** Students who wish to withdraw from the course must carry out the withdrawal procedure to completion on their own.
- **There is no grading curve in radiation therapy courses**
- **All hands-on skills and laboratory assignments performed in the courses: Clinical Radiation Therapy I-VI, including clinical rotations, requires a minimal level of performance of 80% (B). All other written assignments and examinations require students to achieve the programmatic benchmark of 75% or higher to pass. Failure to achieve minimal competency benchmarks in a course will prohibit promotion to the next semester, as all courses are appropriately sequenced to promote progressive learning. All deficiencies must be satisfied prior to progression to the next phase.**

Class/Clinic Attendance

Students are required to be in **all** classes, on time, and attend the entire class/learning sessions. Students should be prepared with appropriate supplies, books, and completed assignments. Students are considered **TARDY** when arrival is after class begins. Students are expected to stay for the duration of the class/clinic. Students must contact the department at (202) 870-0756, or the appropriate faculty member's

voicemail/email by 8:00 am (0800) if they will be absent or tardy. It is the student's responsibility to ensure that this is done. Chronic absenteeism/tardiness will be reported to the student's advisor and the program director/clinical coordinator. Students will be counseled by one or both faculty persons with the possibility of recommendation for disciplinary action.

Didactic Instruction:

Only three 50-minute absences are allowed from any course. Upon the fourth absence, students are not effectively able to participate in instruction; thus, a reduction of 10% of the final course grade due to lack of participation

Clinical Instruction:

Only three 8-hour absences are allowed from any clinical course (exact number of hours determined at the beginning of each semester by Clinical Coordinator). Upon the fourth absence first incremental increase above the allowed excusable time students are not effectively able to participate in clinical instruction (This includes didactic theory for clinical courses), and thus will have a reduction of 10% for the first allotment and each incremental day will also lose 10%.

Extended Illness:

Students missing 3 consecutive days out of didactic and clinical instruction combined due to illness are required to be cleared by student health prior to return to the classroom or clinical setting. "Clear to attend class or clinic" must be forwarded to the Clinical Coordinator and the Department Chair prior to attending the next session of didactic or clinical instruction.

***STUDENTS ARE RESPONSIBLE FOR ALL WORK MISSED DURING ANY PERIOD OF ABSENCE OR TARDINESS. ***

Absenteeism

Absenteeism (other than excused absence to be approved only by the Office of Special Student Services and/or Student Health) for 10% or more of scheduled classes will lower a student's course grade by 10% at the faculty member's discretion. Student's absenteeism in excess of 10% does not allow a student to fully participate, thus affecting participatory grading.

Withdrawal Policy

Withdrawal from any professional level course will allow the student to continue for the semester, however due to progressive and sequential learning the student may not continue on to the next semester.

Tardiness

Students are expected to be on time for class and clinical assignments. Students are considered TARDY when after the scheduled beginning of the class or clinic. Tardiness for 10% or more of class sessions

may result in a 5% reduction in overall course grade at faculty discretion, as tardiness affects students' ability to participate in class.

Cell Phone Policy

Cell phones must be off or in silent/vibrate mode during class time and during clinical rotations. Cell phones are prohibited from testing sites. The presence of a cell phone during testing will result in a grade of zero for the exam. Further academic action will be taken if cheating is suspected. Cell phone use (to include texting, email, watching videos, surfing the web, etc.), is strictly prohibited during class time, testing and clinical rotations, and such infractions will result in further academic action, up to and

including a grade of zero (0) for the assignment or deliverable. Inappropriate use of a cell phone during class is considered disruptive and could result in dismissal from the class section.

Examination Policy

Students must take **ALL** examinations as scheduled for courses they are registered and validated. Questions will be primarily multiple-choice, type, and may include images. In some instances, exams may contain essays or short answer questions. Students will not be allowed to leave the classroom before completion and submission of their examination unless special circumstances exist, and the professor grants permission.

Students must bring their supplies, including pencils and calculators, to each examination. Sharing calculators or writing instruments and the use of cell phones is NOT permitted during examinations. For exams/quizzes: All electronics must be turned off and put away prior to commencement of exams unless otherwise instructed.

Examinations are timed, allowing up to 0.95 minutes for each multiple-choice question (with the exception of physics and treatment planning courses). Any student arriving late for an examination may not be able to take the exam after the first student has completed it. Absence from any examination will result in a grade of zero (0). Makeup examinations will be allowed only in case of an excused absence and with the permission of the course instructor. All exams/quizzes must be taken in the classroom at the scheduled time. It is the student's responsibility to contact the instructor of the course within 48 hours of the exam to make arrangements; otherwise, a grade of "0" will be recorded and calculated. The examination will be scheduled at the Instructor's discretion. Quizzes will most often not have a makeup option.

All students are required to download examsoft/examplify onto their personal computer devices.

Students are required to achieve 80% competence or better on the Senior Comprehensive examination and terminal clinical skill competencies in order to successfully complete the Problem Seminar. Clinical Radiotherapy VI, and ultimately graduate. (see Admission, Retention, and Graduation Policy). Failure to obtain this minimum competence on examination, or terminal clinical skill competencies will result in the following:

- One remake will be allowed for a terminal clinical competency.
- Students not achieving the minimum terminal competency grade will engage in remediation with the Clinical Coordinator, and terminal competency will be reevaluated once during the Clinical Radiotherapy VI course.
- If students are unsuccessful after remediation, the student will be required to enroll in Special Radiotherapy Clinical VII during the immediately adjacent summer session.
- If competence is not achieved on the third comprehensive examination, a recommendation to enter the clinical practicum or for graduation will not be made. At this time, a

remediation plan will be developed and/or a faculty recommendation for suspension or dismissal, as appropriate, from the Department will be forwarded to the Associate Dean and Director of Student Affairs for the Division of Allied Health Sciences for final action.

On-site review of examinations or quizzes are scheduled by each instructor.

Incomplete Grades

Incomplete grades are not granted for most departmental courses, except for extenuating circumstances. Students must be in good academic standing (grade of "C" or better) in a course to request an incomplete grade. If a student anticipates not completing a course as scheduled, the following procedure should be followed:

1. Confer with the primary course instructor to ascertain the deficiency that must be addressed.
2. Confer with the advisor to inform her/him of the circumstances surrounding the failure to complete the course and seek whatever assistance is necessary to complete the course requirements.
3. The student must submit an incomplete grade form that must be approved by the primary course instructor and the Program Director of the Department. Incomplete grades may be assigned ONLY to students who, as a result of circumstances beyond their control (e.g., illness or family emergency), are unable to complete their coursework. Although the student initiates the request for an incomplete grade, the decision to assign an incomplete grade rests solely with the instructor. If the student's request is approved, the instructor establishes and submits specific "make-up" conditions on an Incomplete Grade Processing Form (IGPF). Each incomplete designation "I" must be accompanied by an alternative grade ("B, C, D, F"). The alternative grade will become the permanent grade if the incomplete is not removed. Students are not allowed to advance to the next phase/semester without clearing the deficiency.

Remediation

Remediation of a course or course work will occur by assigned course faculty beginning with the first unsatisfactory grade earned by the student.

Clinical Rotations

Clinical affiliates are geographically disbursed throughout the greater Washington, D.C. metropolitan area. Students can be assigned to a clinical affiliate that may require extensive travel to attend. With the constant addition of new clinical affiliates, students should be aware that there is the possibility of having a rotation at locations not adjacent to the Howard University campus. Students are responsible for their own means of transportation to and from clinical sites. Most clinical affiliates are on major public transportation routes, and students must be able to reach clinical sites on their own. Exceptions will not be made for students that do not have vehicles.

A student must be in good academic standing and receive the endorsement of the faculty of the program to proceed to clinical affiliation sites. Attendance records and clinical evaluations forms are due to the Clinical Instructor on the first day of each rotation. Student(s) who do not satisfactorily complete all clinical requirements will be reassessed for remedial action, which may extend graduation completion. Any additional financial obligations incurred as a result of such action rest upon the student(s). (See Division Admission, Retention, and Graduation Policy), which is posted online.

If a student is dismissed from a rotation, the Clinical Coordinator must be notified immediately; a narrative account of circumstances is to be provided by the student, and a conference will be arranged by the Department Chair and the faculty.

The clinical faculty can dismiss a student from a rotation for the following reasons:

- Unprofessional behavior
- Unethical behavior
- Uncivil behavior

The Faculty Clinical Instructor reserves the right to adjust scores as provided on any clinical evaluation if and when deemed appropriate due to witnessed behaviors that are not congruent with the ratings provided.

Professionalism and Progressive Discipline

All students are required to follow all policies and procedures as outlined in the Radiation Therapy Student Handbooks (clinical and programmatic), and course syllabi. This includes didactic instruction as well as clinical practicum. Failure to follow policies and procedures while engaged in course work or clinical practicum may result in dismissal from the Radiation Therapy Program. Students will be counseled for violations to policies and procedures and will receive written documentation after the counseling session.

Upon the third infraction (of the same nature), the student will receive a verbal warning (unless infraction is egregious enough to warrant escalation of the progressive disclipline policy the first or second infraction). On the fourth infraction, a written warning will be served. A fifth infraction will incur a recommendation for dismissal from the program, with correspondence sent to the Office of the Dean of the College. Progressive discipline will accumulate and remain enforced for the duration of the time in which the student is enrolled in the Upper Division of the Radiation Therapy Program (21 months).

Note: If a student should withdraw for a period of one year and return any disciplinary action encountered prior to the withdrawal will remain on file until the student completes the program.

Didactic/Clinical Hours

The Radiation Therapy Program sets daily practicum limits of not more than eight hours per day. Prior to each semester, faculty review scheduling to ensure that students do not exceed JRCERT standards for not more than 10 clinical hours per day and not more than 40 didactic and clinical hours of the Upper Division requirements, combined per week. Students sign in and out daily with their clinical instructors, and a record is maintained by the Clinical Coordinator to ensure compliance.

Clinical education is limited to daytime hours (Monday-Friday 8:00 a.m. – 4:00 p.m.) on days when University sanctioned didactic instruction is in session. Students are not permitted to attend the clinic on holidays, or other scheduled University mandated closures (i.e., extended breaks, snow days, reading periods, final examination periods, etc.)., Students are not permitted to attend the clinic during scheduled didactic instruction.

All professional course scheduling is designed such that didactic courses are held on opposing days from clinical courses and do not exceed eight hours of instruction. Students are provided lunch breaks both on clinical days as well as on days that contain didactic instruction. The program believes that this approach provides the students with rejuvenation as well as provides insight into the professional realm once students complete the program and are prepared as entry-level radiation therapists

Instruction, both didactic and practical, is not provided on weekends.

Direct Supervision

Students are under direct supervision at all times by a qualified radiation therapist or health care professional during the Upper Division clinical program until graduation.

ARRT Requirements

All students are required to successfully complete a program of formal education that's accredited by a mechanism recognized by the ARRT. Students must successfully:

- Complete the ARRT candidate examination application and pay the appropriate fee
- Undergo an ethics review, if necessary
- Receive an assigned examination window in the form of a Candidate Status Report

Upon entrance into the program, students are made aware that the American Registry of Radiologic Technology (ARRT) requires a series of clinical competencies to be completed prior to students' ability to take the credentialing exam. These competencies must be completed prior to receipt of the terminal award and taking the credentialing exam.

PERSONAL MONITORING DEVICES

(Film Badges)

Rules & Responsibilities for Wearing Personnel Monitoring Dosimeters

The privileges of using ionizing radiation require that each user strictly adheres to regulations mandated by the regulatory agencies. All individuals who work with radioactive materials or radiation-producing devices are required to receive radiation safety training to ensure adherence to regulations. Please remember the following:

- All Dosimeters will be delivered by the Clinical Program Coordinator or their designee to all Clinical Afilliates in anticipation of student arrival to the clinical site
- If the personnel dosimeter is lost or damaged, the student must report it immediately to the clinical instructor/supervisor and will be advised regarding the replacement personnel dosimeter. Written notification must also be provided to the Clinical Coordinator or Program Director immediately.
- Wear only your designated badge.
- Leave it in a cool/dry designated location when not in use at your clinical site.
- Do not take your badge home.
- Do not launder the badge or get it wet.
- Badges issued at Howard University Hospital must remain at Howard University Hospital
- Do not expose to heat, such as in a car in the summer.

- Do not expose the badge to other sources of radiation.
- Do not wear the badge for a personal x-ray or nuclear medicine exam.
- Badges will be exchanged on-site during clinical for prompt processing.
- The film badge should be worn such that monitoring is optimized (usually on the collar).
- When wearing a lead apron, the badge should be placed on the collar or belt outside the apron. For individuals monitored using two film badges, one should be worn on the collar (outside the apron), and the other should be worn at the waist level under the apron.
- Body badges and finger rings are worn where the highest exposure is expected; rings are worn underneath gloves to avoid contamination. If you are supplied both types, wear both whenever you are working with radiation.
- A missing or invalid dosimeter reading creates a gap in your radiation dose record and affects the monitoring program's ability to provide accurate exposure readings. For a missing dosimeter, a "Lost/Damaged Report" must be submitted immediately to his/her Program Director/Clinical Coordinator and clinical supervisor.
- The Program Director and/or Clinical Coordinator must immediately inform the radiation safety officer for a replacement. Until a new badge is received, the student must not be allowed to attend the clinic physically engaging with radiation or radioactive materials. The initial badge will be provided at no charge to the student. Replacement badges will cost $50 per badge lost/per incident. Checks should be made payable to:

  Howard University
  Radiation Therapy Program

- Under no circumstances are students to participate in clinical rotations without their film badge.
- Replacements will not be provided until the replacement fee is paid.
- All external dosimeters will be retrieved at the conclusion of the clinical rotation by the Clinical Program Coordinator or their designee.
- Students must sign their Film Badge reports within 30 school days of receipt

ALARA INVESTIGATION LEVELS

	Regulatory Limit	Level I	Level II
Whole Body Exposures	5000 mrem/year	125 mrem/quarter	375 mrem/quarter
Lens of the Eye	15000 mrem/ year	375 mrem/quarter	1125 mrem/quarter
Skin and/or Extremity	50000 mrem/ year	1250 mrem/quarter	3750 mrem/quarter
Minors (whole body)	100 mrem/ year	10 mrem/quarter	30 mrem/quarter
Embryos/Fetus	500 mrem/9-month gestation	10 mrem/quarter	30 mrem/quarter
Member of Public onsite (EPA)	100 mrem/year whole body	5* mrem/quarter	15* mrem/quarter

Member of Public offsite (EPA)	10 mrem/year with less than 3 mrem due to radioiodine from airborne releases	1* mrem/quarter	3* mrem/quarter
Environmental Releases	10 CFR 20 Appendix B averaged over one year at the unrestricted area boundary.	10% of 10 CFR 20 Appendix B averaged over the calendar quarter at the boundary; or listed value at the stack.	30% of 10 CFR 20 Appendix B averaged over the calendar quarter at the boundary; or listed value at the stack.

- **Personnel dose < ALARA Level I**
  - No further action will be taken if an individual's dose is less than ALARA Level I values.

- **Personnel dose ≥ ALARA Level I but < ALARA II**
  - A timely investigation will be conducted to review the individual's dose history prior to the occurrence of the ALARA Level I dose and monitor the individual's doses for the next 3 months. No response will be necessary unless additional information is requested. Records are documented in the ALARA investigation file.
  -

- **Personnel dose ≥ ALARA Level II**
  - The Radiation Safety Officer (RSO) will investigate the causes of exceeding ALARA Level II, consider actions to reduce the probability of occurrence and present a report on the ALARA Level II occurrences to the Radiation Safety Committee for review.

Pregnancy Policy

Disclosure of pregnancy by the student is voluntary. Following written disclosure, radiation safety and pregnancy consultation will be scheduled with the Radiation Safety Officer. An additional radiation badge will be issued to the student to monitor fetal exposure. A safe working environment will be coordinated by the Program Director, Clinical Coordinator, and Radiation Safety Officer. Options for student continuation in the program include continuation without any modification in program activities, and any declared pregnant student may withdraw their declaration at any time (Undeclare) with written notice.

Students are responsible for adhering to the guidelines for radiation safety and protection and practicing the ALARA principles. The Effective Dose Equivalent is recorded in the Radiation Dosimetry Report provided by Landauer ®. These records are kept by the Radiation Safety Officer. Students and faculty receive instruction on radiation safety and protection guidelines. Excessive Dose Guidelines are established for dosimetry report review and reporting. The occupational dose limits listed in the table below based on the NCRP Report # 116 Limitation of Exposure to Ionizing Radiation and *found in - Title10, Part 20 of the Code of Federal Regulations (10CFR20).*

The Program will work in concert with the student, Title IX Office, and Special Student Services to craft a plan of continued education and support for the student.

Pregnant Student

Occupational Effective Dose Equivalents Will not exceed		Program Threshold Dose Equivalents Should not exceed	
Pregnant student	mrem/year	mrem/year	mrem/monthly
	500 (entire pregnancy)	400	40

Student Professional Attire

All students are expected to be neat and clean in appearance and to dress appropriately for all classroom and clinical assignments (i.e., business casual attire or clinical affiliate attire).

Clinical Attire:
Students are required to wear Caribbean Blue scrubs, white or Caribbean Blue lab coat and white, black or Caribbean blue closed-toe, comfortable duty shoes or sneakers that can be cleaned and disinfected. Socks or stockings must be worn. Students may wear a long sleeve tee shirt (black, white, or Caribbean blue only), as an extra layer of warmth under scrubs and lab coat. If a tee shirt is worn underneath the scrub top a lab coat must be worn. Protective eyewear, gloves or other articles of protective clothing are to be worn as indicated by staff. Hair should be clean, neatly groomed, and pulled back to avoid contact with the patient. Nails are to be short, neatly trimmed and clean. Nails must be natural and free of nail polish, artificial nails, nail enhancements, gel nail polish etc., Visible jewelry is not permitted with the exception of engagement and wedding rings, and small a wristwatch that can be disinfected. Visible body piercings must be limited to one stud earring, in each ear only. Perfumes and colognes are not allowed at clinical sites. Protective eyewear, gloves or other articles of protective clothing are to be worn as indicated by staff. Lab coats used during clinical rotations must be kept on site and laundered weekly. No personal items (other than personal monitoring devices), should be left at a clinical site.

Didactic (Classroom) Attire:
During didactic hours, unless specified otherwise by the Program Director or faculty member, the student should be dressed in business casual work attire or clinical scrubs. No jeans, shorts, tank/halter tops, tee shirts, hoodies, curlers, see-through/mesh, low-cut, midriffs, clothing allowed

Students wearing inappropriate attire during the Upper Division of the program will be instructed to leave class and clinical and return when they are dressed appropriately. Hours missed will be deducted.

Identification Badges

All students will be issued a University identification badge that should be worn at all times during school hours. Clinical affiliates requiring site-specific identification badges are issued at the site and must be worn while on rotation at all times. If the student loses or damages the ID badge, he/she should notify the appropriate party to arrange immediately for a replacement. The ID badge is the property of the University or clinical affiliate and must be returned to the Program Director upon leaving the school because of graduation or otherwise.

Incident Reports

In cases of injuries that happen at school or on clinical affiliate property at any time, the student is required to submit written notification to the Program Director for documentation. If the student becomes injured or ill during class or clinic, please report immediately to the instructor and report to the nearest emergency room or Student Health Center where appropriate. The student handles notifying the Program as soon as possible regarding the incident, with appropriate documentation where needed. It is the student's responsibility to notify the Student Health Center if emergency facilities are sought outside of Howard University in a timely fashion. The Clinical Coordinator or Program Director will complete an advisement form (discussion only) to document the incident and outcomes.

During facility/hospital and departmental orientation, all students are informed of the policies and procedures to follow for any incident or exposure. Students are expected to adhere to all policies and procedures, as outlined in each clinical affiliate or the Program.

All students must adhere to all bloodborne pathogen-related policies and procedures, as described during program orientation by the Infection Control Practitioner.

Bereavement Leave

Up to three days of excused absence will be granted in the case of the death of an immediate family member (direct lineage, and siblings). Request for bereavement leave must be made in writing to the Program Director as soon as the need arises.

Student Work Policy

Due to the rigorous nature of the Program, students are strongly discouraged from working more than part-time during their matriculation in the didactic/ clinical phase in the Upper Division.

Student Travel Policy

RT students are encouraged to participate in activities outside of the Washington Metropolitan area, including the annual American Society of Radiologic Technologists conference and ASRT/ASTRO Annual Radiation Therapy conference. The decision to allow a student to travel outside the metropolitan area is based on several factors: the student's academic standing, performance, professionalism, and the availability of funds for reimbursement of travel. The student representative for the annual ASRT or ASRT/ASTRO conference must be an ASRT member. The student must be in good academic standing.

Professional and Laboratory Fees

The Upper Division RT students will be assessed a fee annually for the use of the simulation center lab, as indicated on the University Website for Tuition and Fees Schedule. In addition, laboratory fees are per semester (Fall and Spring) and are posted by the Office of the Bursar. It is the student's responsibility to check the University website: http://www2.howard.edu/admission/tuition

Summer Sessions

In the Upper Division between the junior and senior year, students must enroll in Summer Session I and II for clinical practicum (Clinical Radiation Therapy III & IV). Summer tuition is the responsibility of the students as well as transportation to and from the geographically disbursed clinical affiliates. S.T.A.G.E. grant funding is not a guarantee each year to cover the costs associated with summer tuition. Students should remain abreast of all due dates required to meet this funding opportunity via the office of Financial Aid and various HU Communications issued each semester.

Department Books, Laptops, and Materials

Books, journals, papers, DVDs, in faculty offices, and classrooms are not to be removed by students unless approved by faculty or staff.

Scheduled University Holidays

Clinical rotations are not scheduled when the University is closed for holidays.

Inclement Weather

Students are not expected to attend clinical practicums when there is an unscheduled University closing due to bad weather to ensure their safety or another unforeseen event.
In the event of inclement weather, the instructor does reserve the right to conduct class via video-web-conferencing mechanisms (i.e., Canvas collaborate, etc.)

Contingency Plan

In the event of a catastrophe, natural disaster or act of God, The Program will convert to an online delivery of didactic instruction. Theoretical delivery will also occur via online synchronous delivery. Clinical practicum will continue. In the event that affiliates cease to accept radiation therapy students the program will front load didactic instruction and produce meaningful clinical learning experiences at Howard University Hospital's Radiation Therapy Depatment.

Energized Laboratories

The Radiation Therapy Program at Howard University provides energized lab experiences for its students in the Department of Radiation Oncology at Howard University Hospital. Laboratory exercieses are pre-scheduled, and always supervised by University Faculty and registered radiation therapists employed at Howard University Hospital. Howard University Hospital Radiation Safety Officer ensures the equipment is in compliance with the District of Colombia and federal radiation safety laws. Students may not operate any radiation producing equipment without the assistance of a licensed radiation therapist.

Copier

There are copy machines located in various areas throughout the University and are designated for faculty/staff use only. Students may utilize the copy center at Howard University's Ilab.

Progression, Retention, Probation, and Suspensions

Effective August 2012, the first time in college RT students must follow the plan of study for the Bachelor of Science in Radiation Therapy. A math and science course (e.g., Biology, Algebra/Precalculus, Anatomy/ Physiology, and Physics) may be repeated only once. If a student receives a grade of "D" or "F" in the same science course twice, or if the student receives a grade of "D" or "F" in two different science courses, the student will be dismissed from the RT program.

Progression
Students are required to achieve a grade of "C" or better in **all** courses required for consideration for the progression to the junior level, except physical education and elective courses. Also, a student must have a 3.0 cumulative grade point average on a 4.0 scale and have completed all prerequisites courses to progress to the junior level RT courses.

The first day of classes for the entering junior cohort is the deadline for submitting official transcripts of prerequisite courses required for progression to the junior level. Any student registered for RT courses without the necessary prerequisites will be administratively withdrawn from the course. To enroll in an RT course, a student must be officially classified as an RT student.

Retention
For retention in the RT program, a student must:

a. Comply with the Code of Conduct for Howard University and the Division of Allied Health Sciences Code of Conduct for Professional Health Sciences Students. http://www.howard.edu/students/hbook/H-book.pdf
b. Maintain a cumulative GPA of 3.0 on a 4.0 scale.
c. Comply with all course requirements.
d. Complete clinical course practicum with a minimum grade of "B."
e. Earn a minimum grade of 80% on a final comprehensive exam, and terminal competencies

Academic Probation
A student enrolled in the upper-division undergraduate RT program may incur academic probation under any one of the following conditions:

- Grade Point Average falls below 3.0 at the end of the first semester or any subsequent semester.
- Student receives a grade of "D" or "F" in a required professional course.
- Student receives a grade of "C" or below in clinicals.
- Student earns less than 80% on a semester final clinical, comprehensive exam.

Academic Suspension
a. Official Notification of Suspension will be sent in writing from the Radiation Therapy program as well as the Office of Enrollment Management.
b. See http://www.howard.edu/students/hbook/H-book.pdf

Removal of Academic Probation
Probation status for RT students will be removed when:
1. The student achieves a cumulative GPA of at least 3.0 by the close of the following two semesters.
2. The student repeats the course and achieves a grade of "C" or better.
3. The student repeats the clinical and achieves a grade of "B" or better.

Suspension from the Upper Division Radiation Therapy Program
A student enrolled in the upper-division undergraduate RT program may incur academic suspension under any one of the following conditions:
a. Failure to comply with the Code of Conduct for Howard University and/or the Division of Allied Health Sciences Code of Conduct for Professional Health Sciences Students.

b. Failure to maintain a cumulative GPA of 3.0 on a 4.0 scale during a probationary period and any subsequent semesters.
c. Student receives a final grade of 2 "D's," or one "D" and one "F" or 2 "F's" in an RT core course.
d. Student receives a second probationary status.
e. Student fails the same clinical rotation a second time with a grade of "C" or less.

Former Students Returning

a) A letter of request for readmission must be sent to the department chairperson. The department's admission committee will review each case and render a decision.
b) Assessment for readmission of FSRs who were suspended will be based on grades, clinical experiences, written correspondence, other interim activities, and faculty recommendations.
c) Assessment for readmission of FSRs following sabbatical of 1 year or more may not be readmitted.

*Students may be readmitted with special provisions as determined by the department's admission committee. Provisions may include repeating courses for a higher grade, auditing courses, taking specific skill courses, taking a reduced course load, completing required counseling, and meeting the minimum competency level on a comprehensive examination. This is at the sole discretion of the department.

University Counseling Service

The Student Counseling Service is located on sixth street directly across from the Ralphe Bunche center. Counseling is available to students for a multitude of reasons to include outside intervention personal and career reasons, etc.. Students may be referred to the Student Counseling Center by the advisor and /or Program Director. If the need should arise, appointments will be scheduled when consulting the Student Counseling Center. However, in the event of a crisis, the student may make personal contact without the benefit of a prior appointment.

Registration

For registration procedures see http://www.howard.edu/students/hbook/H-book.pdf

Convocation

All Junior students are required to attend both Fall Opening Convocation and Spring Charter Day Convocation. Students should attend wearing clinical attire to include lab coats and scrubs.

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 health sciences 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 to receive transfer credit.

Residence Requirement

Students are required to take the last 30 credit hours of undergraduate study in residence at the university in the school or college in which the degree is awarded.

Transfer

Transfer of Credits

The Office of Student Affairs will receive transcripts of prior coursework. The Admission Committee will review applications and supporting documents for transfer and make a recommendation for admission by the guidelines of the University and the Division of Allied Health Sciences. Only courses that have been taken at a recognized accredited institution and with a grade of "C" or better will be considered for transfer credits. Students may be required to submit course descriptions or course syllabi to the Director of Student Affairs for review by the Admission Committee and or appropriate department chairperson.

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 a satisfactory grade. The Admission Committee on an individual basis will review any course taken longer than five (5) years prior to enrollment

Transcripts

All official transcripts must be sent to the Department of Radiation Therapy after a student has been admitted into the program. Students must direct the forwarding institution to send transcripts to:

Radiation Therapy Department
Howard University
College of Nursing and Allied Health Sciences
801 N. Capitol St. NE
Washington, D.C. 20002

Certification

Senior students are encouraged to complete the application to take the ARRT certification examination (as early as permitted by the ARRT) and forward it to the Program Director for review and validation. Each applicant must complete the senior final comprehensive examination at a minimum of 80%. The program, in its discretion, may refuse to accept the application of any individual who has been convicted of a criminal offense. Please visit the ARRT's website for further information on ethics violations at:

https://www.arrt.org/docs/default-source/Governing-Documents/arrt-standards-of-ethics.pdf?sfvrsn=10
Any student concerned about potential ethical issues are welcome to complete the ARRT Ethics Review Pre-Application prior to six months prior to terminal award completion.

If a Radiation Therapy graduate delays taking the ARRT national board examination or is unsuccessful for three attempts, the student will be required to complete a radiation therapy program of study again, in its entirety, before the student may take the ARRT examination again. Please note, students need to complete the board exams within three years of graduating, after three years of graduation, national board exam results, and education verifications cannot be verified by the Program Director.

The Department of Radiation Therapy does reimburse students that take and successfully pass the credentialing exam, within 60 days of the date of commencement exercises (examination fee only), **on the first attempt only.**

Programmatic Changes

The faculty of the Radiation Therapy Program meets monthly to discuss any potential changes needed from a programmatic stance. For emergent, the committee will immediately convene. Votes are cast, and decisions regarding implementation are discussed. This would involve both an update to the students directly, as well as the release of an amended RTPSH to all students and a signature of acceptance and understanding.

When changes in the curriculum, prerequisite courses, or the minimum grade requirements in a course, Program, Division, or the College are implemented, the following will apply:

1. Students who have completed the requirement prior to the change will have satisfactorily completed the requirement.

2. Students who have taken a course prior to the change, and did not meet the grade requirement, must satisfy the new requirement.

3. Students enrolled in a program at the time of the change will be permitted to meet the prior requirement within a specific period.

4. Students who are not enrolled in the upper-division prior to the change must meet the new requirement.

Student Grievance Procedure

The Informal Process

1. A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the other party involved in the dispute, e.g., grade dispute with the instructor.

2. If the student is unable to resolve the dispute with the primary party of the dispute, then the student is advised to seek the intervention of his or her department chairperson.

3. If the resolution is not satisfactory, the student may request a meeting with a combined faculty committee.

4. All disputes that are not resolved at the Department level are then brought to the Office of the Associate Dean where the Associate Dean or his designee will attempt to mediate an informal resolution with the involved parties.

5. If mediation at the Associate or Dean's level fails, then the student's grievance is consigned to the Student Grievance Committee designated by the School/ College to address student grievances.

6. The student may then request the intervention of the Dean of the College of Pharmacy, Nursing & Allied Health Sciences.

The 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 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) as expeditiously as possible.

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

6. During the hearing, the student presents his/her case; the accused party is then 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 School/College in the form of a recommendation.

9. The Dean then informs the student in writing of the decision, which may be based on the committee's recommendation or upon modification of it.

Procedure for Student Grievances in the Radiation Therapy Practicums

1. Problems in the clinic during rotations will be discussed with the **Clinical Instructor** in charge.

2. If the **Clinical Instructor** is unable to resolve the problem, the student will then refer the problem to the attention of the **Academic Clinical Coordinator.**

3. To reach a resolution, the **Academic Clinical Coordinator** may discuss the situation with the **Clinical Instructor**.

4. If no consensus is reached between the **Clinical Instructor** and the **Academic Clinical Coordinator**, the situation will be referred to as the **Chairperson of the Department of Radiation Therapy.**

5. The **Chairperson** may then discuss the situation with the **Clinical Instructor** and attempt to resolve the situation.

6. If the situation cannot be resolved, the **Chairperson of the Department of Radiation Therapy** may refer the issue to the **Associate Dean of the Division of Allied Health Sciences**, who may discuss it with the **Dean of the College.**

Procedures for Student Non-Academic Grievances in the Department of Radiation Therapy

1. Non-academic grievances may be discussed with the students' advisor or the chairman of the Department.

2. The advisor and the chairman may meet to help resolve the grievance

JRCERT procedure for reporting Allegations

Important Notes

1. The JRCERT cannot advocate on behalf of any student(s). An investigation into allegations of non-compliance addresses only the program's compliance with accreditation standards and will not affect the status of any individual student.

2. The investigation process may take several months.

3. The JRCERT will not divulge the identity of any complainant(s) unless required to do so through the legal process.

Process

1. Before submitting allegations, the individual must first attempt to resolve the complaint directly with program/institution officials by following the due process or grievance procedures provided by the program/institution. Each program/institution is required to publish its internal complaint procedure in an informational document such as a catalog or student handbook. (Standard One, Objective 1.6)

2. If the individual is unable to resolve the complaint with program/institution officials or believes that the concerns have not been properly addressed, he or she may submit allegations of non-compliance to the JRCERT: Chief Executive Officer Joint Review Committee on Education in Radiologic Technology

   20 North Wacker Drive
   Suite 2850
   Chicago, IL 60606-3182
   Ph: (312) 704-5300
   Fax: (312) 704-5304
   e-mail: mail@jrcert.org

3. The Allegations Reporting Form must be completed and sent to the above address with the required supporting materials. All submitted documentation must be legible.

4. Forms submitted without a signature, or the required supporting material will not be considered.

5. If a complainant fails to submit appropriate materials as requested, the complaint will be closed.

The Higher Education Opportunities Act of 2008, as amended, provides that a student, graduate, faculty or any other individual who believes he or she has been aggrieved by an educational program or institution has the right to submit documented allegation(s) to the agency accrediting the institution or program.

The JRCERT, recognized by the United States Department of Education for the accreditation of radiography, radiation therapy, magnetic resonance, and medical dosimetry educational programs investigates allegation(s) submitted, in writing, signed by any individual with reason to believe that an accredited program has acted contrary to the relevant accreditation standards or that conditions at the program appear to jeopardize the quality of instruction or the general welfare of its students.

Communication Policies

The Department of Radiation Therapy values accurate and prompt communication between students and faculty and administrators. Therefore, several methods are in place to communicate the information promptly.

A. <u>Electronic Communication</u> (e.g., e-mail, Canvas telephone or voicemail, and a suggestion box). Suggestions are reviewed by the Associate Dean.

1. Each student is issued a Howard University email address.
2. Each student is required to use the Howard University e-mail address for correspondence regarding the business of Howard University as a whole, the College of Nursing and Allied Health Science, and
   the Division of Allied Health Sciences.
3. Each course will use Canvas when appropriate for posting course information, general announcements, and other materials for students.
4. Each student has the responsibility for checking various methods of electronic communication daily, including Canvas: https://canvas.howard.edu

B. <u>Basic E-mail Guidelines</u>

1. Mail on the Internet is not secure. Never include anything in an e-mail message that you would not want to be printed in the newspaper.
2. 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.
3. Do not type in ALL CAPS, which denotes screaming or yelling. Instead, use **bold** type or <u>underlined</u> if you feel the need to emphasize your point.
4. Do not type in all lower case as this is seen as overly informal and unprofessional.
5. Remember that a 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.
6. Be to the point without rudeness or being abrupt. It is a good idea to start a message with a "Hello" or "Hi."

C. <u>Other Methods of Communication</u> (Bulletin Board, handwritten notes, and face-to-face

conference).

For additional information regarding communication at Howard University, access the Social Media Policy at
http://www.howard.edu/secretary/policy/documents/Series700SocialMediaPolicy.pdf

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.

Students should review course syllabi for additional course specific policy and procedure.

HOWARD UNIVERSITY LIBRARIES SYSTEM (HULS)

The Howard University Libraries System (HULS) is comprised of the central library (Founders Library), the contiguous Undergraduate Library, and the Louis Stokes Health Sciences Library (LSHSL). The digital component of the library system provides students with ready access, from on-campus locations or remote sites to full-text journals, reference materials, multimedia, on-line information retrieval services, catalogs (STERLING) and databases through the Howard University Library web site at http://www.howard.edu/library/
Howard University is the only Historically Black College/University (HBCU) whose library holds membership in the Association of Research Libraries (ARL), an organization representing the 112 major research libraries in North America. The Library System also holds memberships in professional associations include the following:

a. The Consortium of area Health Science Libraries
b. The Mid-Atlantic Region of the Medical Library Association
c. The Association of American Health Science Libraries
d. The Medical Library Association
e. The American Library Association Black Caucus

The Howard University Libraries System (HULS) has a large and diverse collection of resources.

a. The system houses a collection of 2,194,804 volumes, 10,122 journal subscriptions, and 3,484 891 microforms.
b. It provides library users with access to more than 3,000 full-text journals and advanced searching capabilities of tables of contents, bibliographic workstations, several laser printers, and a digital learning center with over 20 workstations.

Resources

Louis Stokes Health Sciences Library (LSHSL)

LSHSL and Learning Resource Center is an 80,000 square foot world-class information repository with state-of-the-art telecommunication and audiovisual capabilities. It is an information gateway, employing cutting edge digital technology that crosses geographical, social, economic, and cultural barriers. The LSHSL offers collections that are focused toward health-related issues. The Library holdings consist of 266,009 volumes, 1,556 current serial titles, 14, 474 microform units, and 681 films and videos. Its holdings include currently printed and electronic text, reference, and reserve books, journals, and periodicals in all health science disciplines.

The library is a health information resource for the University's medical, dental, pharmacy, nursing, and allied health sciences faculty, staff and students and also a resource for consumer health, health care

providers, members of the local Washington, D.C. community, and professionals and researchers around the world. Also, to the basic collection and reading spaces, the Library is fully outfitted for multimedia presentations, including conference areas designed for advanced computer graphic presentations.

Acquisitions, Services, and Access

The Louis Stokes Health Sciences Learning and Resource Center advances the University's standing in the emerging field of biomedical informatics. Information is packaged in new forms, and the development of

multimedia resources is supplanting traditional paper texts. The library has the following features and capabilities.

a. 80,000 square feet programmed for 20-year growth
b. Storage capacity for 400,000 volumes, periodicals, and audiovisual materials
c. Seating for 600 throughout the building in traditional and non-traditional groupings

d. Laptop computer access at all seats, with data ports to facilitate easy use and data retrieval
e. Wireless internet connection throughout the facility
f. One large and two small computer labs available within the facility
g. Video Conference Room
h. Telemedicine Center which features interactive consulting and diagnosis
i. Problem Based Learning Rooms
j. Special Collections Room which provides a secure and controlled environment for the display and use of special collections, rare books and artifacts devoted to health issues and the contributions of African-American health practitioners to the history of medicine
k. Community Resource Center with flexible conference table seating, data ports, and modern media equipment for large and small groups
l. Access to additional resources for faculty, staff, and students through its membership in the National Network of Libraries of Medicine, the Institute for Scientific Information, and the Online Computer Library Center.
m. Access to information for outside healthcare providers through the Loansome Doe program.

INFORMATION INDEX

The Howard University website at www.howard.edu is a repository of the essential policies and procedures of the University. Information regarding the program, academic calendars, scheduled University events, and other relevant items are published continuously on the site. Students are encouraged to review the policies and procedures that pertain to them and to browse the website periodically for campus updates.

A partial list of important information and associated links are provided below.

1. **The rules and regulations that govern acceptable student conduct can be found at:**

   i. Under Academic Policies and Procedures at:
   http://www.howard.edu/policy/academic/default.htm

   ii. *Department of Radiation Therapy Student Information Manual* given to all Upper Division students at the new student orientation.

   iii. *Division of Allied Health Sciences Admission, Retention, and Graduation Policies* are

given to all Upper Division students at the new student orientation.

iv. Howard University Student Activities Student H-Book and Planner distributed to incoming freshman and transfer students.

2. **Causes for Dismissal:**
   i. Academic suspension is described in the academic information section of the *Division of Allied Health Sciences Admission, Retention, and Graduation Policies* (pp 12 - 14).

   ii. Non-academic causes for suspension are described in the Student Code of Conduct and Judiciaries found in the *Student Reference Manual and Directory of Classes* and on the Howard University website: *http://www.howard.edu/specialstudentservices/codeofconduct-revised.pdf*

3. **Appeals procedures are published and distributed as follows:**
   i. In the *Department of Radiation Therapy Student Information Manual* given to new Upper Division Radiation Therapy students

   ii. *In the Howard University Student, H-Book and Planner* (pp.81- 170) provided to all new Howard University students.

   iii. On the Howard University website at http://www.howard.edu/policy/academic/default.htm

   iv. The *Student Reference Manual and Directory of Classes* (pp 27, 32 -43) at: http://www.howard.edu/enrollment/Manual/2007spring.pdf

4. **List of Course Descriptions**
   Descriptions of courses offered in the program are provided on the Howard University website at http://www.provost.howard.edu/PROVOST/bulletin2/undergraduate_bulletin.htm

5. **Course Objectives:**
   Course objectives are described in the individual course syllabi provided to students on the first day of each course. Objectives are also included in syllabi posted in the individual Course Information folders on Canvas e-Education platform. Students may also view the syllabi online at:
   http://www.howard.edu/enrollment/registration/

6. **Withdrawal and Refund Policies:**
   Policies for withdrawal and refund of tuition and fees are published on the Howard University website at:

   A. The *Student Reference Manual and Directory of Classes* (pp 13-14) at:

      http://www.howard.edu/enrollment/Manual/2007spring.pdf

   B. On the Howard University website at:

a. http://www.howard.edu/policy/academic/withdrawal.htm
b. http://www.howard.edu/enrollment/documents/records/registration-continuing.pdf

C. In the Howard University Student Activities, Student H-Book, and Planner provided to all new Howard University students.

D. Refund policies for tuition and fees are listed in the financial information section of the Howard University website at: http://www.howard.edu/studentfinancialservices/accounts/tutionandfee.htm

Acceptance Attestation Form

HOWARD UNIVERSITY
College of Nursing and Allied Health Sciences
Department of Radiation Therapy

FACULTY

Marquise Frazier, MBA, R.T.(T)
Clinical Assistant Professor and Chair

Karen Liunggren, M.S., R.T.(T)(R)(CT)
Clinical Instructor

Lloyd Campbell, B.S. R.T.(T)(R)CMD
Adjunct Instructor

Theresa Hollaway, PsyD, R.T.(R)(MR)
Adjunct Instructor

Youssef Charara, PhD
Adjunct Clinical Assistant Professor

Bernardine Evans, PT, DPT
Clinical Assistant Professor

Affiliate Instructors:
Terelle L. Cook, MBA, R.T.(R)(T)
Barker A. Barker, Jr, B.S., R.T.(T)
Emily Gatza, MS, R.T.(T)
Jamie Wood, A.A.S., R.T.(T)
Angela Debrew, B.S., R.T.(T)

CONTACT

Department of Radiation Therapy
Tel: 202.870.0756

Office of the Dean
Tel: 202.657.9832

Office of Admissions
Tel:202.806.2763

Office of Financial Aid
Tel: 202.806.2820

"Educating Leaders in Health Care for America and the Global Community"

The Profession

Radiation Therapy utilizes radiation and radioactive isotopes in the treatment of disease, primarily cancer. Radiation therapists provide services for treatment of malignant and non-malignant disease. They are responsible for localizing the tumor, implementing the treatment plan, and observing and evaluating clinical progress of the patient. The therapists are also responsible for safe operation of high tech, high-energy radiation producing equipment; and assisting in the preparation and administration of different types of radioactive material used for therapeutic purposes. Radiation Therapists are professionals who not only possess superior clinical skills, but strong academic and theoretical knowledge.

Mission Statement

The mission of the Radiation Therapy Program is to provide quality education opportunities in a culturally diverse environment to prepare entry-level radiation therapy graduates who are competent, compassionate, and engaged in discovering solutions to human and social problems globally.

Admission Requirements

Lower Division

- Students must meet Howard University's general admission requirements.

Upper Division

Students should request the program application package from the Department of Radiation Therapy or on the Program's website.
Requirements Include:

- Howard University Admission
- Completed Upper Division Application Form
- Attain a minimum grade point average of 3.0 on a 4.0 scale
- Minimum 2.5 GPA in Math and Science
- Statement of Interest and Goals
- Three Letters of Recommendation and Interview

Other Transfer Students

- Submit a completed Howard University Application
- Complete at least one semester of full-time study (15 credits) including Math and English—3 credits each
- Provide sealed official academic transcript from each institution of higher learning attended
- Three Letters of Recommendation and Interview
- Transcript with a minimum grade point average of 3.0 on a 4.0 scale: min 2.5 GPA for Math & Science

Accreditation

The Radiation Therapy Program is accredited by the Joint Review Committee on Education in Radiologic Technology. Contact JRCERT at 20 N. Wacker Drive, Ste. 2850, Chicago, IL 60606, telephone (312)704-5300 or jcert.org.

Attestation: I have read the student handbook for Radiation Therapy and willingly accept the terms and conditions of acceptance into the program:

_____

Student Name Date

STUDENT STATEMENT OF UNDERSTANDING

(Upper Division Orientation)

I _____, having read the Policies and Procedures of the Department of Radiation Therapy, understand and agree to abide by the stated rules and regulations.

1. I understand that I must complete all lower-division and upper-division requirements of the curriculum before I will be allowed to graduate from the program.

2. I also understand that I will be scheduled for clinical practicums only upon completion of the mandatory orientation at the beginning of the Upper Division Radiotherapy Clinical I course.

3. I understand that passing the American Registry of Radiologic Technologists Radiation Therapy Exam is **NOT a requirement for graduation** from the Department of Radiation Therapy, Division of Allied Health Sciences at Howard University

4. I understand that I cannot attempt the American Registry of Radiologic Technologist Radiation Therapy Exam until I have completed all requirements and received a degree from Howard University.

Name: _____ ID#_____

Student's signature: _____Date:_____

Witness' signature:_____Date:_____

**Please return a signed copy of this agreement at the end of this orientation session and retain one for your records*

MRI Safety Policy
Evidence of Understanding

(Upper Division Orientation)

I have read the statements of policy and procedure for the Howard University Radiation Therapy Program. I understand the contents and agree that I will adhere to the policies and procedures specified in the Student Handbook.

Print _____

Signed_____ Date_____

Program Director_____ Date_____

Copy: Student file

The Radiation Therapy Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

20 North Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Phone: 312-704-5300
Fax: 312-704-5304
http://www.jrcert.org