



Nevada

**Touro University Nevada
Graduate Student Handbook**

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Contents

INTRODUCTION	4
THE SCHOOL OF NURSING AT TOURO UNIVERSITY NEVADA	4
MISSION, VISION, OBJECTIVES AND GOALS	5
Student Aggregate Goals	5
AMERICAN NURSES ASSOCIATION CODE OF ETHICS.....	7
ESSENTIAL FUNCTIONS.....	8
STUDENT POLICIES.....	9
School Calendar.....	9
Student Evaluation/Grading	9
Disability Accommodations	9
Withdrawing From a Course	9
Leave of Absence	9
Program Evaluation	10
Letters of Reference	10
Academic Integrity	10
Academic Appeal	10
Grade Appeal	10
Violation of Student Conduct Code	10
Student Complaints	10
Continuous Enrollment	11
Graduation Requirements	11
Drug Testing & Criminal Background Check Policy	11
Tuition Refund and Withdrawal Dates	11
Transfer Credit & Credit by Examination	11
Health Insurance	11
Immunizations	11
Health Requirements	11
Professional Liability Insurance	11
Standard Precautions	11
Student Conduct Code	11
Student Appearance	11
Attendance & Participation	12
Nursing Licensure	12
Social Media Use	12
Technology	12
LMS (Blackboard / Canvas)	12
MSN FNP and Post Masters Certificate FNP Specific Procedures	13
Faculty Advisors	13
Transfer Credit	13
Academic Portfolio Requirements	13
Examinations and Assignments	13
Grading	13
HIPAA	13
MSN FNP and Post Masters Certificate FNP Specific Program Policies	13

DNP Specific Policies	14
Advising	14
DNP Total Credit Requirements	14
Academic Mentor and Course Instructor in Project Courses	14
DNP Post-baccalaureate Practice Hour Requirements	14
Practice Site	14
Affiliation Agreements	14
DNP Project Ethics and Human Subjects Protection	14
Late Assignment Policy	14
DNP Portfolio Submission	14
ADDITIONAL INCOMPLETE GRADE REQUIREMENTS FOR DNP STUDENTS	15
Rematriculating of DNP Students	15

INTRODUCTION:

This handbook is a reference intended to provide accurate information to students and others regarding the Touro University Nevada School of Nursing. It contains information about the organization of the University, academic matters, policies and regulations, student services and student activities.

The provisions of the handbook are subject to changes as a result of official actions of the administration. Such changes may be without notice and will apply to all enrolled students. The student should not consider this handbook to represent a contract between Touro University Nevada and the student. The university disclaims any misrepresentations or omissions that may have occurred as a result of error in preparation or typing.

Each student must recognize that he/she is responsible for knowledge of current academic regulations, general and specific requirements, student operational policies contained in this handbook, School Policies and Procedures, university catalogs, and other official announcements and published documents of the Programs and University.

THE SCHOOL OF NURSING AT TOURO UNIVERSITY NEVADA

A History of the School of Nursing: Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission. Lander was inspired by the democratic ethos enunciated by George Washington when in 1790 he visited the Touro Synagogue at Newport, Rhode Island. The Touro brothers provided major endowments for universities, the first free library in this continent, community infirmaries in the new United States of America, and pioneering settlements in Israel.

Touro was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts students. Since those early days, the institution has experienced substantial growth.

Touro College/University embraces the following schools: The Lander College of Liberal Arts and Sciences (Men's and Women's Divisions); The Jacob D. Fuchsberg Law Center; The Graduate School of Jewish Studies; The School of Health Sciences; The School of General Studies; The School of Lifelong Education; The International School of Business and Management; The Graduate School of Education and Psychology; and The School of Career and Applied Studies.

Touro operates degree programs in Israel, Germany, France, and in Russia. Agreements for exchange of students and faculty have been established with the People's Republic of China. Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1995 located a campus in the San Francisco bay area. The campus was moved to Mare Island, California in 1997. Touro University California includes the Touro University College of Osteopathic Medicine, the College of Health Sciences, the College of Pharmacy, and the College of Education.

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Nevada and the surrounding community. The branch campus, TUN College of Osteopathic Medicine, accomplished matriculation of its first class in August of 2004. Simultaneously, TUN initiated its first Masters in

Physician Assistant Studies in 2004. TUN founded the College of Health and Human Services in 2005 which includes the Schools of Occupational Therapy, Nursing, Education, and Physical Therapy.

A regional needs assessment indicated a looming crisis in the availability of nurses to provide care in Southern Nevada for the burgeoning population, many of whom were of retirement age. A strategic plan was implemented to provide Clark County with a nursing school that would provide graduate level education for students who hold a baccalaureate degree in another discipline or for registered nurses seeking to further their education in the functional areas of nursing administration or nursing education. Efforts were begun in January 2005 to initiate the School of Nursing by hiring the school’s director and by beginning the accreditation process by the Western Association of Schools and Colleges (WASC), as well as the Nevada State Board of Nursing approval process. Space designated for the School of Nursing included a 3600 sq. ft. skills lab, classrooms, seminar rooms, physical assessment rooms, faculty offices, and work stations. This project was completed in November of 2005.

MISSION, VISION, OBJECTIVES AND GOALS

VISION:

The vision of the Touro University Nevada School of Nursing is to foster the development of professional nurses at all levels who excel in practice, research, education, leadership, and community service.

MISSION:

The mission of the Touro University Nevada School of Nursing is to prepare graduates who demonstrate outstanding nurse leadership at all levels who uphold the values, philosophy, and practice of the nursing profession and who are committed to care for patients within an ethical, culturally diverse, and evidenced based framework. The programs are student centered and serve society through practice, research, education, leadership, and community service.

Program Goals

Program Outcome	Standard	How Measured	How Often Measured
Completion Rate of Program	Completion rate of at least 90%	Registrar data	Each Trimester
Pass Certification Examination	80% of graduates pass the certification		Ongoing and Annual
Student Satisfaction with Course	Program attain aggregates mean scores	Course Evaluations	Each Trimester
Student Satisfaction with Faculty	Program attain aggregates mean scores	Course Evaluations	Each Trimester
Practice as FNP	Completion Rate of 90% or higher	Exit Survey	Each Trimester
Perception of achievement of Program	Average score of graduate perception of	Exit Survey	Each Trimester
Employment	90% of graduates who seek employment will be employed within 6 month after graduation	Alumni Survey	Annually
Satisfaction and Applicability of TUN Program	90% graduates rate Satisfaction and Applicability of TUN Program at ≥ 4	Alumni Survey	Annually

MSN FNP & Post Masters Certificate FNP

MSN Nurse Educator

Program Outcome	Standard	How Measured	How Often Measured
Completion Rate of Program	Completion rate of at least 90%	Registrar data	Each Trimester
Function as a Nurse Educator	90% of Graduates have been offered an education position with	Alumni Survey	Annually
Student Satisfaction with Course	Program attain aggregates mean scores of ≥ 3.5 question 1-5	Course Evaluations	Each Trimester
Student Satisfaction with Faculty	Program attain aggregates mean scores of ≥ 3.5 on question 7-11	Course Evaluations	Each Trimester
Perception of achievement of Program Outcomes	Average score of graduate perception of achievement of Program Outcomes on exit survey ≥ 4	Exit Survey	Each Trimester
Employment	90% of graduates who seek employment will be employed within 6 month	Alumni Survey	Annually
Satisfaction and Applicability of TUN Program	90% graduates rate Satisfaction and Applicability of TUN Program at ≥ 4	Alumni Survey	Annually

DNP

Program Outcome	Standard	How Measured	How Often Measured
Plan for dissemination	100% attain a grade of 166 out of 200 points (83%) on the Project Deliverable Assignment in DNPV 767 Project III	Review of Gradebook	Each Trimester
Completion Rate of Program	Completion rate of at least 90%	Registrar data	Each Trimester
Function in a leadership position	75% of graduates current occupy to plan to seek a leadership position in the year following graduation.	Exit Survey	Each Trimester
Student Satisfaction with Course	Program attain aggregates mean scores of ≥ 3.5 question 1-5	Course Evaluations	Each Trimester

Student Satisfaction with Faculty	Program attain aggregates mean scores of ≥ 3.5 on question 7-11	Course Evaluations	Each Trimester
Perception of achievement of Program Outcomes	Average score of graduate perception of achievement of Program Outcomes on exit survey ≥ 4 .	Exit Survey	Each Trimester
Employment	90% of graduates who seek employment will be employed within 6 month after graduation	Alumni Survey	Annually
Satisfaction and Applicability of TUN Program	90% graduates rate Satisfaction and Applicability of TUN Program at ≥ 4	Alumni Survey	Annually

PROFESSIONAL STANDARDS

TUN SON uses several professional standards and guidelines to inform the practice of teaching and learning, and to inform the curriculum. These include the Essentials documents published by AACN, the ANA Code of Ethics, the QSEN graduate competencies, and the IPE competencies.

American Nurses Association Code of Ethics:

The SON subscribes to the tenets identified in The Code for Nurses provisions published by the American Nurses Association as revised in 2015.

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

ESSENTIAL FUNCTIONS

Essential Functions for Admission and Continued Enrollment

The SON faculty identified those intellectual, ethical, physical, and emotional capabilities required to practice graduate level nursing based upon the ANA Code of Ethics. Students are required to consistently demonstrate and achieve the levels of competence required by the faculty for each of the essential functions to be admitted, enrolled, continue through completion, and graduate from the school. Once enrolled in the program each candidate for the MSN, post-MSN graduate certificate, and DNP degrees must be able to demonstrate professional behavior while quickly and accurately learning, integrating, analyzing and synthesizing information and data to be able to perform as a member of a professional team.

The Essential Functions are:

1. Communication

Communication includes the use of speech, writing, and reading as well as computer literacy. Students must be able to communicate in English in an effective and professional way using a variety of media. Especially important to the online nursing programs is written information included in LMS (Blackboard / Canvas) and via email. Written expression must be respectful and professional at all times. Written work must also be completed with integrity which includes avoiding plagiarism, including self-plagiarism, and completing one's own work.

Students must be able to observe and interpret both verbal and nonverbal communication. It is essential that students develop the skill to recognize and respond promptly and sensitively to the needs of their patients, their colleagues, and other members of the professional team in a timely manner. Evidence-based practice requires students to become critical consumers of the literature. Students must be able to read, analyze, and prepare concise reports. Documentation is an integral part of advanced nursing practice. Students must be able to communicate all aspects of patient care legibly, efficiently, and accurately.

2. Intellectual, conceptual, integrative, and quantitative abilities.

Students must be able to measure, collect, analyze, integrate and synthesize information accurately and efficiently. They must be able to comprehend three-dimensional and spatial relationships and demonstrate good judgment as they integrate the relevant aspects of their examination to evaluate and plan effective treatment for their patients or strive to integrate the results of research into their clinical practice. Students must be self-aware and be able to communicate the limitations of their own knowledge when necessary.

3. Behavioral and social abilities.

Students must possess the self-awareness and emotional skills to attend to the needs of others while developing mature, sensitive, and effective professional relationships as members of the professional team. They must personify the highest standards of integrity, honesty, empathy, and compassion and demonstrate ethical behavior in both the online classroom and practice settings. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be resilient and flexible adapting to the needs of their patients in a changing environment. Students must be able to accept constructive feedback and respond by modifying their behavior. Students must be able to provide care in all healthcare settings and be able to deliver care to all patient populations.

4. Participation in practice hours.

Active participation, whether related to clinical practica, on-campus clinical intensive courses, or practice hours required to complete an academic project, is required. Students will participate as patients,

nurses, and observers with a variety of people representing different physical attributes, gender, age, disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

STUDENT POLICIES

This information is a reference intended to provide accurate information. Each student is responsible for adhering to current academic regulations.

Communication with Faculty:

Students and faculty will interact and communicate using a variety of techniques, including email. Faculty hold online office hours for students to utilize via phone or video conference. Students are invited to arrange phone conferences with faculty if office hours are not convenient.

Students are advised to utilize their TUN email when interacting with faculty concerning course work. In order to protect student privacy, emails sent from students' personal email accounts will not be responded to except to direct the student to use TUN email for faculty interaction.

School Calendar:

The MSN/DNP programs follow the SON calendar, which is published on the TUN website.

Touro University Nevada operates Monday through Thursday 8am to 5pm and Fridays 8am to 3pm PST. We are closed on university holidays. See University Calendar for details concerning holidays.

Student Evaluation/Grading:

The faculty of the Touro University Nevada School of Nursing is charged with the responsibility of educating students and evaluating their knowledge, skills, and attitudes (KSAs) throughout the program.

The faculty reserves the right, and has the responsibility, to recommend the academic or disciplinary dismissal of a student when appropriate.

Faculty members maintain the academic freedom to assign course grades that reflect student's performance within the confines of established evaluation criteria.

The Grading System used by the university may be found in the current TUN catalog:
<https://tun.touro.edu/current-students/university-catalogs/>

In the School of Nursing a grade of 83% or higher is required to complete a course successfully.

Disability Accommodations:

See TUN catalog.

Withdrawing From a Course:

See TUN catalog.

Leave of Absence:

A leave of absence (LOA) may be granted, at the student's request. See the University Catalog for additional details regarding this process. Students must request the LOA in writing from the Program Director prior to the start of the session for which the leave is requested. The following restrictions apply to students granted an LOA:

Note that students may only reenter on a space available basis. It is possible that reentry cannot be accommodated, which would result in dismissal from the program. Reapplication will be required.

Program Evaluation:

The School of Nursing and the MSN/DNP Program support a continuous self-evaluation process. It is the expectation of multiple accreditation agencies that a process to gather information is in place. Students complete a course and faculty evaluation at the end of each course throughout the program. Student responses are aggregated and anonymous. The data obtained is used to guide course and curriculum change.

Letters of Reference:

Writing a letter of reference is per the discretion of the individual faculty member.

Academic Integrity:

Academic behavior is addressed in the TUN Student Conduct Code in the TUN Catalog.

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying and plagiarizing, self-plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

Academic Appeal:

Please refer to the TUN Catalog for university policies regarding academic appeals.

Grade Appeal:

See TUN Catalog.

Violation of Student Conduct Code:

See TUN Catalog.

Student Complaints:

Student complaints follow a chain of command. The student should first address the issue with the faculty member directly. If the faculty member cannot resolve the complaint or is unaware of appropriate resources to assist the student, the faculty member may involve the Course Lead (DNP) and/or the FNP Coordinator (MSN) and/or the Program Director (MSN or DNP). Complaints will be investigated and

resolved according to university policies and procedures stated in the Catalog. Student Affairs may assist in the process. Students may report any suspected Title IX violations (discrimination including age, gender, racial) anonymously on Touro's website <https://tun.touro.edu>

Continuous Enrollment:

Students must maintain continuous enrollment, unless on an approved Leave of Absence, throughout the entire program. Failure to maintain continuous enrollment results in program dismissal. Reapplication is required.

Graduation Requirements:

A student will be recommended for degree conferral under the following conditions:

1. Satisfactory completion of all academic requirements, including Knowledge, Skills, and Attitudes (KSAs).
2. Has earned a cumulative GPA of 3.15 or higher.
3. Has fulfilled all legal and financial obligations to Touro University Nevada.
4. **DNP SPECIFIC:** Successful completion and approval of the DNP Project and a cumulative total of 1000 post-baccalaureate hours.

Drug Testing & Criminal Background Check Policy:

The School of Nursing adheres to the stipulations and guidelines of the Drug Testing Policy and Criminal Background Check Policy of TUN. See TUN Catalog for details: <https://tun.touro.edu/current-students/university-catalogs/>

Tuition Refund and Withdrawal Dates:

Refer to the TUN Catalog and the Financial Aid office.

Transfer Credit & Credit by Examination:

See TUN Catalog and MSN Specific Policies below.

Health Insurance:

See TUN Catalog.

Immunizations:

See TUN Catalog.

Health Requirements:

See TUN Catalog.

Professional Liability Insurance:

See TUN Catalog.

Standard Precautions:

See Occupational Exposure in TUN catalog.

Student Conduct Code:

See TUN Catalog.

Student Appearance:

See TUN Catalog and School of Nursing policy #1404.

Attendance & Participation:

Students must meet attendance requirements in all MSN/DNP courses and active participation is required. Failure to meet attendance requirements will result in course failure. Failure to meet participation requirements will impact the course grade. Specific information is located in each course syllabus. **In addition to any TUN Catalog Attendance policies, online students in the MSN/DNP must log into their course at least 3 SEPARATE DAYS PER WEEK.** This is a Department of Education requirement to verify attendance in online courses. This requirement also means that students must post their discussions during the course week the discussion is assigned (i.e. students may not post discussions prior to the week they are assigned or after the week they are assigned.).

Nursing Licensure:

The student and the practicum mentor must hold current unencumbered licensure as a Registered Nurse in the state where the practice site is located and in any state where the student is engaging in practicum activities for the duration of the course. FNP students must also hold a current unencumbered Registered Nurse license in Nevada to fulfill the on-campus Clinical Intensive course requirements.

Documentation of the above is required in specific course sections where applicable. Failure to submit proper documentation within the designated time period noted in the syllabus may result in dismissal from the course.

Social Media Use:

Social media should not be used to discuss or post images of anything school related. Social media use among students related to their university program on a non-sanctioned university platform, such as a cohort Facebook page, could result in a Conduct Code violation. Be aware that nothing posted online is truly private. This includes comments about university policies and procedures, course work and assignments, other students, and faculty. Any of these comments may be deemed inappropriate. Additionally, there is no acceptable use of patient-related information or data from the clinical setting/practice site, or anything that could be construed as a HIPPA violation. This includes, but is not limited to, images of patients, any image that could be identified as an item belonging to a patient, or any information that could lead to the identification of a patient. Please see ANA Social Media Principles Toolkit for additional instructions regarding social media use.

Technology:

See TUN Catalog. In addition to TUN Catalog policies, online students must log into their course at least 3 separate days per week. If a student does not participate in the first week of a class, they may be withdrawn from the course and the registrar will be notified.

LMS (Blackboard / Canvas):

Library academic resources are accessible online. Library staff and personnel are available to assist students; however, students are expected to possess advanced library utilization skills.

Students utilize the LMS (Blackboard / Canvas) learning platform to access class materials, syllabi, and to participate in discussions/communications, as required.

Reliable broadband Internet access is required at all times. At the time of publication, MAC computers are not supported by the TUN IT Department or the Helpdesk.

MSN FNP and Post Masters Certificate FNP Specific Procedures
Post Masters Certificate FNP is referred to as “Certificate” throughout this handbook.

The faculty will be available to the student for consultation in regards to matriculation, progression, any disruptions or possible termination from the academic program. A faculty advisor will be assigned to a student upon matriculation to the MSN or certificate program.

Transfer Credit:

See TUN catalog.

Academic Portfolio Requirements:

Each student will have and be required to maintain an academic portfolio. The portfolio will highlight the student’s most important educational experiences. It will also document the student’s development as a nursing professional and serve as a useful resource for the student, faculty and future employers. The student is responsible for updating, tracking, adding the appropriate documents and updating their Curriculum Vitae online as they matriculate through their designated program. The portfolio will need to be updated at the end of each Trimester. Specific requirements will be outlined within individual course syllabi.

Examinations and Assignments:

The student is expected to turn in assignments and complete examinations on the date and times scheduled. The student is responsible for completing all required coursework on time. If there is a conflict, the student will need to contact the instructor ahead of time to make other arrangements.

Grading:

The student may expect to receive course assignment grades within one calendar week of submission unless otherwise notified by course teaching faculty.

HIPAA:

The student must adhere to all HIPAA guidelines at all times. The student is prohibited in sharing, posting, photographing or violating a patient’s rights of privacy at any time. For details, please refer to the Student Conduct Code (see TUN Catalog).

MSN FNP and Post Masters Certificate FNP Specific Program Policies

Clinical Practicum:

See the TUN FNP Practicum Handbook. Students are responsible for following all processes in the Practicum Handbook.

DNP Specific Policies

Advising:

Upon admission to the program each student is assigned an Academic Mentor (AM), which is traditionally referred to as a faculty advisor. An assigned AM will work with the student throughout the program. Students are required to meet with the AM at least once during each session and as requested by the AM or as deemed necessary by the student. It is the *student's responsibility to keep the AM informed* of any issues that might impact their ability to succeed or progress in the program of study. It is the AM's responsibility to maintain written documentation of mentoring activities in the student's academic file.

DNP Total Credit Requirements:

The DNP Program at TUN consists of a minimum of 33 semester credits throughout the duration of the program. The state of Nevada requires a total of 70 graduate credits to earn a Doctoral degree. Individual student transcripts are subject to evaluation by the office of the registrar and the Nursing Director. Accordingly, individual students may be required to complete an alternative curriculum plan incorporating additional credit hours to meet graduation requirements.

Academic Mentor and Course Instructor in Project Courses:

See TUN DNP Project & Practicum Handbook on the TUN website: <https://tun.touro.edu/current-students/student-handbooks/>

DNP Post-baccalaureate Practice Hour Requirements:

See TUN DNP Project & Practicum Handbook.

Practice Site

See TUN DNP Project & Practicum Handbook.

Affiliation Agreements

See TUN DNP Project & Practicum Handbook.

DNP Project Ethics and Human Subjects Protection

See TUN DNP Project & Practicum Handbook.

Project Resources

See TUN DNP Project & Practicum Handbook.

Full IRB Review

See TUN DNP Project & Practicum Handbook.

Late Assignment Policy:

Assignments are due by midnight of the assigned due date which is generally on the final day of the weekly module (Tuesday at midnight). Late assignments will receive a 10% reduction for each partial/full day after class on the due date. **No assignment will be accepted that is more than three (3) days late. Individual accommodations may be considered for extenuating circumstances with prior approval of the course instructor or with approval of the Program Director.**

DNP Portfolio Submission

Each course requires submission of specific assignment(s) to the DNP Portfolio in Meditrek. This assignment should be submitted with instructor feedback after a grade is received. This portfolio serves as evidence of the breadth of student experience throughout the DNP program throughout the program and upon graduation.

ADDITIONAL INCOMPLETE GRADE REQUIREMENTS FOR DNP STUDENTS

In some circumstances, DNP students may not be able to complete all elements of the course. An incomplete grade may be awarded when at least 75% of the required course work has been completed and the student is passing the course. In this circumstance, an alternative curriculum plan will be arranged through the direction of the course instructor and Program Director. The student is required to initiate the process of obtaining an incomplete and forming an alternative curriculum plan. If the student fails to complete the conditions set forth in the alternative curriculum plan, a grade of U – unsatisfactory – will be recorded, and the GPA will be adjusted accordingly. This may result in dismissal from the DNP program.

As faculty, we are committed to promoting student success. Students should be aware that taking an incomplete grade for a course may have short and long term repercussions with program progression, financial aid, and other factors. As such, prior to requesting an incomplete grade students are advised to contact the Office of the Registrar and the Office of Financial Aid should they have any questions concerning these matters. For more information about specific student accommodations related to personal life circumstances or disability, please contact the Department of Student Affairs.

Rematriculating of DNP Students

In the case that a student re-matriculates into the DNP program at any point for reasons including failure of a course, withdrawal from a course, leave of absence, or applying for re-admission, the student is subject to any and all standards and policies of the cohort to which they matriculate into. In accordance with this policy, students who enter into a new cohort for any reason may be subject to re-evaluation of transfer practicum hours.