

# DIVISION OF NURSING

## GRADUATE PROGRAM STUDENT HANDBOOK 2024-2026

A SUPPLEMENT TO THE HU STUDENT HANDBOOK



*Promoting a Culture of Excellence:  
Nursing Leadership for America and the Global Community*

**HOWARD**  
UNIVERSITY



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## I. INTRODUCTION

The Division of Nursing Graduate Program Student Handbook provides information related to policies, procedures, resources, and other relevant issues of concern to student academic life. It serves as a companion to the Howard University Student Handbook 2023-2024 and is accessible at:

<https://studentaffairs.howard.edu/publications>

The policies in this handbook **supersede** the policies of the Howard University Student Handbook if you are a graduate nursing student.

The Graduate Student Handbook is reviewed annually and amended as needed. Students are responsible for reviewing the handbook and using it as a resource to answer questions and to ensure compliance with academic and non-academic policies and procedures. Each student will receive a copy of the Handbook electronically. Students are responsible for keeping up to date on the current handbook's policies and procedures.

Policies and procedures, however, are subject to change during the academic year. Students will be notified in writing of changes in policies by the Graduate Program Chairperson and/or Office of Student Affairs. The revised handbook will become effective for all students immediately. For any questions related to content in the Howard University Student Handbook or the Division of Nursing Graduate Program Student Handbook, contact the Chairperson of the Graduate Program.

## II. MISSION AND VISION STATEMENTS

### A. Howard University Mission Statement

Howard University is a culturally diverse, comprehensive, research-intensive, and historically Black private university, that provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with emphasis on educational opportunities for Black students.

Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research, and service, committed to the development of distinguished, historically aware, and compassionate graduates, and to the discovery of solutions to human problems in the United States and throughout the world.

With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

### B. College of Nursing and Allied Health Sciences Mission Statement

The Mission of the College of Nursing and Allied Health Sciences is to provide exemplary educational experiences within the health professions to an ethnically diverse population of students with high scholarship and leadership potential. Emphasis is placed on the University's historical commitment to providing educational opportunities to Black students and other underserved minority groups. The College fosters the development of competent, ethical, and compassionate graduates endowed with a strong sense of the University's core values of excellence, leadership, service, and truth. As scholars and leaders, graduates are empowered to address issues of social justice and inequities in health care in the United States and the global community, inclusive of the underserved. The College is committed to recruiting and retaining a diverse cadre of qualified and competent faculty and staff dedicated to teaching, research, professional practice, and service.

*(2017-2022 Strategic Plan)*

### C. College of Nursing and Allied Health Sciences Vision Statement

The College of Nursing and Allied Health Sciences will be comprised of top-ranked educational programs that prepare healthcare professionals to be leaders and innovators in practice, education, research, and service. Graduates will deliver patient-centered, inter-professional care, and utilize cutting-edge technology and evidence-based practice to improve the health of all people with an emphasis on promoting health equity toward eliminating health disparities.

*(2017-2022 Strategic Plan)*



## **D. Division of Nursing Mission Statement**

The mission of the Division of Nursing is to provide quality undergraduate and graduate nursing education within an urban setting that prepares students for nursing practice as a generalist or advanced practice nurses within diverse local, national, and international healthcare settings. The faculty places an emphasis on the education of individuals from under-represented groups. The faculty promotes the development of students for leadership in the practice of nursing in service, education, and research within a global community. The faculty engages in leadership roles in the practice of nursing in service, education, and research.

## **E. Division of Nursing Vision Statement**

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

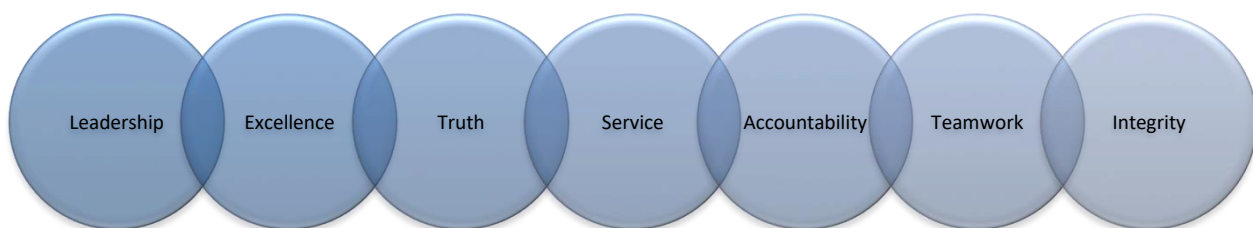
### III. NURSING PROGRAM

#### A. Goals of the Division of Nursing

- i. Offer baccalaureate nursing education and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide evidence-based care for culturally diverse groups in entry-level professional nursing positions.
- ii. Offer master's, post-master's and doctoral education programs in nursing and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide advanced practice and leadership roles in evidence- based care for culturally diverse groups.
- iii. Support efforts to engage in research of a disciplinary or interdisciplinary nature that gives special emphasis to reducing health disparities locally, nationally, and globally.
- iv. Strengthen efforts to increase private support for academic programs and services.
- v. Foster participation in community service that addresses a variety of professional and health-related needs within a broad sociocultural and geopolitical environment.

*(Adopted by Faculty, May 2, 2003)*

#### B. Core Values



## C. Philosophy

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

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

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

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

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

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

*(Approved by Faculty Organization, December 15, 2008)*

## ORGANIZATION AND ADMINISTRATIVE STRUCTURE

<p><b>Dean</b> Gina S. Brown PhD, MSA, RN</p>	<p>The Dean is responsible to the President of the University, and reports to the Provost and Chief Academic Officer. The Dean is responsible for the execution of the roles and regulations of the University and the College.</p>
<p><b>Interim Associate Dean for Academic Affairs and Administration</b> D. Renee Winkfield PhD, RN, FNP-BC</p>	<p>The Associate Dean of Academic Affairs and Administration serves to provide leadership, direction and administrative oversight for college-wide matters related to academic affairs and administration. The Associate Dean is accountable to the Dean of the College of Nursing and Allied Health Sciences.</p>
<p><b>Chair of the Division of Nursing</b> D. Renee Winkfield PhD, RN, FNP-BC</p>	<p>The Chair of the graduate program is accountable to the Associate Dean for the strategic and operational outcomes of the Graduate Program.</p>
<p><b>Co-Chair of the Division of Nursing</b> Caron Strong DNP, APRN, FNP-BC, CDE</p>	<p>The Co-Chair of the graduate program is accountable to the Chair for the strategic and operational outcomes of the Graduate Program.</p>
<p><b>Director of Student Affairs</b> Ameenah Rashid BSN, RN</p>	<p>The Director of Student Affairs is accountable for facilitating activities and functions related to student life, from admission through graduation. This includes developing and implementing activities to enhance recruitment and retention of students and maintaining a database of student enrollment.</p>
<p><b>Coordinator of Clinical Affairs</b> Sasha Sherwood DNP, RN, APRN, FNP-BC</p>	<p>The Coordinator of Clinical Affairs is accountable to the Associate Dean and is responsible for the coordination of clinical sites for the Division of Nursing.</p>
<p><b>Coordinator of Learning Resource Laboratory (LRC)</b> Ellen Spratley-Edwards MSN, RN</p>	<p>The Coordinator of the LRC provides support to faculty and students through coordinating laboratory learning experiences and availing resources for learning experiences. They are accountable to the Undergraduate and Graduate Chairpersons.</p>
<p><b>Faculty</b></p>	<p>Faculty, full-time and part-time, participate in the governance of the Division of Nursing through the Faculty Organization Meetings and membership on committees and Ad-hoc task forces of the Division of Nursing, College, and/or University.</p>
<p><b>Staff</b></p>	<p>The role of the staff is to provide support for students and faculty.</p>
<p><b>Students</b></p>	<p>Students participate in governance through service on the College and Division of Nursing Executive Committee, the Division of Nursing Program Committees (Curriculum and Admission), Research Committee, Student Affairs Committee, Outcomes Assessment Committee, and the student government. Students may also be invited to participate on Ad-hoc committees or taskforces by the Associate Dean or Program Chairperson.</p>

## D.Accreditation

Howard University is accredited by Middle States Commission on Higher Education (MSCHE).

The master's degree in nursing and post-graduate Advanced Practice Registered Nursing (APRN) certificate program at Howard University College of Nursing and Allied Health Sciences is accredited by the [Commission on Collegiate Nursing Education](#).

## IV. CURRICULUM

### A. Overview of Academics

The purpose of the Graduate Program is to prepare baccalaureate-educated nurses to become advanced practice nurses and master's prepared nurses to become clinical nurse leaders. There are two concentrations for the master's program:

1. Family Nurse Practitioner
2. Nurse Educator

The Doctor of Nursing Practice has two concentrations:

1. Generic APRN-DNP
2. Psych-Mental Health Nurse Practitioner-DNP

Both graduate programs are offered in an online format. In the Graduate Program, advanced nursing knowledge is both acquired and generated through the integration of technology, knowledge from the sciences, humanities, nursing theory, and research. Prior experience and future professional goals are considered in designing individualized learning experiences with graduate students. Students are provided opportunities to implement their roles and assume leadership in a variety of traditional and nontraditional settings utilizing the resources of the health care system. In addition to collegial relationships with peers and nursing faculty, the graduate program fosters inter-professional collaborative practice activities with other disciplines.

### B. Terminal Objectives for the MSN Program

- i. Synthesize knowledge from theories and research and evaluate its relevance for application within a selected area of nursing practice for populations across the lifespan.
- ii. Implement comprehensive health care delivery to culturally diverse groups based on a theoretical framework using advanced knowledge and skills inclusive of environmental and community characteristics along with life stage development.
- iii. Assess, diagnose, and manage clients (and families) across the lifespan along the health-illness spectrum.
- iv. Implement leadership strategies that prescribe, decide, and influence changes in nursing and health care in response to local, national, and global health disparities.
- v. Synthesize the advocacy role as an integral part of advanced nursing practice.
- vi. Define and integrate the scope of advanced nursing practice through involvement with legislative, regulatory, ethical, and professional standards.

- vii. Collaborate with other disciplines to provide holistic health care to prevent illness, and improve, promote, and maintain optimum health for culturally diverse populations.
- viii. Evaluate existing health conditions and their relationship to local, state, national, and international health policies within a broad economic, socio-cultural, and geo-political environment.
- ix. Utilize research findings in the provision of high-quality primary care, including the ability to design and implement clinical-based nursing research projects that address an identifiable problem.
- x. Synthesize technological communication to enhance health care delivery.

## C. Terminal Objectives for the DNP Program

The DNP student learning outcomes are:

- i. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice that reduces health disparities, extends cultural sensitivity, and provides access to equitable healthcare services.
- ii. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level initiatives that will improve the quality of healthcare delivery.
- iii. Utilize analytic methods to critically appraise existing literature and other evidence to determine and implement equitable evidence-based practice.
- iv. Lead interprofessional teams in the analysis of complex practice, policy, social justice, and organizational issues.
- v. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
- vi. Demonstrate advanced levels of clinical judgment, systems thinking, informational technology, and accountability in designing, delivering, and evaluating evidence-based care to improve outcomes among diverse and underserved populations.

## D. Graduate Nursing Program Track Descriptions

The Graduate Nursing Program comprises of two (2) tracks of study at the master's level - the Family Nurse Practitioner and the Nurse Educator. Both tracks are offered to the registered nurse with a Bachelor of Science in Nursing. The Family Nurse Practitioner track offers a Post-Master's Certificate for registered nurses with a Master of Science degree. There are also two (2) tracks of study at the doctoral level, the generic-APRN to DNP and the Psych-mental health to DNP. Both tracks are designed for APRNs to acquire a terminal clinical doctoral degree.

MSN Tracks:

### i. Family Nurse Practitioner (FNP)

The FNP track offers registered nurses with a Bachelor of Science in Nursing, the opportunity to pursue graduate studies in order to achieve the core competencies required to practice as a Family Nurse Practitioner. The curriculum provides the didactic knowledge and clinical skills necessary for health promotion, disease prevention, and management of acute and chronic illnesses across the lifespan. The curriculum is based on the American Association of Colleges of Nursing (AACN) Essentials of Master's Education in Nursing (AACN, 2011). The FNP Track is exclusively online excluding clinical preceptorship. The plan of study options includes a Master of Science in Nursing and a Post-Master's Certificate as a Family Nurse Practitioner. The Master of Science in Nursing curriculum consists of a total of 46 credits and the Post-Master's Certificate curriculum consists of a total of 32 credits. Both plans of study are offered to full and part-time students. Students can complete the Master of Science in Nursing degree as an FNP with a full-time plan of study spanning two years over four semesters and two consecutive summer sessions over one summer period. A part-time plan of study is available and can be completed over 3-4 years depending upon the student's individualized plan of study. The Post-Master's Certificate as an FNP can be completed in 16 months of full-time study.

The courses for the Family Nurse Practitioner Track are divided into four components:

- 1) Graduate Nursing Core
- 2) Advanced Practice Nursing Core
- 3) Advanced Practice Nursing Clinical Core
- 4) Electives

The Advanced Practice Nursing Core consists of 9 credits of coursework: Advanced Health Assessment, Advanced Pathophysiology, and Pharmacotherapeutics. The Advanced Practice Nursing Clinical Core - Specialty FNP courses consist of 23 credits of course work including Family Primary Care of Children and Adolescents: Theory and Practicum, Family Primary Care of Women: Theory and Practicum, Family Primary Care of Adults: Theory and Practicum, Family Primary Care of Older Adults: Theory and Practicum, and Family Primary Nurse Practitioner Role Seminar and Practicum. Students are allowed to transfer completed Advanced Practice Nursing Core with a grade of at least a "B" that is within the past 5 years with the exception of Advanced Health Assessment. Advanced Practice Nursing Clinical Core courses are not transferable and must be completed at the university or approved consortium.



## ii. Nurse Educator (NE)

The NE track offers registered nurses with a Bachelor of Science in Nursing, the opportunity to pursue graduate studies in order to prepare them for the advanced practice role as a nurse educator. As nurse educators, they can teach nursing education in academic and clinical settings (i.e., staff development, continuing education, and community education programs), educational research, and nurse educator leadership. The curriculum is based on the National League of Nursing (NLN) core competencies which focus on training excellence among nurse educators in both the academic and clinical fields (NLN, 2013). Grounded in theoretical frameworks of nursing and education, the Nurse Educator curriculum comprises classes that are offered exclusively online with the exception of educational preceptorship. The plan of study options includes a Master of Science in Nursing degree. The Master of Science in Nursing curriculum includes a total of 39 credits. The plan of study is offered to full-time and part-time students.

Students can complete the Master of Science in Nursing degree as a Nurse Educator with a full-time plan of study spanning two years including two consecutive summer sessions over one summer period. A part-time plan of study for the Master of Science in Nursing degree can be completed over 3-4 years depending upon the student's individualized plan of study.

The courses for the Nurse Educator Track are divided into four components:

- 1) Graduate nursing Core
- 2) Advanced Practice Nursing Core
- 3) Nurse Educator Core
- 4) Nurse Educator Clinical Core

The Nurse Educator Core consists of three courses: Teaching and Learning in Nursing Education, Curriculum and Instruction in Nursing Education, and Measurement and Evaluation in Nursing Education. The Nurse Educator Clinical Core consists of 8 semester hours of course work including Role Development as a Nurse Educator, Nurse Educator Practicum, Clinical Role Specialty for the Nurse Educator, and Clinical Role Practicum for the Nurse Educator. Students are allowed to transfer completed Advanced Practice Nursing Core with a grade of at least a 'B' that is within the past 5 years with the exception of Advanced Health Assessment. Nurse Educator Core courses are non-transferable and must be completed at the university or approved consortium.

## iii. DNP Tracks

### 1. Generic APRN-DNP

This track is designed for advanced practice nurses to acquire a Doctor of Nursing Practice degree. This terminal degree offers APRNs the opportunity to become clinical leaders in healthcare settings. A practice doctor gives students an opportunity to understand how health systems operate. Whether building a health system or improving a current system, the APRN with a DNP is

that clinical systems agent that is able to bridge the clinical complexities with the system processes and stakeholders, all while focused on improved outcomes for both entities. The DNP student is exposed to a variety of other fields of knowledge operating in today's contemporary healthcare system. Areas including finance, economics, epidemiology, research, and policy are all analyzed in the DNP curriculum. Mental healthcare in primary care and integrative medicine are two clinical courses also incorporated in the program to expose students to new trends and demands in healthcare practice. Both courses add to the APRN clinical knowledge on offering more holistic care and services to patients.

This track has full-time and part-time plans of study. It requires 38 credits and 1000 clinical hours. Course and clinical hours are transferrable from their MSN program if applicable upon review by the Graduate Program Office. The majority of clinical hours are designated for the scholarly project process and 90 hours are towards two clinical courses.

#### Clinical courses

- Primary Care of Mental Health Conditions
- Integrative Health Approaches & Modalities in Primary Care

The culmination of the DNP degree is the completion of a scholarly project. Students develop a scholarly project of their interest during five (5) courses. Students work closely with faculty and their committee to develop and execute a research project focused on improving healthcare. This is an opportunity for the student to use the knowledge gained from their courses in research, informatics, leadership, finance, policy and economics to improve the healthcare delivery process.

#### Scholarly Project courses

- DNP Project Seminar I
- DNP Project Seminar II
- DNP Project Seminar III
- DNP Project Seminar IV
- Residency

The DNP Scholarly Project Handbook a companion to the Graduate Program Handbook provides in-depth details on the project.

## **2. Psych-Mental Health Nurse Practitioner-DNP**

This track is similar to the APRN-DNP but has an additional focus on training as a psych-mental health nurse practitioner. Students with a master's degree who want to become psych-mental health nurse practitioner and acquire a doctoral degree are best served with this track. Mental Health services continue to face a shortage nationwide and even more among providers of color. With a DNP, mental health practitioners are poised to serve the changing landscape of mental health services.

There are full-time and part-time plans of study. Beyond the 38 credits of the DNP, the psych-mental health section requires an additional 40 credits. Clinical hours for this track are 1000 and

are divided among the DNP scholarly Project and clinical preceptorship for psych-mental health. The PMHNP courses are divided into the Advanced Practice Nursing Core and the Psych-Mental Health Nursing Core.

- Advanced Practice Nursing Core consists of 9 credits of coursework:
  - Advanced Health Assessment, Advanced Pathophysiology, and Pharmacotherapeutics.
- Psych-Mental Health Nursing Core consists of 39 credits of coursework:
  - Psychopharmacology I and II, Psychopathology Disorders, Psych-Mental Health Role, Mental Health Assessment Across the Lifespan, Psychotherapy Across the Lifespan, Diagnostics and Management of Psychiatric-Mental Health Conditions I and II, Crisis Management, Psych-Mental Health Clinical Practice Across the Lifespan I and II, and Psych-Mental Health Residency

## E. Graduate Nursing Program Course Descriptions

### i. Graduate Program MSN Courses

The Graduate Nursing Core consists of 14 credits of coursework specific to understanding the conceptual framework of the Graduate Program, and basic to developing skills needed for prescribing, decision-making, and influencing changes in nursing and health care. The graduate nursing core courses are: (1) Ethics for Health Professionals, (2) Nursing Research: Theory and Practice, (3) Health Care Policy, (4) Cultural Diversity and Social Issues, (5) Theoretical Foundations for Advanced Practice Nursing, and (6) Research Practicum or Thesis. These six courses are required of all graduate nursing students and are sequenced in a manner to maximize their professional growth. Students are allowed to transfer completed Graduate Nursing Core courses with a grade of at least a 'B' that is within the past 5 years.

Advanced Practice Nursing Core consists of 9 credits of coursework: (1) Advanced Health Assessment, (2) Advanced Pathophysiology, and (3) Pharmacotherapeutics in Primary Health Care. These three courses are required of **all** graduate nursing students, regardless of their track.

Advanced Practice Nursing Clinical Core - Specialty FNP courses consist of 23 credits or specialty course work: (1) Family Primary Care of Children and Adolescents: Theory and Practicum, (2) Family Primary Care of Women: Theory and Practicum, (3) Family Primary Care of Adults: Theory and Practicum, (4) Family Primary Care of Older Adults: Theory and Practicum, and (5) Family Primary Nurse Practitioner Role Seminar and Practicum.

Nurse Educator Core courses consist of 8 credits of course work: (1) Teaching and Learning in Nursing Education, (2) Curriculum and Instruction in Nursing Education, and (3) Measurement and Evaluation in Nursing Education.

Nurse Educator Clinical Core courses consist of 8 credits of course work: (1) Role Development as a Nurse Educator, (2) Nurse Educator Practicum, (3) Clinical Role Specialty for the Nurse Educator,

(4) Clinical Role Practicum for the Nurse Educator.

## ii. Graduate Core Course Descriptions

### **NURC-502 Nursing Research: Theory and Practice**

This course focuses on orienting the student to the world of nursing and health sciences research. It prepares the advanced practice nursing student to locate, understand, evaluate, critique, and synthesize various types of research reports, knowledge, and evidence, and apply this to clinical practice and nursing leadership. It develops basic research skills and knowledge relative to explicating clinical topics of importance, conducting literature reviews, and identifying knowledge gaps, and/or dilemmas or troubling situations, related to a clinical topic. It utilizes and expands student's established clinical and scientific knowledge and experience. It builds upon the student's undergraduate research, statistics, and academic writing competencies.

### **NURC-504 Health Policy**

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

### **NURC-512 Theoretical Foundations of Advanced Practice Nursing**

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

### **NURC-503 Ethics for Health Professionals**

This course introduces students to ethical and bioethical issues confronting healthcare providers in the context of healthcare delivery and research. Through lectures, case studies, and reflective questions, the course discusses contemporary topics such as ethical issues in research and the electronic health record as well as historical ethical issues such as confidentiality and dying. The impact of healthcare policy and multicultural, socio-economic, political, legal, and regulatory factors on healthcare systems is explored. The course enables students to develop the critical thinking skills necessary to identify and analyze ethical dilemmas and to construct well-reasoned responses to such dilemmas.

### **NURC-509 Cultural Diversity and Social Issues**

This course is a comparative and analytical approach to the study of diverse religious and cultural groups and current social issues. The focus is on understanding and appreciating cultural diversity and social issues in health and illness. This course facilitates an understanding of the wide

array of cultural influences, including ethnicity, race, religion, gender, and age differences, and how they impact human behavior.

#### **NURC-606 Research Practicum**

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

### **iii. Advanced Practice Nursing Core Course Descriptions**

#### **NURC-511 Advanced Pathophysiology**

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

#### **NURP-601 Pharmacotherapeutics**

This course is focused on applying principles of pharmacology for the selection, administration, and monitoring of drug therapy. Students will learn to assess important client parameters required for appropriate therapeutic selection and determine a therapeutic approach for the management of special populations.

#### **NURP-605 Advanced Health Assessment**

This course develops the psychomotor, emotional, and social skills that are consistent with advanced practice nursing. It builds on anatomy, physiology, pathophysiology, and health assessment skills previously attained in undergraduate nursing education. It refines skills for developing a therapeutic alliance with patients, wellness and health promotion, illness prevention, diagnosis and treatment of acute and chronic conditions, and restoration and maintenance of quality of life in adult clients, with attention to population variations. Students synthesize presented theories, principles, and techniques, from which they develop a systematic framework for obtaining and evaluating a comprehensive or focused history and physical assessment. Critical thinking and reasoning are also advanced as students begin to make preliminary differential diagnoses of health conditions encountered in the primary care setting.

## iv. Master's Specialty Course Descriptions

### **Specialty Family Nurse Practitioner Courses:**

#### **NURP-606 Family Primary Care of Children and Adolescents and Practicum**

This course is focused on the Foundations of advanced clinical practice in the primary care of children, birth to 21 years. A family-centered approach is also employed, as well as areas of growth and development and health promotion and management of common pediatric health problems. Students are assigned to ambulatory health care settings and function as primary providers of primary pediatric health services. This course emphasizes the synthesis of theories and concepts from nursing and other scientific disciplines to construct a framework that guides comprehensive, interpretation of data, differential diagnosis, interventional strategies, and evaluation.

#### **NURP-607 Family Primary Care of Women: Theory and Practice**

The focus of the course is the delivery of health care for women across the lifespan as well as their family members in the primary care setting. Common acute and chronic illnesses relating to women's health conditions and genetic implications of diseases in women are expounded. Students are assigned to ambulatory health care settings and function as primary providers of primary women's health services. This course emphasizes the synthesis of theories and concepts from nursing and other scientific disciplines to construct a framework that guides comprehensive, interpretation of data, differential diagnosis, interventional strategies, and evaluation.

#### **NURP-608 Family Primary Care of Adults and Practicum**

The focus of this course is the delivery of health care for young and middle-aged adults and their family members in primary care settings. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. Genetic implications of diseases are also emphasized. Students are assigned to ambulatory health care settings and function as primary providers of primary adult health services. This course emphasizes the synthesis of theories and concepts from nursing and other scientific disciplines to construct a framework that guides comprehensive, interpretation of data, differential diagnosis, interventional strategies, and evaluation.

#### **NURP-609 Family Primary Care of the Older Adults and Practicum**

This course is designed to identify and analyze the multiple behaviors and chronic states of older adults' multitudes of ailments along their health, illness, and rehabilitation continuum through the end of life. Included in the course are cultural, ethnic, and gender variations, age-specific risk reductions, health promotion, maintenance, rehabilitation, and adaptation to chronic illnesses. Emphasis will be on targeting services to the underserved older population. Students are assigned to ambulatory health care settings and function as primary providers of primary older adult health services. This course emphasizes the synthesis of theories and concepts from nursing and other scientific disciplines to construct a framework that guides comprehensive, interpretation of data, differential diagnosis, interventional strategies, and evaluation.

### **NURP-610 Family Primary Nurse Practitioner Role Seminar Practicum**

Through seminars and preceptor clinical experiences, the student is expected to integrate and apply theoretical and evidence-based research pertaining to primary family health practice in the clinical setting. The course is focused on enhancing socialization and role synthesis in the assessment, diagnosis, management, education, and follow-up of clients with varied conditions throughout the wellness-illness spectrum. Emphasis will be placed on delivering and evaluating direct primary care services to individuals and families.

### **Specialty Nurse Educator Courses:**

The nurse educator track consists of 16 credits of specialty course work, (1) Teaching and Learning in Nursing Education, (2) Curriculum and Instruction in Nursing Education, (3) Measurement and Evaluation in Nursing Education, (4) Role Development as a Nurse Educator, (5) Nurse Educator Practicum, (6) Clinical Role Specialty for the Nurse Educator, and (7) Clinical Role Practicum for the Nurse Educator.

### **NURG-520 Teaching and Learning in Nursing Education**

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

### **NURG-521 Curriculum and Instruction in Nursing Education**

This course will provide the essential components which define and operationalize the process of curriculum development. The learner will examine curriculum models from the perspective of education and nursing research. The course content provides knowledge on how to analyze factors that influence program development, curriculum design and development, implementation, and evaluation.

### **NURG-526 Measurement and Evaluation in Nursing Education**

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

### **NURG-522 Role Development as a Nurse Educator**

This course is designed to prepare the professional nurse educator in the clinical practice environment. The student will select a clinical practice area among a variety of clinical specialty areas to enhance clinical skills as an advanced practice nurse. This course includes a practicum with

an assigned preceptor in a clinical practice area. The course format is online for the didactic content and practicing in a clinical practice setting.

### **NURG-523 Nurse Educator Practicum**

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

### **NURG-524 Clinical Role Specialty for the Nurse Educator**

The purpose of this course is to synthesize major philosophies, theoretical foundations and models, and concepts in curriculum development, and program instruction in a client-centered, clinical setting.

### **NURG-525 Clinical Role Practicum for the Nurse Educator**

The purpose of this course is to provide the nurse educator student with opportunities to apply knowledge of design and curriculum development to structured clinical, staff development, and stimulation experiences that connect didactic courses with program outcomes. Principles of leadership, teaching and learning theories, and strategies implemented in the clinical practice setting will also be emphasized. The course includes a minimum of 100 hours of practicum experience working closely with an experienced educator.

## **Electives**

### **NURE-502 Independent Study**

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

### **NURE-611 Grief and Loss: A Family Perspective**

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



## **Research Requirements**

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

### **Thesis Option**

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

### **Research Practicum Option**

The non-thesis option consists of a one-semester research practicum. The research practicum provides hands-on research experience working with a principal investigator on an established research project or the formulation of a project. Students choosing the non-thesis option are expected to confirm this choice in writing with their academic advisor when planning their program of study. Final selection must be made by the student no later than the end of the Nursing Research course in order to identify a thesis advisor or research mentor.

### **Certification Examination Preparatory Course**

A certification examination preparatory course is integrated into the Family Nurse Practitioner Role Seminar Practicum NURP 610 course, in the Spring Semester of the final year.

## **F. Program Orientation**

A one-day Graduate Nursing Program Orientation will take place the week prior to the beginning of classes in the Fall and Spring semesters for new students. Attendance at the orientation is mandatory for all incoming new students.

## **G. Graduate Expository Writing Examination**

The Graduate Program Expository Writing Examination (EWE) is required for all graduate students in the MSN program and must be taken during the Graduate Nursing Program Orientation period.

Students must receive a grade of 5 on the EWE to pass. If unsuccessful in passing the examination, the student must enroll in the Scholarly Writing course NURD 704 during the current or subsequent semester.

## H. 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 and processes for the Consortium are accessible from <https://howard.edu/academics/exchange/cuwma>

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

- Be a fully admitted degree-seeking student.
- Be actively enrolled in courses at Howard University at the same time that the consortium course is being taken and carry at minimum the same number of credit hours at both institutions.
- Be in good academic standing.
- Obtain approval to participate in the Consortium from the Graduate Program Chairperson.
- Must obtain a grade of “B” or better in order to receive transfer credit and successfully pass the course based on the Graduate Nursing Program grading policy.

### **Consortium Transcripts**

All Consortium transcripts will automatically be forwarded from the consortium institution to Howard University. Students should review their Howard University unofficial transcript to ensure the course and grade have been forwarded.

## I. Transfer of Credits

The Graduate Program Office will review all academic transcripts at the time of admission. The admissions committee will identify eligible courses for transfer credit. Only non-clinical courses are eligible for course transfer. A student is permitted to transfer no more than six (6) credits for the MSN program and (12) credits for the DNP program. Only courses that have been taken at a recognized accredited institution with a grade of “B” or better will be considered for transfer credits. Science courses taken within the last five years with an earned grade of “B” or better will be considered, with the exception of a “Pass/Fail” grade or “S”, a satisfactory grade. Any course

taken longer than five (5) years prior to enrollment will be reviewed by the Admission Committee on an individual basis. Students may be required to submit a course description or syllabus to the Graduate Program Office for review by the Admissions Committee and/or Chairperson.

## J. Transcripts

All institutions attended official transcripts must be submitted to the [Nursing CAS system](#).

## K. International Students/Transcript Evaluations for Admission

Foreign-educated applicants are required to have a transcript evaluation completed by an official evaluation service such as the World Education Services (WES). A GPA calculation is required from this service. Contact WES at (212) 966-6311 or [www.wes.org](http://www.wes.org) for procedural information. Commission on Graduate of Foreign Nursing Schools (CGFNS) evaluations may be acceptable in some instances for foreign educated Registered Nurses. Courses recognized through transfer, validation, or escrows are awarded credits only. Grades do not transfer. Courses accepted for transfer/validation have no impact on the grade point average. A GPA calculation is required for this service. Contact CGFNS at [\(215\)222-8454](tel:2152228454) or <https://www.cgfns.org/> for procedural information.

## L. Length of Time for Completion of Master's and Doctoral Degree

Students are expected to complete the graduate program in a maximum of five (5) years from the date of initial enrollment in the program. In situations where a leave of absence (LOA) is granted, exceptions to this policy will be made by the Graduate Program Chairperson per the University LOA policy. Those who do not complete the degree within the five (5) year period may petition for readmission and may be readmitted upon recommendation of the graduate faculty of the Division of Nursing.

## M. Credentialing

Upon satisfactory completion of a plan of study, the student is eligible to receive the Master of Science in Nursing degree, a Post-Master's Certificate, or a Doctor of Nursing Practice as a Psych-Mental Health Nurse Practitioner from Howard University. The FNP and PMHNP graduate is then eligible to apply to the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP-CB) to take the examination to become certified as a Family Nurse Practitioner or Psych-Mental Health Nurse Practitioner. The Nurse Educator graduate will become eligible to apply for the National League for Nursing (NLN) Certified Nurse Educator (CNE) examination upon successful completion of the requisite years of teaching experience post-graduation.

## N. Plans of Study

- MSN
  - Family Nurse Practitioner
  - Nurse Educator
- DNP
  - APRN-DNP (Generic)
  - PMHNP-DNP

**Master of Science in Nursing Degree Program  
Concentration: Family Nurse Practitioner  
Proposed Plan of Study (Full-time)**

	<u>Fall</u>	<u>Credits</u>
<b><u>Semester I</u></b>		
NURC 511	Advanced Pathophysiology	3
NURC 512	Theoretical Foundations for Advanced Practice Nursing	2
NURP 601	Pharmacotherapeutics	3
NURP 605	Advanced Health Assessment	3
		<b>11</b>
<b><u>Spring</u></b>		
<b><u>Semester II</u></b>		
NURC 502	Nursing Research: Theory and Practice	4
NURP 606	Family Primary Care of Children and Adolescents and Practicum	4
NURP 607	Family Primary Care of Women and Practicum	4
		<b>12</b>
<b><u>Summer</u></b>		
<b><u>Semester III</u></b>		
NURP 608	Family Primary Care of Adults and Practicum	5
<b><u>Fall</u></b>		
<b><u>Semester IV</u></b>		
NURC 504	Health Care Policy	2
NURC 605	Thesis OR	
NURC 606	Research Practicum	2
NURP 609	Family Primary Care of Older Adults and Practicum	5
		<b>9</b>
<b><u>Spring</u></b>		
<b><u>Semester V</u></b>		
NURC 503	Ethics for Health Professionals	2
NURC 509	Cultural Diversity and Social	2
NURC 605	Issues Thesis	
NURP 610	Family Primary Nurse Practitioner Role Seminar Practicum	5
		<b>9</b>
	<b>Total Credits</b>	<b>46</b>

**Master of Science in Nursing Degree Program  
Concentration: Family Nurse Practitioner  
Proposed Plan of Study (Part-time)**

<b><u>Semester I</u></b>	<b><u>Fall</u></b>	<b><u>Credits</u></b>
NURC 511	Advanced Pathophysiology	3
NURP 601	Pharmacotherapeutics	3
		<b>6</b>
	<b><u>Spring</u></b>	
<b><u>Semester II</u></b>		
NURC 502	Nursing Research: Theory and Practice	4
NURC 503	Ethics for Health Professionals	2
NURC 509	Cultural Diversity and Social Issues	2
		<b>8</b>
	<b><u>Fall</u></b>	
<b><u>Semester III</u></b>		
NURP 605	Advanced Health Assessment	3
NURC 512	Theoretical Foundation for Advanced Practice Nursing	3
NURC 606	Research Practicum <i>OR</i> Thesis	2
		<b>8</b>
	<b><u>Spring</u></b>	
<b><u>Semester IV</u></b>		
NURP 606	Family Primary Care of Children and Adolescents & Practicum	4
NURP 607	Family Primary Care of Women & Practicum	4
		<b>8</b>
	<b><u>Summer</u></b>	
<b><u>Semester V</u></b>		
NURP 608	Family Primary Care of Adults & Practicum	<b>5</b>
	<b><u>Fall</u></b>	
<b><u>Semester VI</u></b>		
NURC 504	Health Care Policy	2
NURP 609	Family Primary Care of Older Adults & Practicum	5
NURC 605	Thesis <i>OR</i> Research Practicum	7
	<b><u>Spring</u></b>	
<b><u>Semester VII</u></b>		
NURP 610	Family Primary Nurse Practitioner Role Seminar	<b>5</b>
NURC 605	Thesis	
	<b>Total Credits</b>	<b>47</b>

**POST-MASTER'S CERTIFICATE  
FAMILY NURSE PRACTITIONER  
PROPOSED PLAN OF STUDY (Full/Part-time)**

**Fall**

<b><u>Semester I</u></b>		<b><u>Credits</u></b>
NURC 511	Advanced Pathophysiology*	3
NURP 601	Pharmacotherapeutics in Primary Health Care*	3
NURP 605	Advanced Health Assessment	<u>3</u>
		<b>9</b>

**Spring**

<b><u>Semester II</u></b>		
NURP 606	Family Primary Care of Children and Adolescents: Theory & Practicum	4
NURP 607	Family Primary Care of Women: Theory & Practicum	<u>4</u>
		<b>8</b>

**Summer**

<b><u>Semester III</u></b>		
NURP 608	Family Primary Care of Adults: Theory & Practicum	<b><u>5</u></b>

**Fall**

<b><u>Semester IV</u></b>		
NURP 609	Family Primary Care of Older Adults: Theory & Practicum	<u>5</u>

**Spring**

<b><u>Semester V</u></b>		
NURP 610	Primary Family Nurse Practitioner Role Seminar & Practicum	<u>5</u>

<b>Total credits</b>	<b>32</b>
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*\* May be waived with syllabus review and documented proof of completion with grade of "B" or better at the graduate level.*

**Master of Science in Nursing Degree  
Concentration: Nurse Educator  
Proposed Plan of Study (Full-time)**

	<u>Fall</u>	<u>Credits</u>
<b><u>Semester I</u></b>		
NURC 511	Advanced Pathophysiology	3
NURC 512	Theoretical Foundations for Advanced Practice Nursing	2
NURP 601	Pharmacotherapeutics	3
NURP 605	Advanced Health Assessment	<u>3</u>
		<b>11</b>
<b><u>Spring</u></b>		
<b><u>Semester II</u></b>		
NURG 520	Teaching and Learning in Nursing Education	2
NURG 521	Curriculum and Instruction in Nursing Education	3
NURG 522	Role Development as a Nurse Educator	2
NURG 523	Nurse Educator Practicum	<u>2</u>
		<b>9</b>
<b><u>Summer</u></b>		
<b><u>Semester III</u></b>		
NURG 524	Clinical Role Specialty for the Nurse Educator	2
NURG 525	Clinical Role Practicum for the Nurse Educator	<u>2</u>
		<b>4</b>
<b><u>Fall</u></b>		
<b><u>Semester IV</u></b>		
NURC 502	Nursing Research: Theory and Practice	4
NURC 504	Health Care Policy	2
NURG 526	Measurement and Evaluation in Nursing Education	<u>3</u>
		<b>9</b>
<b><u>Spring</u></b>		
<b><u>Semester V</u></b>		
NURC 606	Research Practicum	2
NURC 509	Cultural Diversity and Social Issues	2
NURC 501	Interdisciplinary Health Care Ethics	<u>2</u>
		<b>6</b>
	<b>Total Credits</b>	<b>39</b>



**Master of Science in Nursing Degree  
Program Concentration: Nurse Educator  
Proposed Plan of Study (Part-time)**

	<u>Fall</u>	<u>Credits</u>
<b><u>Semester I</u></b>		
NURC 511	Advanced Pathophysiology	3
NURP 601	Pharmacotherapeutics	<u>3</u>
		<b>6</b>
<b><u>Spring</u></b>		
<b><u>Semester II</u></b>		
NURG 521	Curriculum and Instruction in Nursing Education	3
NURG 520	Teaching and Learning in Nursing Education	<u>2</u>
		<b>5</b>
<b><u>Fall</u></b>		
<b><u>Semester III</u></b>		
NURC 502	Nursing Research: Theory and Practice	4
NURP 605	Advanced Health Assessment	3
NURC 512	Theoretical Foundations for Advanced Practice Nursing	<u>2</u>
		<b>9</b>
<b><u>Spring</u></b>		
<b><u>Semester IV</u></b>		
NURC 606	Research Practicum	2
NURG 522	Role Development as a Nurse Educator	2
NURG 523	Nurse Educator Practicum	<u>2</u>
		<b>6</b>
<b><u>Summer</u></b>		
<b><u>Semester V</u></b>		
NURG 524	Clinical Role Specialty for the Nurse Educator	2
NURG 525	Clinical Role Practicum for the Nurse Educator	<u>2</u>
		<b>4</b>
<b><u>Fall</u></b>		
<b><u>Semester VI</u></b>		
NURC 504	Health Care Policy	2
NURG 526	Measurement and Evaluation in Nursing Education	<u>3</u>
		<b>5</b>
<b><u>Spring</u></b>		
<b><u>Semester VII</u></b>		
NURC 503	Ethics for Health Professionals	2
NURC 513	Interdisciplinary Culturally Congruent Care for Health Professions	<u>2</u>
		<b>4</b>
	<b>Total Credits</b>	<b>39</b>

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Post-Master's APRN – DNP Track (Generic)  
Proposed Plan of Study (Part-Time, Spring Start)**

<b>Spring Semester 1</b>	<b>Semester hours</b>
NURD-701 DNP Role	2
NURD-702 Epidemiology and Population Health	<u>3</u>
	<b>5</b>
<b>Fall Semester 2</b>	
NURD-704 Scholarly Writing	1
NURD-705 Applied Biostatistics & Translational Research	<u>3</u>
	<b>4</b>
<b>Spring Semester 3</b>	
NURP-701 Primary Care of Mental Health Conditions	4
NURD-707 Leadership and Communication	<u>4</u>
	<b>8</b>
<b>Summer Semester 4</b>	
NURD-708 Resource and Organizational Management	<u>3</u>
	<b>3</b>
<b>Fall Semester 5</b>	
NURD-709 Healthcare Finance and Economics	3
NURD-710 DNP Project Seminar I	1
NURC-504 Health Policy	<u>3</u>
	<b>7</b>
<b>Spring Semester 6</b>	
NURD-711 DNP Project Seminar II	1
NURP-703 Residency	1
NURP-702 Integrative Health Approaches & Modalities in Primary Care	<u>4</u>
	<b>6</b>
<b>Summer Semester 7</b>	
NURD-712 DNP Project Seminar III	<u>1</u>
	<b>1</b>
<b>Fall Semester 8</b>	
NURD-703 Health Informatics	3
NURD-713 DNP Project Seminar IV	<u>1</u>
	<b>4</b>

**TOTAL CREDIT HOURS: 38 minimum**

**Clinical hours: 1000.**

**8 semesters, 3 years, PT**

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Post-Master's APRN – DNP Track (Generic)  
Proposed Plan of Study (Part-Time, Fall Start)**

	<b>Semester Hours</b>
<b>Fall Semester 1</b>	
NURD-704 Scholarly Writing	1
NURD-705 Applied Biostatistics & Translational Research	<u>3</u>
	<b>4</b>
<b>Spring Semester 2</b>	
NURD-701 DNP Role	2
NURD-702 Epidemiology and Population Health	<u>3</u>
	<b>5</b>
<b>Summer Semester 3</b>	
NURD-708 Resource and Organizational Management	3
NURD-710 DNP Project Seminar I	<u>1</u>
	<b>4</b>
<b>Fall Semester 4</b>	
NURD-711 DNP Project Seminar II	1
NURC-504 Health Policy	<u>3</u>
	<b>4</b>
<b>Spring Semester 5</b>	
NURP-701 Primary Care of Mental Health Conditions	4
NURD-707 Leadership and Communication	<u>4</u>
	<b>8</b>
<b>Summer Semester 6</b>	
NURD-712 DNP Project Seminar III	1
NURP-703 Residency	<u>1</u>
	<b>2</b>
<b>Fall Semester 7</b>	
NURD-713 DNP Project Seminar IV	1
NURD-709 Healthcare Finance and Economics	3
NURD-703 Health Informatics	<u>3</u>
	<b>7</b>
<b>Spring Semester 8</b>	
NURP-702 Integrative Health Approaches & Modalities in Primary Care	<u>4</u>
	<b>4</b>
 <b>TOTAL CREDIT HOURS: 38 minimum</b>	
<b>Clinical hours: 1000.</b>	
<b>8 semesters, 3 years, Part-time</b>	

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Post-Master's APRN – DNP Track (Generic)  
Proposed Plan of Study (Full-Time, Spring start)**

<b>Spring Semester 1</b>		<b>Semester hours</b>
NURD-701	DNP Role	2
NURP-701	Primary Care of Mental Health Conditions	4
NURD-702	Epidemiology and Population Health	<u>3</u>
		<b>9</b>
<b>Fall Semester 2</b>		
NURD-703	Health Informatics	3
NURD-704	Scholarly Writing	1
NURD-705	Applied Biostatistics & Translational Research	3
NURD-710	DNP Project Seminar I	<u>1</u>
		<b>8</b>
<b>Spring Semester 3</b>		
NURD-711	DNP Project Seminar II	1
NURD-707	Leadership and Communication	4
NURP-702	Integrative Health Approaches & Modalities in Primary Care	<u>4</u>
		<b>9</b>
<b>Summer Semester 4</b>		
NURD-708	Resource and Organizational Management	3
NURP-703	Residency	1
NURD-712	DNP Project Seminar III	<u>1</u>
		<b>5</b>
<b>Fall Semester 5</b>		
NURD-713	DNP Project Seminar IV	1
NURD-709	Healthcare Finance and Economics	3
NURC-504	Health Policy	<u>3</u>
		<b>7</b>

**TOTAL CREDIT HOURS: 38 minimum**

**Clinical hours: 1000.**

**5 semesters, 2 years, full-time.**

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Post-Master's APRN – DNP Track (Generic)  
Proposed Plan of Study (Full-Time, Fall Start)**

<b>Fall Semester 1</b>	<b>Semester hours</b>
NURD-704 Scholarly Writing	1
NURD-703 Health Informatics	3
NURD-705 Applied Biostatistics & Translational Research	<u>3</u>
	<b>7</b>
<b>Spring Semester 2</b>	
NURD-701 DNP Role	2
NURP-701 Primary Care of Mental Health Conditions	4
NURD-702 Epidemiology and Population Health	<u>3</u>
	<b>9</b>
<b>Summer Semester 3</b>	
NURD-708 Resource and Organizational Management	3
NURP-703 Residency	1
NURD-710 DNP Project Seminar I	<u>1</u>
	<b>5</b>
<b>Fall Semester 4</b>	
NURD-711 DNP Project Seminar II	1
NURD-712 DNP Project Seminar III	1
NURD-709 Healthcare Finance and Economics	3
NURC-504 Health Policy	<u>3</u>
	<b>8</b>
<b>Spring Semester 5</b>	
NURD-707 Leadership and Communication	4
NURD-713 DNP Project Seminar IV	1
NURP-702 Integrative Health Approaches & Modalities in Prim Care	<u>4</u>
	<b>9</b>
<b>TOTAL CREDIT HOURS: 38 minimum</b>	
<b>Clinical hours: 1000.</b>	
<b>5 semesters, 2 years, full-time.</b>	

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Psych-Mental Health Nurse Practitioner (PMHNP)  
Proposed Plan of Study (Part-Time)**

	<b>Semester hours</b>
<b>Spring Semester 1</b>	
NURD 701    DNP Role	2
NURD 702    Epidemiology and Population Health	<u>3</u>
	<b>5</b>
<b>Summer Semester 2</b>	
NURC 511    Advanced Pathophysiology	3
NURP 601    Pharmacotherapeutics	<u>3</u>
	<b>6</b>
<b>Fall Semester 3</b>	
NURM 702    Psychopharmacology I	3
NURM 704    Psychopathology Disorders	<u>3</u>
	<b>6</b>
<b>Spring Semester 4</b>	
NURC 504    Health Policy	3
NURM 703    Psychopharmacology II	<u>3</u>
	<b>6</b>
<b>Summer Semester 5</b>	
NURP-605    Advanced Health Assessment	3
NURM-706    Psych-Mental Health Role	<u>2</u>
	<b>5</b>
<b>Fall Semester 6</b>	
NURD-705    Applied Biostatistics & Translational Research	3
NURM-701    Mental Health Assessment Across the Lifespan	<u>3</u>
	<b>6</b>
<b>Spring Semester 7</b>	
NURM-705    Psychotherapy Across the Lifespan	4
NURD-707    Leadership and Communication	<u>4</u>
	<b>8</b>
<b>Summer Semester 8</b>	
NURD-708    Resource and Organizational Management	3
NURD-704    Scholarly Writing	<u>1</u>
	<b>4</b>

**Fall Semester 9**

NURM -711	Crisis Management	3
NURM-707	Diagnostics and Management of Psychiatric-Mental Health Conditions I	4
NURM-709	Psych-Mental Health Clinical Practice Across the Lifespan I	<u>3</u>
		<b>10</b>

**Spring Semester 10**

NURM-708	Diagnostics and Management of Psychiatric-Mental Health Conditions II	4
NURM-710	Psych-Mental Health Clinical Practice Across the Lifespan II	<u>3</u>
		<b>7</b>

**Summer Semester 11**

NURD-710	DNP Project Seminar I	1
NURM-712	Psych-Mental Health Residency	<u>4</u>
		<b>5</b>

**Fall Semester 12**

NURD-711	DNP Project Seminar II	1
NURP-703	Residency	1
NURD-709	Healthcare Finance and Economics	3
NURD-703	Health Informatics	<u>3</u>
		<b>8</b>

**Spring Semester 13**

NURD-712	DNP Project Seminar III	1
NURD-713	DNP Project Seminar IV	<u>1</u>
		<b>2</b>

**Total Credits - 78****Total Clinical hours- 1000****13 Semesters, 4 years**

**DOCTOR OF NURSING PRACTICE (DNP)  
MSN to DNP  
Concentration: Psych-Mental Health Nurse Practitioner (PMHNP)  
Proposed Plan of Study (Full-Time)**

		<b>Semester hours</b>
<b>Spring Semester 1</b>		
NURD-701	DNP Role	2
NURD-702	Epidemiology and Population Health	<u>3</u>
		<b>5</b>
<b>Summer Semester 2</b>		
NURC-511	Advanced Pathophysiology	3
NURP-601	Pharmacotherapeutics	3
NURP-605	Advanced Health Assessment	<u>3</u>
		<b>9</b>
<b>Fall Semester 3</b>		
NURM-701	Mental Health Assessment Across the Lifespan	4
NURM-702	Psychopharmacology I	3
NURM-704	Psychopathological Disorders	<u>3</u>
		<b>10</b>
<b>Spring Semester 4</b>		
NURM-705	Psychotherapy Across the Lifespan and Practicum	4
NURM-703	Psychopharmacology II	<u>3</u>
		<b>7</b>
<b>Summer Semester 5</b>		
NURM-706	Psych-Mental Health Role	2
NURD-708	Resource and Organizational Management	3
NURD-704	Scholarly Writing	<u>1</u>
		<b>6</b>
<b>Fall Semester 6</b>		
NURM-707	Diagnostics and Management of Psychiatric-Mental Health Conditions I	4
NURM-709	Psych-Mental Health Clinical Practice Across the Lifespan I	3
NURM -711	Crisis Management	<u>3</u>
		<b>10</b>
<b>Spring Semester 7</b>		
NURM-708	Diagnostics and Management of Psychiatric-Mental Health Conditions II	4
NURM-710	Psych-Mental Health Clinical Practice Across the Lifespan II	3
NURD-710	DNP Role Seminar I	<u>1</u>
		<b>8</b>



**Summer Semester 8**

NURM-712	Residency in Psychiatry	4
NURD-711	DNP Role Seminar II	<u>1</u>
		<b>5</b>

**Fall Semester 9**

NURD-703	Health Informatics	3
NURD-705	Applied Biostatistics & Translational Research	3
NURD-709	Healthcare Finance and Economics	3
NURD-712	DNP Role Seminar III	<u>1</u>
		<b>10</b>

**Spring Semester 10**

NURD-713	DNP Role Seminar IV	1
NURD-707	Leadership and Communication	4
NURC-504	Health Policy	<u>3</u>
		<b>8</b>

**Total Credits - 78****Total clinical hours – 1000****10 Semesters, 3 years**

## O. Course Sequencing

### **MSN**

After successful completion of NURC 511 Advanced Pathophysiology, NURC 601 Advanced Pharmacology, and NURP 605 Advanced Health Assessment, students may proceed to future clinical courses. All clinical courses must be completed before enrolling in NURP 610 Family Primary Nurse Practitioner Role Seminar Practicum. NURP 610 can only be taken during the final semester of the program.

### **DNP**

As with the FNP track, the PMHNP must successfully complete NURC 511 Advanced Pathophysiology, NURC 601 Advanced Pharmacology, and NURP 605 Advanced Health Assessment, students may proceed to future psych-mental health clinical courses.

The DNP Seminar NURD-710-714 must be completed in sequence from I through IV. This is ensure all stages in the scholarly project are executed sequentially. See the Scholarly Project Handbook for further details on the expectations of each DNP Seminar course. NURP-703 Residency course can be completed during various stages of the DNP program but must be aligned with the student's project.

## P. CLINICAL PRACTICUM

### **Clinical Practicum Placements**

The Graduate Program's objective is to place students in a clinical site where they will receive the clinical experience needed to meet the learning objectives of the course. Due to a highly competitive demand for clinical sites, students are encouraged to find their own clinical sites and clinical preceptors. Clinical sites should be located in the student's state of residence and another neighboring state both of which the student should hold a current RN license. Students are required to be licensed in at least two jurisdictions. It is best to secure a clinical site the semester before the required course. Each clinical site must be evaluated and approved by the Graduate Program Office and Course Coordinator before an agreement can be made and permission granted for student placement. Clinical preceptorship cannot be started unless the site has been approved by the graduate chairperson. All clinical sites must hold a contract or affiliation agreement with the university before the start of clinical preceptorship. If a clinical site is assigned to the student, it is expected that the student will accept the site, or they risk being unable to satisfactorily complete the course if clinical hours are not completed by the end of the semester.

## Q. Practicum Process

Students will be notified of their practicum placement via email during or prior to the semester. Practicum placements are assigned once the student successfully submits all required clinical documents to the Office of Clinical Affairs (OCA) or Nursing Graduate Office (NGO). Once reviewed by OCA or NGO the student will receive clinical clearance and practicum placement packet. The packet will be emailed and include the preceptor's contact information, clinical rotation start date, student clearance documents, university and program documents, and other pertinent forms. It is advised that you contact your preceptor immediately to confirm the placement and negotiate a mutually agreed upon clinical schedule. Due to the high demand for preceptors, failure to comply with these instructions may result in the placement being given to another student from another university.

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

## R. Clinical Practicum Site Evaluation

Students must schedule a site visit evaluation as directed by the course faculty. The expectation is that faculty will visit the student at their site, observe the student during a patient encounter, and consult with the student's preceptor. Students are responsible for completing their required clinical hours by the end of the semester. Failure to adhere to these requirements will result in failure of the practicum, which results in failure of the clinical course. Any extenuating circumstances that may prohibit achieving the requisite clinical hours must be communicated to the course faculty and Graduate Program Office immediately.

## S. Changing Practicum Site

Students may be required to transfer to a different practicum site at any time during the semester if the site is not able to meet the course and student clinical learning objectives, is in an unsafe location, or if the site is deemed inappropriate by the course faculty. If you have any concerns about the clinical site, please notify the course faculty and Graduate Program Office immediately. Students cannot terminate a clinical site. The course faculty and the graduate program chairperson will review and proceed with any termination with the clinical site.

## T. Work Schedules

Students who must work while attending school are encouraged to enroll in a part-time plan of study. Students who work during the night, for example from 11 p.m. -7 a.m. or 7 p.m.-7 a.m. are not permitted to attend clinical sites immediately after working a night shift. Work schedules should be adjusted to accommodate the plan of study. If it is found that a student is in clinical after working the night shift, they will be asked to leave the clinical site. The student will not receive clinical hour credit for the hours they were in clinical that day.

## U. Travel Time

Clinical sites are selected based on preceptor agreement and their ability to provide the best practicum experience for the student. While every effort is made to keep the commute to a reasonable distance, it may be necessary to travel farther than you would like. Travel time is not calculated as a part of your practicum hours. You are responsible for arranging your own transportation to and from the practicum site along with any parking expenses, if needed. Students are responsible for providing their own transportation to clinical sites and for releasing the University and the affiliating institutions from liability for any accidents in which they are involved while commuting to and from the clinical sites.

## V. Clinical Clearance Requirements

To comply with the clinical practicum requirements each student must complete the following requirements prior to participating in any clinical experience. Compliance in meeting the clinical clearance requirements must be documented by the Coordinator of Clinical Affairs (OCA) or Graduate Program Office (GPO), at the beginning of the semester prior to the semester in which the clinical practicum will take place. Students are responsible for keeping all clinical clearance requirements current and submit prior to expiration to the OCA/GPO. Any clinical hours completed on expired requirements will be null and void and required to be repeated. Additional requirements based on the assigned clinical agency may also be required.

### Health Clearance

Each student must submit to the OCA or GPO Coordinator evidence of medical clearance (clinical clearance certificate) prior to participating in a clinical rotation. Students must complete the Health Clearance requirements, which include but are not limited to, the physical examination, blood titers (proof of immunity for MMR, Hepatitis B, and Varicella), annual Tuberculosis screening (Chest X-ray for positive PPD), Tetanus, Influenza, COVID and an up-to-date immunizations record. Students may also be required to complete and submit drug screen test results. Review the [University Student Health Center](#) website for all health clearance requirements for students in the Health Professions programs. The completed Health Form should be uploaded to the Student Health Center portal for review. The Student Health Center is located at 2139 Georgia Avenue, NW, Suite 201, Washington, DC 20059. Please contact the Student Health Center directly if you have any questions at (202) 806-7540. Once reviewed by the Student Health Center, a clinical clearance certificate will be issued. Forward a copy to the OCA and GPO. Renewing health clearance must be completed 1 month before expiration to ensure clinical preceptorship is not disrupted.

### **Drug Screening**

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

### **CPR Certification**

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

- Health Care Provider, given by the American Heart
- CPR for the Professional, given by the American Red Cross

A copy of the CPR card must be forwarded to the OCA and GPO before the start of the first clinical rotation and 2 weeks before expiration thereafter.

### **Criminal Background Check**

All graduate students are required to complete a criminal background check on admission and biannually. The criminal background check must be obtained from the University-contracted vendor and is at the student's expense. For states that require a criminal background check for RN licensure and renewal, evidence of an untarnished criminal background must be submitted to the OCA and GPO.

In the event of a positive criminal background report, the student will be notified by the Coordinator of Clinical Affairs and or Chairperson of the Graduate Nursing Program to discuss the student's course of action and implications for clinical practicum. It is recommended that the student contact their respective State Board of Nursing to discuss further steps.

### **HIPAA/OSHA**

All students are required to complete HIPAA certification training every year or when regulations are updated. Only Howard University Hospital HIPAA training meets this requirement. The dates and times of the training sessions will be communicated by the OCA. Upon completion of the HIPAA training, students must submit a copy of the certification to the OCA or GPO.

## **W. Dress Code for Clinical Practicum**

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

1. Bring your stethoscope, resource materials, and any "clinical assignments" as assigned by your preceptor.
2. Any student who is in a clinical area for any purpose is required to wear the

approved Howard University Graduate Nursing Program clinical uniform, a knee-length long-sleeved white laboratory coat buttoned over street clothing. The coat must have the student's name embroidered over the upper left pocket with the Howard University Division of Nursing patch on the upper left sleeve. The lab coats are to be well-maintained and washed regularly. The student's I.D. card should always be in his/her possession and identifies the name of the student as a Howard University student.

3. Underneath the lab coat the student should be dressed in a professional manner (i.e., no jeans, shorts, or revealing clothing including visible cleavage, bare midriff or back, spaghetti straps).
4. All dresses or skirts should touch the knee when sitting down.
5. Closed-toe shoes must be worn while in uniform.
6. Petite pearl, gold, or silver stud earrings, (for women only) and wedding bands are the only type of jewelry permitted in clinical. All costume jewelry is prohibited. A single stud earring is allowed in each ear.
7. Hair is to be worn off the collar so it cannot touch the patient. Make-up should be appropriate for daytime wear.
8. Nails are to be clean and neatly trimmed not extending over the tip of the fingers. Fingernail polish is not allowed in the clinical setting.
9. Tattoos are to be covered by clothes (or bandages) and not visible while in uniform.
10. All visible body piercings (i.e., nose, lip, eyebrows, etc.) are to be removed while in uniform.
11. Refrain from wearing perfume or strong scents.

## X. Student Clinical Responsibilities

Your responsibilities as a student in the clinical setting include:

1. Arrive 15-30 minutes before the start of the scheduled rotation to allow for time to review the appointments for the day.
2. Review charts as available and ask questions of the preceptor as needed.
3. Verbalize your goals for the day with the preceptor.

4. Develop a plan with the preceptor on the degree of management responsibility and/or amount of direct supervision.
5. Perform client history and conduct a physical examination with your preceptor unless otherwise directed.
6. Give a report to the preceptor privately if your preceptor is not present during the examination.
7. Have the preceptor validate clinical findings as needed.
8. Have the preceptor clarify data, discrepancies, and significant findings.
9. Develop an agreed-upon interim management plan with the preceptor.
10. Implement the plan as needed.
11. Document in the chart an updated problem list, labs ordered/received, and collect any missing data.
12. Have the preceptor review and co-sign your chart documentation.
13. Do not discharge the patient until the preceptor has been informed of the patient's status and the management plan is approved.

## V. ACADEMIC POLICIES

### A. Academic Integrity

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

Source: <https://howard.edu/academics/academic-standing#Academic%20Integrity>

### B. Academic Code of Student Conduct

“Howard University is a community of scholars composed of faculty and students both

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

For your review of the complete text of the university policy and procedures regarding [Academic Code of Conduct](https://secretary.howard.edu/resources/academic-code-student-conduct-policy) at <https://secretary.howard.edu/resources/academic-code-student-conduct-policy>

## A. Code of Conduct for Professional Nursing Students

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

- **Civility** – defined as courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and the demonstration of a high level of respect and consideration. It is important to recognize that no action is without consequence to others or ourselves. We need to anticipate what these consequences will be and, therefore, choose to act in a responsible and caring way.
- **Incivility** – defined as acts of rudeness, disrespect, and other breaches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another’s well-being. Incivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.

*Reference: American Nurses Association. (2001) Code of Ethics for Nurses. Silver Spring, MD: American Nurses Publishing.*

Behavior that is disruptive to the teaching-learning environment will initially be addressed as part of student advisement. Continued or ongoing disruptive behavior is an infraction of the Howard University Student Code of Conduct. This can result in a formal faculty complaint and referral to the Office of Student Services and will follow the processes outlined in the Howard University Student Code of Conduct.



## B. Definitions of Academic Infractions

1. Academic cheating: any intentional act (s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include but is not limited to, utilization of the assistance of any additional individual (s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved.

Note: This infraction assumes that with the exception of authorized group assignments, all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid.

2. Plagiarism: to take and pass off intentionally as one's own the ideas, writings, etc., of another, without attribution (without acknowledging the author).
3. Copyright Infringement: Copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displaced, or made into a derivative work without the permission of the copyright owner.

## C. Administration of the Code

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

## D. Academic Dishonesty in the Nursing Program

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

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

- Copying from another student's examination paper or other exam instrument (i.e.,

computer).

- Allowing another student to copy from an examination paper or other exam instrument.
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination, quiz, project, or other academic assignment.
- Unauthorized collaboration with others on a test, assignment, or other academic project; using or processing unauthorized or concealed materials (i.e., notes, formula lists, cheat sheets, websites) during an examination.
- Receiving communications (i.e., 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.

**Plagiarism and cheating will result in failure of the course and other disciplinary actions.**

## **E. Advisement**

### **i. Faculty Advisor Advisement:**

Each student enrolled in the graduate program will be assigned to a nursing faculty advisor throughout the program. All academic matters (i.e., advisement, registration, change of program, etc.) must be approved by the faculty advisor.

### **ii. Assigned Faculty Advisor's Responsibilities:**

The primary role of the assigned faculty advisor is to:

- Assist the student with academic concerns, planning the program of study, and assuring that graduation requirements are met.
- Have at least four hours per week available for office hours throughout the academic semester.
- Be knowledgeable about educational program requirements, curriculum, and professional, and

career opportunities.

- Be knowledgeable about academic requirements, institutional policies, and procedures to ensure academic success.
- Seek information and refer students to appropriate campus resources as needed.

**iii. Advisee's Responsibilities:**

- All students must schedule a virtual appointment with their faculty advisor each semester before participating in general registration. This meeting will outline the student's plan of study and track their progress through the program.
- Course registration and changes associated with registration are processed via Bison Hub during the published general registration period. Consult online with the University calendar for important registration deadlines.
- Students who fail to register during the general registration will incur a late registration fee.
- A student must contact their faculty advisor in case of any academic difficulty, interruption in the program, or potential change in academic status.
- A student/advisee must provide the faculty advisor with feedback and follow up on the faculty advisor's recommendations.

**iv. Course Coordinator's Advisement Responsibilities:**

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

## **F. Alcohol and Drug Abuse (Substance Abuse) Policy**

In accordance with federal law, Howard University has adopted policies consistent with the Drug-Free School and Communities Act Amendments of 1989 and the College of Nursing and Allied Sciences complies.

The policy can be found using the following website:

<https://www.congress.gov/bill/101st-congress/house-bill/3614>

## **G. Americans with Disabilities Act**

In compliance with the Americans for Disabilities Act (ADA), Howard University is committed

to providing an educational environment that is accessible to all students. Any student with a disability who needs academic accommodations should contact the instructor privately to discuss specific needs. In accordance with this policy, students in need of accommodations due to a disability should contact the *Office of the Dean for Special Student Services* (Harriet Tubman Quadrangle -The Quad, 2455 4th Street NW, Lower Level, Washington, DC 20059, Phone: 202-238-2420) for verification and determination of reasonable accommodations as soon as possible after admission to the University or at the beginning of each semester.

Information about [Disability Support Services](https://studentaffairs.howard.edu/diversity-inclusion/disability-services) and policies can be found at <https://studentaffairs.howard.edu/diversity-inclusion/disability-services>

## H. Graduation Requirements

The Howard University Commencement Ceremony is held once per academic year in May. Only students who have completed all degree requirements are eligible to participate in the commencement ceremony.

### Pre-graduation Procedures

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

## I. Validation to take the Nurse Practitioner Board Certification Examination

Students can request validation from the Graduate Nursing Program Office to sit for the American Nurses Credentialing Center (ANCC) or American Academy of Nurse Practitioners Certification Board (AANP-CB) FNP/PMHNP certification examination up to 3 years from the date of their completion of the program. No validation will be provided to take the certification examination if the student completed the program more than 3 years from the time of request.

## J. Student Rights and Responsibilities

All students are governed by the University's rights and freedoms. This can be accessed from <https://secretary.howard.edu/sites/secretary.howard.edu/files/2023-09/StudentCodeofConduct.pdf>

## Sex and Gender-Based Discrimination, Harassment, and Violence Policy

### Howard University Title IX Policy

Howard University is committed to creating a learning and working environment free from

discrimination and harassment based on sex, gender, gender expression, gender identity, sexual orientation, or marital status. The following forms of conduct are prohibited by the University's Title IX Policy: Sexual Assault, Sexual Harassment, Gender-Based Discrimination or Harassment, Sexual Exploitation, Dating, and Domestic Violence, Stalking, Retaliation, and Complicity (any act that knowingly aids, facilitates, or encourages prohibited conduct by another person). It is important that you know the various campus resources and reporting options available to you if you have experienced or have any concerns related to sex or gender-based discrimination, harassment, or violence. You can always speak with a member of University administration, faculty, or staff, but be aware that with the exception of Confidential Employees, all Howard University and Howard University Hospital employees and contractors—including faculty members—are considered Responsible Employees and are required to report any information regarding known or suspected prohibited conduct to the Title IX Office (TitleIX@howard.edu or 202-806-2550), no matter how they learn of it. Confidential Employees include licensed medical, clinical, and mental health professionals, or clergy when acting in their professional roles in providing health or religious/spiritual services; and employees providing administrative/operational or related support to these employees. Campus confidential resources include the [Interpersonal Violence Prevention Program](#) (phone: 202-836-1401), [Student Health Center](#) (phone: 202-806-7540), [Howard University Hospital](#) (phone: 202-865-1131), and the [Chapel](#) (phone: 202-806-7280). The University's (Interim) *Policy Prohibiting Sex and Gender-Based Discrimination, Sexual Misconduct and Retaliation* (aka, the Title IX Policy) is available at: <https://howard.edu/title-ix>.

## **K. E-Professionalism Code of Conduct and Social Media Policies**

The Student Professional Code of Conduct for the Graduate Nursing Program includes an E-professionalism policy. Your email, LinkedIn, YouTube, Blogs, web pages, Instagram, Twitter, Facebook, and all other internet or worldwide web-based communicative networks are as much a part of your professional image as the clothes you wear. Therefore, students are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms, laboratories, professional and clinical sites, and in non-educational settings, including the Internet. [Healthy use of social media](#) is outlined by the university and should be reviewed. The university social media policy and [social media guidelines](#) are detailed with how to proceed with using and representing yourself as a Howard University student on social media.

Should you choose to create or participate in a blog or other form of online posting, publishing, or discussion, you should be aware of the following program requirements for such activity. In upholding the e-professionalism code of conduct policy, and offering practical guidelines on what is expected of students in the program, the following should be considered:

1. If you are blogging or communicating about University or College-related matters, you must make it clear that you speak for yourself and not for the University or College. The easiest way to ensure that you are not in violation of this obligation is to refrain from mentioning the University or College by name.

2. Be mindful that what you write will be public for a long time and understand that you are personally responsible for what you post.
3. You must comply with all University and College policies, including but not limited to confidentiality, the University and College's policies prohibiting workplace discrimination and harassment, and those regarding respectful or proper treatment of faculty, staff, parents, preceptors, alumni, students, and our partners in education.
4. You must refrain from posting pictures of or discussing students and their families, including their names (unless written consent is provided through the use of a Video and Photo Release Form). Even minor comments about a student may be a breach of confidentiality.
5. You should take care to be truthful in your communications and refrain from making defamatory statements against the University or College, our co-workers, faculty, staff, parents, preceptors, alumni, students, and our partners in education.
6. Violations of this policy can result in discipline, up to and including dismissal from the program.

## L. Academic Grievance Process

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

### i. Informal Process

1. A student who believes that he/she has been aggrieved must first attempt to seek an informal resolution with the course faculty. The student must schedule an appointment with the involved faculty within 3 working days of identifying the academic issue that is being grieved. After the meeting takes place, the course faculty shall prepare a summary of the points discussed during the meeting, the outcome of the meeting and place the summary in the student's file, and forward a copy to the student, course coordinator, program chairperson, and associate dean.
2. If the student is unable to resolve the dispute with the course faculty, the student should schedule an appointment with the course coordinator for intervention within 5 working days after meeting with the course faculty. After the meeting takes place, the course coordinator/chairperson shall prepare a summary of the points discussed during the meeting, the outcome of the

meeting and place this summary in the student's file, and forward a copy to the student, program chairperson, and associate dean.

3. If the student is unable to resolve the dispute with the course coordinator, then the student is advised to seek the intervention of the program chairperson within 5 working days after meeting with the course coordinator. After the meeting takes place, the program chairperson shall prepare a summary of the points discussed during the meeting and the outcome of the meeting and place this summary in the student's file and forward a copy to the student, and associate dean.
4. If the student is unable to resolve the dispute at the level of the program chairperson, then the student is advised to file a written statement with the associate dean within 2 working days of receipt of the meeting summary from the program chairperson.
5. The associate dean will arrange a meeting within 3 working days with the involved parties to attempt to determine the cause of the continued dissatisfaction and alternatives for the student. The student will not attend this meeting. Within 2 working days following this meeting, the associate dean will notify the student in writing of the results of the meeting.
6. All disputes that are not resolved at the Associate Dean level are then brought to the Dean of the College, whereupon the Dean or the designee will seek to reach an informal resolution through mediation between parties.
7. If the mediation at the Dean's level fails, then the student's grievance is consigned to the committee designated by the College to address student grievances, herein referred to as the Student Grievance Committee.

## **ii. Formal Process**

1. Student grievances that are consigned to the Student Grievance Committee must be specified in writing and given to the Dean or his/her designee.
2. A student's written statement, along with supportive evidence, constitutes a case document, which will be submitted to each member of the committee.
3. The second party to the dispute is also requested to provide the Office of the Dean with his or her account of the matter in dispute which becomes a part of the case document that is forwarded to the committee.
4. The Student Grievance Committee is then required to set a date for convening a meeting to hear the case (s).
5. After the date has been set, each party to the dispute is sent a certified letter

that informs him/her of the charges and date of the meeting as well as a statement requesting his/her presence.

6. During the hearing, the student presents his/her case; after, the accused party is allowed to present the other side. Each side is permitted to have witnesses.
7. Following the hearing, members of the committee after deliberation on their assessment of the case reach a decision as to how the case should be resolved.
8. The committee's decision is sent to the Dean of the College in the form of a recommendation.
9. The Dean then informs the student in writing of the decision, which may be based upon the committee's recommendation or a modification of it.

In the unlikely event that an issue cannot be resolved by Howard University, students may file a complaint with the [District of Columbia's Higher Education Licensure Commission](#) (HELC) which is the licensing authority in Washington, D.C.

Office of the State Superintendent of Education  
Higher Education Licensure Commission  
1050 1st St. NE, 5th Floor  
Washington, DC 20002  
Telephone: (202) 727-6436

Unresolved complaints may also be filed with the [Middle States Commission on Higher Education](#), the University's regional accrediting agency, once all other avenues have been exhausted.

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104  
Telephone: (267) 284-5000

*Reference: [Academic Grievance Procedure](#)*

## **VI. ACADEMIC PERFORMANCE EXPECTATIONS**

### **A. Class Attendance**

All nursing programs are online and accessible via Zoom platforms. Students in the Graduate Nursing Program are required to attend all scheduled classes, simulation/laboratory, and clinical assignments. Students must have their cameras on for the duration of the class and must maintain an on-screen presence. Any absence due to an unforeseen emergency must be made up by the student with the clinical preceptor.



Attendance in all classes, simulation/laboratory, and clinical experiences is mandatory, and required records of attendance will be maintained. If a student has an extenuating circumstance that makes them absent from class, faculty notification must occur before the missed class, unless in emergency circumstances. Valid documentation, such as a clinician's notice of care or other documentation must be provided to the course coordinator. More than 2 unexcused absences will warrant graduate faculty review and may result in failure of the course.

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

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

## **B. Zoom Virtual Classes**

The Graduate Nursing Program is online and all didactic will utilize Howard Zoom. The first time you use Zoom, it will download the app to your computer. Keep in mind that it does require regular updates. Please download the latest version of Zoom [here](#) and open the downloaded file to install the app before class.

Make sure you enter your first name and last name correctly when signing into your Zoom session. While there are ways to join a Zoom session through a mobile phone, this should only be used in an emergency. Please log into the virtual classes before the scheduled class time, as we will begin promptly. Audio and video should be turned on throughout the class session. Keep yourselves muted unless you are in discussion. Ensure you have a reliable internet connection with good bandwidth for class.

## **C. Cell Phone Use**

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

## **D. Registration and Enrollment**

Students must register for classes during the registration period and follow procedures for registration as outlined in [Bison Hub](#).

## E. Course Offering

Per the Howard University Policy, a course will be offered if a minimum of five students are enrolled. Failure to meet this enrollment requirement may result in a regularly scheduled course being canceled. An exception to this policy is Independent Study and Thesis.

## F. Add/Drop Courses

Before the start of classes returning graduate students can make changes to their registration in-person or online through the Bison web system. During the first few weeks of classes, graduate students may add or drop classes online. Any drops within the first few weeks of classes will not be displayed on the transcript. Graduate students may withdraw from a course after the official add/drop period with the signatures of the instructor, department chair, and the dean. All withdrawals during the remainder of the semester will display a “W” on the student’s transcript. Detailed instructions on how to add or drop courses online are available on the Office of the [Registrar’s website](https://howard.edu/registrar), <https://howard.edu/registrar>. The university calendar will provide specific dates for adding or dropping courses along with the course withdrawal deadline.

## G. Permanent Record

The official permanent record of a student’s enrollment in the university is maintained in the Office of the Registrar.

## H. Guidelines for Written Work

The Graduate Nursing Program requires that students use the latest edition of the *Publication Manual of the American Psychological Association (APA Manual)* as a reference for the writing style for written work. All written assignments must utilize appropriate standards for writing. The APA manual provides the style and format utilized for all written assignments, including the thesis. All written work must be the student’s own work and reflect correct grammar, punctuation, and spelling.

## I. Course Evaluations

All course and faculty evaluations must be completed before course completion. The Institutional Research and Assessment (IRA) Office will communicate with students each semester on the process for evaluations. All evaluations are kept confidential.

## J. Fitness to Return to Class and Clinical

Students are expected to practice and learn without putting themselves and others at risk. If a student experiences a physical or mental condition that impairs them from attending class or clinical and learning or practicing safely, health clearance documentation is required before returning to class or clinical. Course faculty have the authority to remove a student from class or clinical if their assessment of the student’s physical or mental health is unsatisfactory.

## K. Grading

The following grading system is used in the Graduate Nursing Program.

Grade	Range	Quality Points
A	90– 100	4 Excellent
B	80 – 89.9	3 Good
C	70 – 79.9	0 Failure in Nursing
D	60 – 69.9	0
F	Below 60	0
I	Incomplete	0
W	Withdrawal	0
UW	Unofficial Withdrawal	0
S	Satisfactory	0
U	Unsatisfactory	0
AD	Audit	0
P	Pass	0
F	Fail	0

## L. Evaluation Techniques of Student Performance

- Class preparation and Active Participation
- Written and oral assignments
- Course examinations
- Clinical performance
- Preceptor and Faculty evaluations

## M. Incomplete Grades

All incomplete grades (except Thesis NURC 605) carry an alternate grade indication (i.e., I/A, I/B, I/C, I/D, I/F). The alternate grade indicates the grade that will be assigned at the end of the following semester the course is offered if outstanding course work is successfully completed. If the student does not meet the necessary requirements for course completion, a grade of F (a failure) will be assigned. Incomplete grades in a clinical course must be removed before progressing to the next clinical course. At the time the alternate letter grade is assigned, the instructor and student must complete an Incomplete Grade Processing Form (IGPF) with details of what the student must do to complete the course and by what date, in order to remove or change the incomplete grade. A copy of the IGPF must be placed in the student's file in the Graduate Program Office. Completion of a course in which an incomplete grade has been given will involve the submission of all agreed-

upon required documents, i.e., term papers, exams, clinical hours, presentations, and evaluations. All incomplete grades (other than grades for Thesis) must be completed by the student no later than the last day of class of the following semester in which the course is offered. The incomplete grade will be removed by the reporting faculty upon satisfactory completion of the course requirements. Removal of the incomplete grade must be performed by the course faculty who issued the incomplete grade/or the Graduate Chairperson if the issuing faculty is not available.

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

## N. Audit Grade (AD)

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

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

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

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

## O. Examination Policy

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

The College and Program use Examsoft – Exemplify platform for all examinations. Students are responsible for being familiar with the Exemplify software. Ensure you have the latest versions downloaded to your computers and check for regular updates. It is the responsibility of each student to maintain a working/functional computer with current operational systems. Alternate computers may be loaned to students for testing only on a temporary emergency basis, and must be communicated to faculty in a reasonable time.

Examsoft credentials are given on the first academic semester in the program. Students are required to download exam files as soon as it is available to download (typically it is

one day prior to the exam). Launch Exemplify and click on the exam. Click on 'Download Exam'. After downloading the exam, you do not need to do anything until you are in the virtual classroom with the proctor. You may be penalized by the proctor if you do not download the exam before entering the exam room.

Before the start of an exam, each student should scan his/her entire room to capture a 360-degree exam environment view. The view must show the testing environment behind, and on the desktop surface in front of, the computer screen (including the area above and on the floor in front of the student). This will assist the student and proctor to understand the exam room better should there be a need to query an exam and/or if there were any violation flags.

Make sure you bring your own laptop, power cord, and battery charger. Arrive at the virtual exam room at least 10 minutes early. You will be provided with a password by the proctor to open your exam. Once the exam has started on Examssoft, all other applications on your computer will be blocked. Once you are finished taking your exam, click on the "upload" icon. Then click on the "Exit" button. Then you will need to connect to the internet and start uploading. Once you see a screen that says congratulations on your successful upload, you need to show this screen to a proctor and then close your laptop. Do not leave the exam room until you show this computer screen to a proctor or verify with the proctor you have completed and uploaded the exam.

Exam schedules will be provided by the course faculty at the beginning of each semester. No materials are allowed at the desk during the exam. This includes papers, purses, books, etc. Cell phones, iPads, second laptop, watches with internet capabilities and any other electronic devices are not allowed in the exam room. Hats and headgear (other than those worn for religious purposes) are not permitted in the exam room. Students are not allowed to leave the exam room to use the restroom. If there is an emergency, an exam proctor must be notified. Students must stay seated during the exam and are to refrain from talking to anyone. Disruptions should be avoided or minimized at best. If there are any issues during the exam, a raised hand on Zoom should be selected and a private Zoom chat initiated to address the issue. Questions about exam content will not be addressed by proctors. Examination results will be released by faculty after their review. Students are expected to follow the directives of proctors in the exam room. Failure to do so may be considered a violation of the Academic Integrity and disciplinary action may be taken.

All examinations shall be proctored by faculty and staff members to prevent and discourage cheating. If cheating is suspected, all proctors will act as witnesses in accordance with procedures set forth in the Howard University Academic Code of Conduct. Academic misconduct during an examination including but not limited to failure to comply with the exam rules may result in a grade of 0 and possible disciplinary action. Students should read the "Academic Code of Conduct" that is published in the Student Handbook (H-Book).

1. *Make-up of Missed Examinations:* If a student misses a regularly scheduled examination, (s)he must notify the faculty before or no later than the day of the examination. Extension of this time will be made in the case of extenuating circumstances with appropriate documentation. The decision to allow a make-up

examination will be at the discretion of the course faculty.

2. *Review of Completed Exam / Assignment:* Students who wish to review a completed exam or assignment, must email their request to the course faculty within a week of the date of the exam/assignment results to arrange a day and time for review. Requests beyond this timeframe are at the discretion of the course faculty.
3. *Criteria for Extension for Examinations and Written Assignments:* Extensions may be granted based on the following reasons: the student or student's child is hospitalized; absences are due to serious illnesses: the student's or student's child illness is verified by a doctor's certificate, or death in the immediate family (i.e., mother, father, sibling, children, spouse, grandparents). All examinations must be made up before the next scheduled exam.

## P. Course Load

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

## Q. Academic Progression Policy

- i. Graduate students must have a cumulative grade point average (GPA) of 3.0 to be in good academic standing and to satisfy the graduation requirements of the Graduate Nursing Program.
- ii. Graduate students who do not maintain a cumulative GPA of 3.0 will be placed on academic probation. The student will have one semester to raise the cumulative GPA to 3.0 before dismissal from the program.
- iii. Graduate students must achieve a grade of "B" or above in all courses.
- iv. Progression to the next clinical course is permitted only after successful completion of the prerequisite clinical course (s) with a grade of "B" or higher.
- v. Any student receiving a grade of "C" in a course will be required to repeat it. Only one clinical and one non-clinical course may be repeated in order to stay in the program. If a student repeats a course, the grade from the initial effort will remain on the transcript. Should a student receive a "C", in more than one clinical or non-clinical course they will be dismissed from the program.
- vi. A student must pass the clinical practicum portion of the clinical course with a grade of "P" to pass the course. The receipt of a failing "F" grade in a clinical practicum is an automatic failure in the clinical course and will result in dismissal from the program. The student must pass both portions (clinical and didactic) in order to receive a passing grade in a clinical course.

- vii. Any student receiving a "D" or "F" in a clinical course will be dismissed from the Graduate Program. No degree credit will be earned for "D" and "F" grades received in graduate-level courses. Grades of "D" and "F" are a permanent part of the record and are used in the calculation of the cumulative GPA.
- viii. All graduate students must maintain a cumulative GPA of 3.0 to meet the requirements for the Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) degree.
- ix. All students who are not enrolled in the Graduate Nursing Program for more than 2 semesters (including the Summer Semester) will be required to sit in prerequisite courses as a refresher. This will be determined by the student advisor on a student basis. This policy is required regardless of the reason for non-enrollment (i.e., leave of absence, course failure, withdrawal, etc.)

## R. Academic Probation and Dismissal Policy

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

### **Academic Probation**

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

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

### **Dismissal after Probation**

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

### **Dismissal Without Probation**

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

## **R. Withdrawal and Reinstatement**

### **Course Withdrawal (W)**

The grade of “W” will be reported for a graduate student who withdraws from a course after the end of the add/drop period according to the University calendar. The “W” remains a permanent part of the student’s academic record. Once a student withdraws from a course, they are no longer allowed to attend class. A student may withdraw from a course once at any time due to academic reasons. Additional withdrawals from a course due to academic reasons will have to be approved by the graduate faculty. Withdrawing from a course for non-academic reasons will be addressed on an individual basis by the graduate faculty.

### **Total Withdrawal Policy from the University**

The procedure for withdrawal from the University is the same as stated in the *Student Reference Manual and Directory of Classes*. The last day to affect total withdrawal from the University is outlined in the current Academic Calendar. See the *Student Reference Manual and Directory of Classes* for the detailed total withdrawal procedure and form. Students wishing to withdraw from Howard University must file a written notice with the Graduate Program. Graduate students are encouraged to consult their academic advisor and Chairperson of the Program before submitting their written notice.

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

Students registering for courses during General Registration for the upcoming semester, who decide before the first day of classes of the next semester that they will not attend the university, must complete a Total Withdrawal Request Form.

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



## **Re-admission Policy**

Individuals who are absent from the University for a period of less than a semester do not have to apply for readmission. If the student is absent from the University for a full semester (summer session not included) or more, they must apply in advance (30 days before registration) for readmission. The Registrar's Office contains a detailed description of the policy and procedure for returning students and the re-admission criteria, <https://applyhu.howard.edu/register/fsrgrad>

## **S. Leave of Absence**

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

A Leave of Absence (LOA) is an approved absence from Howard University in which the student is not registered for courses or charged tuition.

An approved LOA is regarded as a break in study and is not counted toward the total time to degree. If a student does not register for courses without an approved LOA, the student will be classified as withdrawn from the program.

Eligibility: All full-time and part-time graduate students are eligible for a LOA if one of the following conditions precludes them from continuing their graduate studies:

- A documented physical or mental medical condition
- Personal or immediate family hardship or military service

Students on leave of absence must reapply for admission by submitting a university application 30 days before their return. Students on LOA are not responsible for tuition for the semester(s) they are granted the leave. The University cannot guarantee that financial support will be available when students resume their studies. Upon returning from a LOA, students must re-apply for financial assistance.

### **Length of Leave**

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

### **Application for Leave of Absence Procedures**

A LOA for childbirth, adoption, military service, illness, disability, dependent care, or similar circumstances normally must be requested and approved before the beginning of the academic term for which it is being requested. A letter of request should provide a detailed explanation of

the circumstances leading to the request and a justification of the length of the requested leave. Each student should describe the progress they have made in their graduate program and indicate if the requested LOA is expected to affect the time-to-degree, course viability, or course-restoration limitations set forth elsewhere in these rules. The letter of request should be sent to the Chairperson of the Graduate Nursing Program and, in cases of disability, the Office of Student Services in addition. The letter of request must also state whether the request is supported by the student's faculty advisor and include supporting documentation. The faculty advisor, Office of Special Student Services, and/or the Graduate Chairperson may request a doctor's statement to document any limitations arising from a student's disability or illness.

### **Special Considerations for Leave of Absence**

i. **Registration Requirements**

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

ii. **Impact on Funding**

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

iii. **International students**

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

iv. Student Accounts

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

## VII. COMMUNICATION

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

### A. Electronic Communication

These include, but are not limited to email, Canvas, Zoom, telephone, or voicemail.

- i. Each student is required to use their Howard University email address for the Graduate Nursing Program and University communications. Faculty are not required to answer emails from private email accounts.
- ii. Each course will use Canvas as its learning management platform.
- iii. Each course will have a Canvas page with course material and support resources.
- iv. Each student has the responsibility for checking various methods of electronic communication daily, including Canvas.
- v. Zoom is a modern enterprise video communications solution. It has an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones, and room systems. Make sure you enter your first name and last name correctly when signing into your Zoom session. While there are ways to join a Zoom session through a mobile phone, this should only be used in an emergency.

### B. Guidelines

- i. 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 Howard University newspaper for everyone to read.
- ii. Proofread all e-mails before you send them to check to make sure they are free of spelling and grammatical errors.
- iii. 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.

- iv. Do not request a “read receipt” for every e-mail message that you send. Instead, send this for communication that is time-sensitive, high priority, and/or requires a fast response.
- v. Do not type in ALL CAPS. This denotes screaming or yelling.
- vi. Instead, use **bold** type or underline if you feel the need to emphasize your point.
- vii. Do not type in all lower case as this is seen as overly informal and unprofessional.
- viii. Remember that the recipient is a person with feelings. Since they cannot see your non-verbal cues in an e-mail message, you should try to be cautious about how your messages are worded. When in doubt, ask a co-worker or friend to read it and tell you how they interpret its tone before you send it.
- ix. Be to the point without rudeness or being abrupt. It's a good idea to start an email message with a "Hello", "Hi", or “Good day”.
- x. Since this is an online program, email is the primary means of communication, and students are strongly encouraged to check emails daily to ensure they are current on various information.

### C. Permission to Record

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

## VIII. UNIVERSITY FACILITIES AND SERVICES RESOURCES

### A. University Housing and Other Resources

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

### B. Financial Aid

Students applying for financial aid should go through the Office of Financial Aid located in the Administration “A” Building, 2<sup>nd</sup> floor. Eligibility is determined using a need analysis. Students should have the Financial Aid Federal Student Aid (FAFSA) form on file in the Office of Financial Aid

by the deadlines established by the University. The priority deadline is February 15. Completion of a financial aid form does not ensure that funds are available or will be awarded.

## C. Health Sciences Library

The Louis Stokes Health Sciences Library is on W Street on the university campus. The hours of operation are posted on the Louis Stokes Health Sciences Library website and can be accessed at <https://hsl.howard.edu/library>. Many of the library resources are accessible remotely. Current Howard University ID must be presented to enter the building and credentials needed to access online resources.

## D. Enterprise Technology Services

### I-Lab and Computer Lab

For information about admission to the lab and the use of computers visit:

<https://technology.howard.edu/ets-policies/ets-computer-lab-policy>

For technology information refer to <https://technology.howard.edu/>

## E. University Student Services

A complete listing of University Student Services can be found in the current [Howard University Student Handbook](#). Students requiring special services such as the Americans with Disabilities Act (ADA) accommodations are urged to contact the [Office of Special Student Services](#), Harriet Tubman Quadrangle (The Quad) 2455 4th Street NW, Lower Level, Washington, DC 20059 Phone 202-238-2420.

## F. University Counseling Services

The University [Counseling Services](#) are available to all currently enrolled full-time Howard University students at no cost. A range of professional services for students wanting help with psychological issues, personal concerns, interpersonal issues, and crises are available. The Center is located in the Harriet Tubman Quadrangle 2401 4th Street NW, Washington, D.C. 20059. Counselors can be reached at 202.806.6870 Monday-Friday 9:00 a.m. – 4:00 p.m. Referrals to on-campus and off-campus support sources may be decided if clinical needs are beyond what can be provided at the Counseling Center. The Crisis Line is available after hours at 202.345.6709 after 6 p.m.

## G. Office of Student Affairs (OSA)

The Office of Student Affairs (OSA) is located in the College building at 801 North Capitol St. NE - Room 319, Washington, D.C. 20002, phone: 202- 806-6509. The OSA is responsible for acting in a student advocacy role. Additionally, this office is responsible for facilitating activities and functions related to student life, from admission through graduation. It is responsible for developing and implementing activities to enhance student recruitment and retention. OSA also serves as a repository for a variety of data and records, official and non-official. Requests for letters of

reference and status verification must be submitted by students in writing to the Director of Student Affairs.

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

## IX. GENERAL INFORMATION

### A. Address/Name Change

It is the responsibility of the student to inform the [Registrar's](#) of a change in name or address. The student must also inform the Graduate Program Office in the Division of Nursing and ensure that a current address and phone number are on file in the Graduate Program Office if it becomes necessary to contact a student.

### B. Emergency Response Plan: College of Nursing and Allied Health Sciences

Students in the Division of Nursing will become familiar with the Emergency Response Plan. College of Nursing and Allied Health Sciences will be required to participate in emergency response drills. The University safety alert system Bison Safe application is required for download at <https://howard.edu/pandemic-response/bison-safe-app>. Bison Safe integrates with Howard University's safety and security systems. The Howard University Department of Public Safety has worked to develop a unique app that provides students, faculty, and staff with added safety on the Howard University campus. The app will send you important safety alerts and provide instant access to campus safety resources. The [Emergency Response Plan](#) for the University should be reviewed periodically.

### C. Incident and/or Accident Report

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

#### On Campus

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

Program Chairperson.

- c. Students who require medical care should report to the Student Health Center, Medical Arts Building, 2139 Georgia Avenue and W St. NW, Suite 201, Second floor between 9:00 a.m. – 4:00 p.m. for evaluation Monday – Friday. Incidents that occur after the close of the Student Health Center may be followed up through the Urgent Care Center or Howard University Hospital Emergency Room.
- d. The faculty ensures that a copy of the incident report is forwarded to the Program Chairperson for filing.

### **Off Campus**

- a. The Division of Nursing faculty must ensure that the student, instructor, and/or affiliating staff completes the incident report in accordance with the clinical agency's policies.
- b. The faculty ensures that a copy of the incident report is forwarded to the Program Chairperson for filing.
- c. The faculty ensures that the student receives appropriate follow-up care in accordance with the policy of the clinical agency and/or the Division of Nursing. See the [Howard University Student Handbook](#) for more details.

## **D. Safe and Drug-Free Campus**

The Division of Nursing is a drug and alcohol-free environment. See the [Howard University Student Handbook](#) for Alcoholic Beverages Regulations and Guidelines. Narcotics Regulations and Guidelines can be reviewed in the [Howard University Student Handbook](#).

## **E. Safety**

The campus is equipped with a blue light safety system to make accessible a call box located at various points on the campus. Students are encouraged to **not** walk alone after dark and use the Howard University Shuttle for transportation to areas on the campus after dark.

## **F. Smoking**

The Division of Nursing is a smoke-free environment.



## G. Student Governance and Professional Organizations

- American Association of Nurse Practitioners (AANP-CB)
- American College of Nurse Practitioners (ACNP)
- Nurse Practitioner Association of Maryland (NPAM)
- Virginia Council of Nurse Practitioners (VCNP)
- DC Student Nurses Association
- DC Black Nurses Association
- National Black Nurses Association (NBNA)
- Howard University Division of Nursing Alumni Association
- Sigma Theta Tau International Honor Society of Nursing, Gamma Beta Chapter
- Nurse Practitioner Association of the District of Columbia (NPADC)

## H. Student Lounge

A student lounge is located on the 2<sup>nd</sup> floor of 801 North Capitol St, NE, Washington DC, 20002.

## I. SPECIAL EVENTS

### **Commencement**

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

### **Convocation**

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

1. Opening Convocation in September
2. Charter Day Convocation in March

### **Honors Day**

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

## APPENDIX I

### Division of Nursing 12 Points

<b>Achievement</b>	The desire to achieve something of significance, attain recognition, and be a success.
<b>Altruism</b>	The tendency to treat others with kindness; to be generous and show affection; to help those in trouble and to sympathize with those who are in need or sick.
<b>Congeniality</b>	The tendency to get along well with others; the tendency to be tolerant and understanding; the tendency not to be vengeful; to refrain from becoming angry and to avoid blaming others when things go wrong.
<b>Dedication</b>	Self-sacrificing devotion
<b>Dignity</b>	A state of being worthy, honored, or esteemed. To carry oneself with distinction
<b>Empathy</b>	The capacity for feeling what another is experiencing.
<b>Humanism</b>	The capacity to embrace that which asserts dignity and worth of man and the capacity for self-realization through reason.
<b>Loyalty</b>	Faithful to the cause, ideal, and image of the profession
<b>Orderliness</b>	The desire to plan and organize details; to be systematic and to keep things neat and orderly.
<b>Perseverance</b>	To persist in an undertaking despite counter influences, opposition, or discouragement.
<b>Pride</b>	Justifiable self-respect and delight arising from the accomplishment of some act.
<b>Respectfulness</b>	To consider worthy of high regard.

**APPENDIX II**  
**Howard University**  
**College of Nursing and Allied Health Sciences**  
**Division of Nursing**

**INCOMPLETE GRADE PROCESSING FORM**

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Course Name \_\_\_\_\_  
\_\_\_\_\_ Course # \_\_\_\_\_ Semester \_\_\_\_ Year \_\_\_\_

Midterm deficiency reported. \_\_Yes \_\_No                      Incomplete grade submitted I/\*

Reason for incomplete grade \_\_\_\_\_

The student has completed approximately \_\_\_\_% of total course requirements and is currently earning a grade of \_\_\_\_\_.

Coursework <b>COMPLETED</b> as of _____ / _____ / _____	Coursework <b>TO BE COMPLETED</b> by _____ / _____ / _____
_____	_____
_____	_____
_____	_____

**\*Note: The grade that appears here is the grade that will stand if the incomplete grade is not removed by the last day of the semester in which the student is next in residence at Howard University.**

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Course Coordinator's Signature Date \_\_\_\_\_

**FOR OFFICE USE ONLY: DO NOT WRITE BELOW THIS LINE**

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Conditions for removal completed as of \_\_\_\_ / \_\_\_\_ / \_\_\_\_ and reviewed by

Special Grade Report # \_\_\_\_\_ reporting the final grade of \_\_\_\_ submitted on \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Comments:

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

Revised 7/09, 08/12, 12/16

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

**APPENDIX III**  
**Howard University**  
**College of Nursing and Allied Health Sciences**

**Division of Nursing**  
**Incident Report Form**

<http://www.howard.edu/library/services/forms/Incident.pdf>

**Section A: Information about the Complainant** (If no complainant is involved, complete Section B only)

Last Name  First Name  Middle Name   
 Faculty/Staff     Student     Visitor    HU Capstone ID   
Daytime Phone #  Evening Phone #  E-mail Address

**Section B: Description of the Event**

When? / Date of Event  Time of Event   
Date Reported  Time Reported

Location of Event:

What Happened? Describe the Event and How It Occurred.

Was Any Person Injured? If YES, Describe Injury, Incl. Parts of the Body.  
 YES  NO

Was First Aid Administered? If YES, by Whom?  
 YES  NO

Was Campus Police Called? If YES, Give Details.  
 YES  NO  
Time Called  Time Arrived  Report#   
Name of Officer(s)   
Action Taken

Was Metro Police Called? If YES, Give Details.  
 YES  NO  
Time Called  Time Arrived  Report#   
Name of Officer(s)

What Factors Contributed to the Event?

Signature of Complainant (If Any): \_\_\_\_\_ Date: \_\_\_\_\_

Recommendation to Prevent Recurrence:

Report Completed by  Signature & Date: \_\_\_\_\_

Received by Supervisor: \_\_\_\_\_ Signature & Date: \_\_\_\_\_

WE WELCOME YOU TO  
HOWARD AND THE ADVANCE  
PRACTICE ROLE



## APPENDIX IV

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

### **STUDENT HANDBOOK SIGNATURE PAGE**

I have received a copy of *the Division of Nursing Graduate Program Student Handbook 2024-2026*. I acknowledge I am responsible and accountable for all policies and requirements stated in the Handbook.

Print Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_