



School of Health Professions Department of Nursing

Department of Nursing (DN)
Doctor of Nursing Practice
(DNP) Program Handbook

June 2023



This handbook is neither a contract nor an offer of a contract. The material contained herein is intended to supplement the policies and procedures contained in the current **National University Catalog** or any other institutional documents. This handbook was designed to document requirements specific to the Doctor of Nursing Practice (DNP) degree program. Failure to read this handbook does not excuse students from the requirements and regulations described herein.

National University welcomes all qualified students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, veteran status, or disability. This applies to all National University policies, practices, or procedures involving applicants, students, faculty members, employees, and the public. National University reserves the right to refuse admission to anyone the University believes does not meet National University academic standards or demonstrates actions or behaviors not aligned with National University policy.



The Master of Science in Nursing and Doctor of Nursing Practice degree programs at National University are accredited by the Commission on Collegiate Nursing Education

Copyright © 2023 National University School of Health Professions

Table of Contents

Academic Program Director, Department of Nursing Welcome Message	5
01 – Introduction	6
Department of Nursing DNP Program Information	7
Overview of the DNP Program	8
DNP in Executive Leadership	8
Credit Hour Requirements	8
DNP Program Course Plan	8
DNP Courses	8
DNP Project	9
DNP Project Practice Experience Requirements	9
Licensure Requirements	9
Program Faculty	10
Verification of MSN Hour Requirements	10
2 – Mission, Vision, Values, And Philosophy	11
DNP Mission, Vision, and Values	12
School of Health Professions Mission, Vision, and Values	12
University Vision, Mission, and Values	13
3 – DNP Program Goals	14
Prepare Graduate Nurses	15
Program Learning Outcomes	15
DNP Program AACN Essentials	15
DNP: Executive Leadership Specialization AONL Competencies	15
DNP Competency Model	16
Interprofessional Education	16
4 – DNP Program Evaluation And Assessment	17
Program Assessment	17
DNP Program's Assessment Model	17
5 – DNP Program Expectations	19
Student	20
DNP Late Assignment and Grading Policy	21
Faculty	22

Table of Contents

6 – DNP Program Resources 23

Professional Advisory Committee	24
Student Governance	24
SOHP Student Advisory Council	24
Student Support Services	24

7 - General DNP Program Policies & Procedures 25

Anti-Discrimination Policy	26
Admission Policy	27
Minimum Technology Requirements and Training	28
University Orientation	28
Code of Conduct Policy	28
Academic Integrity	28
Grade Policy	28
Natural Disasters and University-wide Technology Outages	28
Satisfactory Academic Progress	28
Course Repetitions	28
Academic Leave of Absence	29
Academic Probation	29
Resources Available to Students When Experiencing Difficulties	30
Dismissal from the Program	30
Time Limits for Degree Completion	30
Graduation Policy	31
Program Completion, Alumni, and Employer Evaluation Surveys	31
Student Complaint and Grievance Procedures	31

Appendix A: Interprofessional Education 33

SOHP Student IPE Activity Tracking Form	33
---	----

Appendix B: Individualized Practice Plan 34

Individualized Practice Plan Form	34
-----------------------------------	----

Academic Program Director, Department of Nursing

Welcome Message

On behalf of our nursing faculty and staff in the Department of Nursing (DN), I want to welcome you to the Doctor of Nursing Practice (DNP) program at NU! Your academic journey is about to begin, and we hope this journey allows you to continue to seek and explore lifelong learning opportunities. Our DNP program at NU is a robust and immersive experience placing you in academic and practice setting endeavors to support you as you achieve your goals. Our unique one-to-one teaching model and active online student community, including The Commons which provides social forums, offers the NU community the academic resources to support student success.

We may all come from a variety of experiences and diverse backgrounds, but we have one main bond in common – we are all nurses. NU's Department of Nursing faculty have a passionate commitment to make a positive difference in your educational journey and furthering your career through advanced nursing education. The DNP program and courses will allow you to develop valuable experiences and skills as a progressive nurse leader and to engage in dynamic healthcare environments, policy initiatives, interprofessional collaborations, and evidence-based improvements for quality healthcare outcomes.

Again, welcome to the DNP program, where your career goals can be realized!

Sincerely,



Alice Myers, PhD, MSN, RN
Academic Program Director, Department of Nursing
amyers@NU.edu
M: 609-425-2872

Direct any question about the Handbook to the School of Health Professions (shp@nu.edu)



1 Introduction



1 – Introduction

This handbook has been prepared to serve as a guide for students enrolled in the Doctor of Nursing Practice (DNP) degree program at National University. University-wide policies and procedures can be found in the NU Catalog. The policies of this handbook are consistent with university policies and are intended to supplement, not replace, university policies and procedures. In addition, the educational and practice experience protocols of the program are designed to align with the American Association of Colleges of Nursing (AACN) DNP Essentials (2009).

Please read this handbook carefully, as you are expected to know this information. If you have any questions, please contact the Academic Program Director, Department of Nursing in the School of Health Professions at shp@nu.edu. This document will be revised periodically to reflect necessary programmatic changes that may occur due to changes in the profession, the University, and other requirements or relevant contexts. All policies, and any changes to these policies, shall be reviewed and approved by appropriate administrative personnel and will be communicated to students, as needed.

This handbook shall be distributed to the following named persons or groups of persons: 1) All faculty members, staff, and leadership associated with the DNP Program; 2) All students both current and entering the DNP degree program; and 3) The Dean of the School of Health Professions.

Department of Nursing: DNP Program Information

The Doctor of Nursing Practice (DNP) program is in the School of Health Professions Department of Nursing (DN). As an applied practice- focused doctorate, our DNP program incorporates pertinent nursing interventions that influence healthcare outcomes, including management of care for individuals, populations, administration, leadership for nursing and healthcare organizations, and the development of health policy.

The DNP program provides an opportunity for obtaining a terminal degree and is designed to reflect the highest degree for advanced degree nurses who wish to maintain nursing leadership as their area of professional emphasis. The DNP program provides options for nurses with advanced degrees to incorporate progressive and thoughtful clinical management, inquiry, and leadership competencies into their clinical practice repertoire.

The DNP program is offered as a post-master's program, providing a pathway for master's-prepared nurses to achieve doctoral- level competencies consistent with a clinical program of study. Coursework in the program emphasizes advanced topics in nursing, practice experiences, and an Applied Project within the Applied Dissertation Experience courses to complete the DNP Project. Advanced nursing leadership experiences are guided by agency mentors and are provided on-ground in the students' geographical regions.

National University provides the framework for the DNP in the Executive Leadership degree. As an integrated, national system of higher education, exposure to outstanding faculty coupled with state-of-the-art online coursework and cutting-edge practice experience opportunities in the student's geographical area provides a dynamic environment for DNP students to grow into new leadership roles.

Within the DNP program courses, in addition to established technical requirements, you are required to complete assignments that include written, oral, and video submissions. It is strongly recommended that you readily have access to a webcam and a microphone to complete the assignments within the program. If you experience technology problems, it is important to inform your faculty prior to the assignment due date.

Overview of The DNP Program

National University, a regionally accredited educational institution, uses distance-based (online) education as the predominant method of instruction and interaction for its degree programs. The DNP program is accredited by the Commission on Collegiate Nursing Education.

In 2002, the American Association of Colleges of Nursing (AACN) formed a task force to evaluate the progress of the practice doctorate. Comprehensive recommendations were published in 2004, and the Commission on Collegiate Nursing Education (CCNE) began accrediting DNP programs in 2006. In a landmark study released in 2010, the Institute of Medicine issued five core recommendations for the future of nursing. The authors concluded that regular proximity to patients and a scientific understanding of the care process across the continuum of care give nurses a unique ability to act as partners with other health professionals and to lead in the improvement and redesign of schools, homes, health clinics, long-term care facilities, battlefields, and community and public health centers (The Future of Nursing, National Academy of Health Sciences, 2011). The increased complexity of providing acute care and population health services, as well as the rapid integration of health technology, reinforces the need for additional education and specialized expertise. The DNP program and course learning outcomes are aligned with the American Association of Colleges of Nursing (AACN) DNP Essentials (2006).

DNP In Executive Leadership

The DNP in Executive Leadership specialization is designed for experienced nurses who want to expand their career options. This specialty prepares advanced degree nurses to assume a broader leadership role as a nurse executive within a healthcare organization and to actively participate in and lead interdisciplinary teams. In addition to the American Association of Colleges of Nursing (AACN) DNP Essentials (2006), the specialization outcomes were based upon the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (2015).

Credit Hour Requirements

The DNP in Executive Leadership program requires a minimum of 46 credit hours and a total of 1000 post-baccalaureate-mentored practice hours; a minimum of 570 practice experience hours will be earned while enrolled at NU. The program was designed to provide doctoral-level education to Registered Nurses (RN) with an earned Master of Science in Nursing (MSN) degree.

DNP In Executive Leadership Program Course Plan

All DNP students will take 6 core courses, followed by 7 practice experience courses. The last 4 courses focus on the DNP project implementation and the completion of the DDNP project manuscript and presentation. A PowerPoint or poster presentation is required for successful completion of the program. Also, a total of 1000 post-baccalaureate-mentored practice experience hours must be met to complete the DNP program. Students will complete 570-1000 mentored practice hours within the program. Students requiring additional hours will follow an Individualized Practice Plan to obtain the required number of mentored practice hours to meet program requirements. For information on courses in the program course plan, please visit the **NU Catalog**.

Core courses may be overlapped with permission of the APD, Department of Nursing. Requirements to overlap or stack courses include maintaining a B or above in the current course, and no extensions in the previous or current course for assignments or course completion. Specialization and Applied dissertation courses cannot be overlapped or stacked.

DNP Courses

For information on courses in the DNP program course plan, please visit the **NU Catalog**.

DNP In Executive Leadership Project

According to the AACN, "All students must complete sufficient time in mentored practice hours to integrate and demonstrate the new skills and knowledge needed to achieve the DNP Essential outcomes. This expectation applies to all DNP students, including those focusing on organizational and executive leadership, health policy, and all direct care roles." (AACN, The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015, p.9. <https://www.aacnursing.org/DNP>.)

The DNP project should include planning, implementation, and evaluation components using a developed PICOT question. The type of project may vary depending on the healthcare setting; however, the main focus is on quality improvement for change that impacts healthcare outcomes through indirect care. The following list provides the requirements for all DNP projects:

- Based on a needs assessment
- Have a system (micro-, meso-, or macro-level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (financial, systems, or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship.
- AACN, The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015, p.4.
- <https://www.aacnursing.org/DNP>.

DNP In Executive Leadership Practice Experience Requirements

In preparation for the DNP practice experiences that begin in the DNP-7106 course*, the student has the responsibility for the fees incurred for obtaining the Practice Experience Site Compliance Requirements. The Department of Nursing uses CastleBranch to verify CPR certification, liability insurance, health insurance, HIPAA/OSHA training, current immunizations, TB test (if a positive tuberculosis screen is received, students must submit one negative chest X-ray report), physical examination, drug testing, and background screening. All will be uploaded and stored in the CastleBranch repository. The Academic Program Director, Department of Nursing, and the Director of Clinical Affairs will work with the student to obtain mentor and site affiliation agreements. Students must have a practice site in the state where they live and are licensed.

During the program, all students will complete a minimum of 570 hours within the practice experience courses and the DNP project implementation and manuscript courses. For information on courses in the program course plan, please visit the **NU Catalog**.

Licensure Requirements

A current and unencumbered license as a registered nurse (RN) is required in the U.S. state or territory in which the student completes all assignments for the program and DNP Practice Experience hours in the field. (Note that military, federal, and foreign-educated nurses must meet this state requirement for nursing licensure.) A current and unencumbered RN license must be maintained throughout the program. Students must have the registered nursing (RN) license number and state of licensure on file with NU. The student is responsible for updating this file when a renewal or change occurs.



Program Faculty

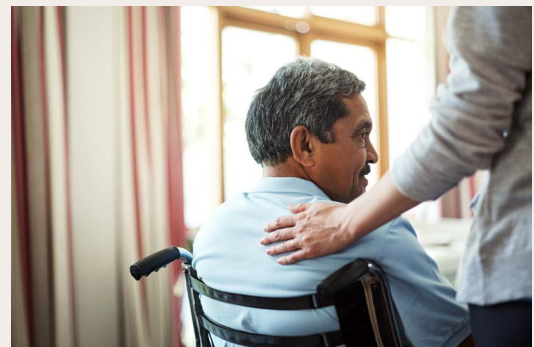
The faculty members of the Department of Nursing in the SOHP are accomplished healthcare professionals from various related disciplines. Consistent with NU's standard, 100% of the faculty hold doctorate degrees. The faculty consists of diverse professionals with a variety of cultural and professional backgrounds. The nursing programs are comprised of full-time and part-time faculty, with the majority of students being taught by the full-time faculty. Faculty are encouraged to participate in teaching, scholarship, service, and practice activities that enable the program to reflect achievement of goals and outcomes.

Verification of DNP Hour Requirements

Verification of mentored clinical/practice experience hours is a requirement of the NU DNP program. A total of 1000 post-baccalaureate mentored clinical/practice experience hours are required for DNP program completion. Students will complete a minimum of 570 practice experience hours during the DNP program. Within the first week of the DNP program, students must download and complete the student section of the Verification of Hours form. The student sends the Verification of Hours form to the program/institution where the DNP program, APRN program/certificate, or post-master's certificate clinical/practice experience hours were mentored and received. The hours will be reviewed by the Academic Program Director, Department of Nursing to verify that the hours were mentored clinical hours. Students with less than 430 mentored clinical/practice hours from their DNP program will receive an Individualized Practice Plan to complete the required 1000 hours. Students who require additional hours will follow their plan under the supervision of their DNP project chair.

Refer to the DNP Practice Handbook for more information about the Individualized Practice Plan (IPP).

2 Mission, Vision, Values, And Philosophy





2 – Practice Experience Requirements

The Department of Nursing (DN), DNP program's mission, vision, and values were intentionally crafted to reflect the School of Health Professions' and NU's mission, vision, and values.

DNP: Mission

The mission of the DNP program is to prepare leaders and clinical experts to lead interprofessional teams and to translate evidence into practice across diverse healthcare settings.

DNP: Vision

To be recognized as the premier online graduate school in nursing.

DNP: Values

Excellence: Setting premier standards for our students, faculty, and nursing program to ensure we provide robust educational and interprofessional learner-centered experiences.

Interprofessionalism: Using the fundamental elements of nursing and interprofessional education to support enhanced understanding as faculty and students work on common goals related to successful healthcare outcomes.

Diversity and Inclusion: Embracing cultural diversity, thought, and deed, and believing that all persons' perspectives enhance each aspect of nursing care delivery.

Integrity: Demonstrating professionalism, ethical behavior, evidence-based decision-making, and service while being committed to lifelong learning and professional nursing development.

Communication: Applying effective written, oral, and listening skills, along with the use of innovative technology, to prepare scholarly papers and presentations and build interpersonal relationships in the nursing and healthcare profession.

DNP Philosophy: Integration of Nursing, Person, Health, and Environment

The Department of Nursing faculty believes that nursing is an inspiring profession based upon the arts and sciences. Nursing blends scientific and technical skills with the act of caring to provide comprehensive care to persons. Our curriculum is designed to illustrate the influence of social, cultural, economic, and political concerns on current healthcare. The DNP nursing program celebrates diversity within our global community and is committed to equality for all people. We are committed to excellence in academics and service. We value leadership and strive for continuous improvement. We are deeply committed to holding each member of the university responsible for scholarly and professional work. We envision new and innovative education delivery and support proven concepts of teaching and learning. The DNP program will prepare students to generate exceptional healthcare outcomes.





Definitions for Collective Understanding of Terms

Person is viewed as having physiological, intellectual, emotional, spiritual, philosophical, cultural, and familial elements. Persons are deserving of respect and dignity. Each person is able to function interdependently with others because of shared values and beliefs. Each person has a responsibility to contribute in health-maintenance behaviors.

Health is a continuum of physiological, psychological, sociological, familial, and spiritual levels of well-being. Health is viewed as a vital state in constant change. Health is influenced by a person's perception of health, internal and external influences, their ability to access healthcare services, and the care provided.

Environment encompasses the world in which we live. Environmental influences include the accessibility of good quality of air, water, food, and living conditions. Society shapes the person's health and wellbeing and views the environment as the domain in which people must interact and collaborate with the global community to preserve our ecological resources.

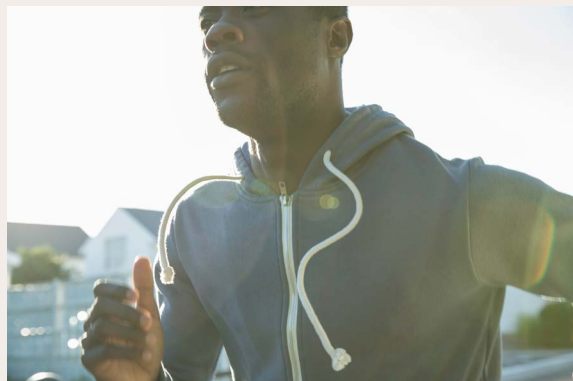
Nursing is the act of protecting, promoting, and optimizing health and capabilities, facilitating healing, advocating, and alleviating suffering through the human response in an effort to achieve health. Employing elements of professionalism, the nurse further supports care by functioning as an advocate in issues with legal, ethical, political, or economic indications. Nurses use critical thinking to promote, restore, and maintain health through the management of care.

University Vision, Mission, and Values

Please visit the **NU Catalog** for NU's Vision, Mission, and Values.



3 DNP Program Goals



3 – DNP Program Goals

Prepare Graduate Nurses To:

- Function in executive nursing leadership roles and design scholarship to further the nursing profession.
- Appraise evidence-based research and institutional data to create innovative practice implementation across diverse healthcare settings.
- Lead interprofessional communication and collaboration among healthcare teams to promote cultural inclusion and equity for optimal patient outcomes.

Program Learning Outcomes

Program learning outcomes (PLOs) represent students' cumulative learning across all courses by the end of the DNP program, as well as the knowledge and skills they can use in their careers. The PLOs are the focus of student assessment throughout the program.

Upon completion of the DNP program, you, as an adult learner and graduate, will be able to:

- Evaluate data to inform nursing practice, organizational health, and care delivery.
- Develop data-informed, literature-based strategic plans for organizations.
- Interface with other nursing professionals with regards to the fostering of culture of accountability and responsibility for professional judgment and actions.
- Create new explanatory and predictive models to advance healthcare organizations and nursing care delivery in a global society.
- Recommend health policies, which ensure stewardship of resources, promote social justice, and community partnerships in maintaining health.

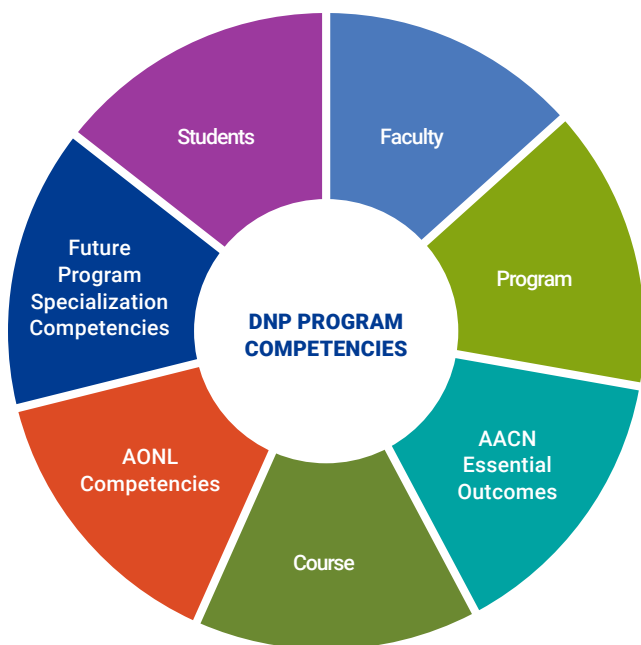
DNP Program AACN Essentials

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

DNP: Executive Leadership Specialization AONL Competencies

- IX. Communication and Relationship Building
- X. Knowledge of the Health Care Environment
- XI. Leadership
- XII. Professionalism
- XIII. Business Skills

DNP Competency Model:



Interprofessional Education (IPE)

One of the foundational values of the School of Health Professions (SOHP) and the DNP program is interprofessional education (IPE). IPE is defined as “when students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes” (WHO, 2010). As the complexity of issues impacting patients’ health increases, SOHP is dedicated to preparing students who are highly competent and skilled at collaborating with others in the field to address patient and industry needs. IPE and collaborative practice have been integrated into each of the academic programs in SOHP, SOHP intentionally seeks opportunities to provide IPE activities for and with our students. An IPE Discussion Forum within our student engagement network, The Commons, has been established, allowing students and faculty from the various SOHP disciplines (health administration and nursing) to engage and interact with each other. All faculty have experience in their respective industries, and this forum allows for engagement on various levels. Additionally, SOHP has established a monthly student-led IPE Speaker Series (via Zoom webinar). Industry leaders serve as guest speakers to bring relevant topics to our faculty and students. The case studies and question-and-answer segments have proven to be very engaging for students across their respective disciplines. In the true spirit of IPE, other health-focused disciplines and programs/schools have been invited to participate in the Speaker Series, including schools/programs within NU, as well as programs/schools/colleges outside of NU with which we have collegial relationships. DNP students are encouraged to participate in the IPE Speaker Series on a monthly basis, by either attending the live webinars or by watching the recorded webinars on the school-specific webpage in the Center for Teaching and Learning at a later time. **The goal is that each DNP student participates in a minimum of 6 IPE activities.**

IPE is embedded in assignments in the DNP courses. The IPE competencies will be explored and applied.

Competencies

1. Values/Ethics for Interprofessional Practice
2. Roles/Responsibilities)
3. Interprofessional Communication
4. Teams and Teamwork)

4 Program Evaluation And Assessment



4 – Program Evaluation and Assessment

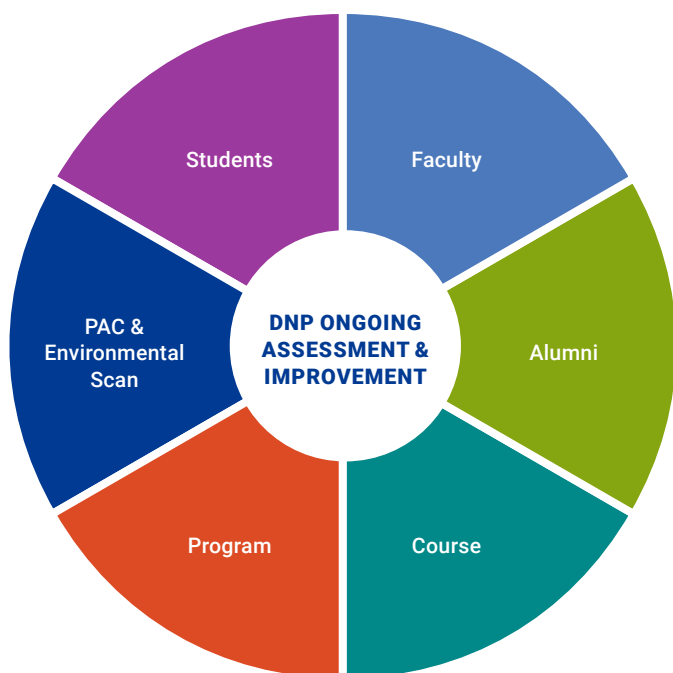
The DNP program utilizes an ongoing assessment cycle as part of its strategic plan for continuous improvement. The assessment cycles include the following activities: 1) Gathering data, 2) Analyzing and interpreting data, 3) Developing action plans based on the data, and 4) Measuring successes of action plans and initiating subsequent cycles. Educational and program outcome data, as well as program performance data, are reviewed annually. This review is performed in order to revise outcomes per industry standards, to reflect DNP core competencies, educational guidelines, and evidence-based trends. Specifically, action plans are created to improve educational outcomes, curriculum, and overall program quality based on outcome data and faculty feedback. Action plans are reviewed and evaluated annually. The aggregated data and subsequent analysis are provided to various Communities of Interest (COI) at NU, including but not limited to faculty, students, alumni, Student Advisory Council (SAC), Professional Advisory Committee (PAC), health industry employers, University administration, accrediting bodies, and others as appropriate. Feedback is requested from each community of interest which is then used to implement change and improvement in the program, its policies, and procedures.

Program Assessment

The purpose of program assessment, which includes many aspects (curriculum, teaching, learning and assessment methods, and instructor effectiveness), is for continuously improving the program, ensuring the needs of our students are met, and ensuring alignment with the standards and expectations of accrediting bodies and the healthcare industry. The program assessment cycle is an evidence-based, iterative cycle of planning, implementing, assessing, and improving learning outcomes and program performance.

The Academic Program Director, Department of Nursing is responsible for oversight of the assessment of the DNP program. The Academic Program Director, Department of Nursing is responsible for the oversight of the DNP Practice Experience courses and supports data gathering, analysis, and documentation of assessment activities in collaboration with the SOHP Assessment Director. The Academic Program Director, Department of Nursing Program meets regularly with DNP faculty to review the assessment data and to implement program improvements/modifications.

DNP Program Assessment Model:



5 DNP Program Expectations





05 – DNP Program Expectations

Student

Students in the DNP program, as current or future nursing executive leaders and professionals, are held to established standards and expectations. These expectations directly align with the program's values.

1. Students are expected to adhere to all NU policies, procedures, and codes of conduct.
2. Students are expected to be professional, respectful, and abide by the National University Code of Ethics.
3. Students have the responsibility to respectfully communicate with the DNP faculty and administration.
 - a. Communication with course faculty may be conducted by email, phone calls, and online conferencing such as Zoom.
 - b. Students are expected to engage in individual conversations with course faculty, per the NU one-to-one teaching model. Conversations are expected to begin in, but should not be limited to, the first week of the course.
- Students are expected to contact course faculty and/or the Academic Program Director, Department of Nursing if they experience difficulties in a course and/or in their personal or professional lives.
- Communication with course faculty must be timely, either prior to or directly after any unforeseen circumstance. Students should not wait until after the course is over to discuss a late or missing assignment with course faculty.
- Communication must be professional and respectful.
- Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:
 - Use of complete sentences, proper spelling, and grammar.
 - Avoid the use of slang, obscene words, swearing, cussing, cursing, or threatening language.
 - Be respectful of differences and value others' opinions (even if you disagree).
- Students should only use their NU email for course/school online correspondence.
- Students are expected to check their NU email regularly, preferably daily.
- Students are expected to respond to emails in a timely fashion – within 24-48 hours.
- Students are expected to adhere to doctoral-level writing, which is scholarly and rigorous. Doctoral-level writing goes beyond the expected minimum of the assignment instructions, broadens the topic



from course room to professional life, is based on evidence, and synthesizes different points of view. Doctoral-level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.

4. Students are expected to use APA formatting for all assignments, unless otherwise noted. NU has many resources available to students to help with APA and writing skills.
5. Students are responsible for all course material and are expected to complete all coursework by the assigned due dates. All assignments are due on Sundays by 11:59 p.m. Arizona time, per NU policy.
 - a. Students have the responsibility to review all feedback provided by the course faculty on student assignments and are expected to apply this feedback to future assignments. If faculty feedback is unclear, the student is expected to contact course faculty for clarification.

DNP Late Assignment and Grading Policy

Grading policies are consistent for all DNP students and are compliant with NU's institutional policies.

A = 100-94

A- = 93-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C = 76-73

F = 72-0

Progression within the program is monitored: students who fall below the 3.0 GPA level may be dismissed for failing to progress.

- If an assignment is submitted 1-6 days late and without prior communication and authorization from faculty, a percentage deduction is taken every day the assignment is late. This deduction occurs before other deductions for issues with content, critical thinking, grammar/APA, and resource use. Feedback on the assignment will be provided by the faculty member and the grade earned will be posted.
 - Faculty have the discretion to accept assignments 7 or more days beyond the original due date. Communication between the student and their assigned faculty member is essential in these types of situations in order for the assigned faculty member to consider extenuating circumstances. For late assignments submitted prior to the aforementioned 7-day deadline, faculty may establish their own guidelines for acceptance and grading penalties for late work.
 - In addition, coursework will not be accepted after the course end date and/or approved course extension end date.
6. All student coursework is expected to be original and written specifically for the course and assignment in which it is assigned. Plagiarism, whether intentional or unintentional, is an academic integrity violation. This includes self-plagiarism. Turnitin is used for course assignments. Turnitin reports will be used as part of the overall assignment feedback.
 - a. Academic recycling, which is defined as the submission of all or a portion of coursework submitted for an assignment in a concurrent course, previous course, or at another institution, is not permitted.
 - b. If a student is repeating a previously attempted course, NU allows prior work from the same course to be submitted when a student is retaking a course that was previously attempted. However, the student must notify their faculty that they previously attempted the course and are



reusing prior work. This exception notwithstanding, refining prior work before submission to best reflect the student's current scholarly abilities and achieve the best chance for a passing grade on the retake is always prudent.

- c. It is faculty discretion to allow resubmission of previous coursework. If a student would like to reuse their previous work and believes that a concurrent or previous course assignment meets the criteria for a current course assignment, the following criteria must be satisfied:
 7. PRIOR to submission, faculty permission must be obtained.
 8. Student must provide the current course faculty with a copy of the previous/concurrent coursework that they wish to repurpose PRIOR to submitting the assignment that contains the recycled material. This email must include the name of the course, course dates, and where the material was originally used.
 9. Written approval must be obtained from the course faculty via email.
 10. For complete DNP Project Practice Experience requirements and information, please refer to the Doctor of Nursing Practice (DNP) Handbook.

Faculty

Faculty of the DNP program, as educators and current or previous healthcare leaders and professionals, are held to certain expectations and have certain responsibilities to the DNP student. These expectations and responsibilities directly align with the program's values.

1. Faculty are expected to adhere to all NU expectations, code of conduct, policies, and procedures.
2. Faculty are expected to be professional, respectful, and abide by the Nursing Code of Ethics.
3. Faculty are expected to fully execute NU's Teaching Through Engagement pedagogy by being present, serving as mentors to their students, sharing their knowledge and experiences, and helping students grow as individuals and professionals.
4. Faculty have the responsibility to respectfully communicate with the DNP students.
 - a. Communication with students may be conducted by email, phone calls, and online conferencing such as Zoom.
 - b. Faculty are expected to engage in individual conversations with students, per the NU one-to-one teaching model. Conversations are expected to begin in, but should not be limited to, the first week of the course.
 - c. Faculty are expected to contact students if they are going to be out of the office and unavailable. Faculty will also communicate to the student who to contact in their absence.
 - d. Communication must be professional and respectful.
5. Faculty are expected to provide timely, thorough, and relevant feedback on student assignments. Feedback and grades must be provided within 4 days of assignment due date.
6. Faculty are expected to adhere to grading at the doctoral level, which is scholarly and rigorous, per the grading guidelines stated by NU and the DNP program. Doctoral-level writing should go beyond the expected minimum of the assignment instructions, broaden the topic from course room to professional life, be based in evidence, and synthesize different points of view. Doctoral-level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.
7. Suspected academic integrity violations will be reported appropriately.



6 DNP Program Resources



All students in the DNP program are expected to be familiar with the DNP Handbook and the policies outlined in the current NU Catalog, as well as agree to abide by all key policies and procedures. In addition, students are expected to agree to and abide by the professional and ethical behavior outlined in the American Nurses Association (ANA) Code of Ethics. Failure to do so may result in dismissal from the program.

Professional Advisory Committee

The DNP Professional Advisory Committee (PAC) consists of leaders and administrators with a vast variety of healthcare experience. Similar PACs exist in each school throughout National University. The primary purpose of the PAC is to provide industry expertise to the DNP program, acting as sounding boards to ensure students are learning relevant disciplinary knowledge and skills that align with the needs of external stakeholders. PAC members are asked to participate in various evaluation activities. These activities provide the DNP program with valuable information to help support the continuous improvement of the program.

Student Governance

Student involvement in NU's shared governance structure is a very important part of the NU model, both within the program and across the University. Students have a valuable perspective on the educational services they receive. Therefore, the University and School of Health Professions benefits from student perceptions and input, especially on academic and administrative matters, and the vehicle to receive student input is through the school-based Student Advisory Councils (SAC).

Students in the DNP program are encouraged to participate in NU's shared governance structure through the School of Health Professions Student Advisory Council (SAC).

SOHP Student Advisory Council

The School of Health Professions Student Advisory Council (SAC) serves as a liaison between students, faculty, and administration. SAC members work together to evaluate and provide recommendations to DNP policy and program, as well as work toward increasing student awareness and participation with DNP opportunities. More specifically, this council is expected to identify issues important to the future of the University and the DNP program, as well as provide feedback and recommendations regarding improvement or enhancements to the program from the student perspective.

Student Support Services

National University offers an array of student support services. Contact information for all student support services can be found in the current NU Catalog. The University regularly surveys and evaluates student satisfaction with the support services provided to ensure the quality of the services are meeting the program and student needs.

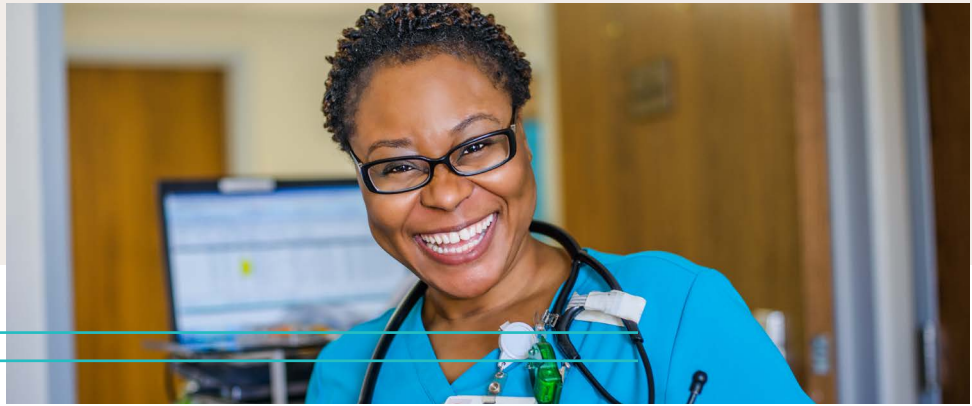
Please consult the **NU Catalog** for specific information pertaining to the following services:

- a. Enrollment Services
- b. Academic and Finance Advising
- c. Disability/ADA Services
- d. Center for Teaching and Learning
- e. Graduate Studies Support Center
- f. NU Library
- g. Alumni Services
- h. Office of the Registrar
- i. Institutional Review Board
- j. Dissertation Support Center



7 General DNP Program Policies and Procedures





General DNP Program Policies And Procedures

Notice: Please consult the current version of the NU Catalog for information regarding curriculum, academic requirements, fees, deadlines, academic policies (including requirements regarding English proficiency and degrees awarded by non-U.S. institutions), and application and admission requirements.

The following program policies are reviewed and revised as necessary. Policies have been developed to be fair and equitable. All program policies are designed to be supportive of the program and university mission and values. If students have questions regarding any policies or any other information found in this handbook, they are encouraged to contact the Academic Program Director, Department of Nursing Program Director (shs@ncu.edu) to seek clarification.

Anti-Discrimination Policy

The DNP Program abides by the University's Non-Discrimination Policy, as found in the current NU Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity is embedded in the nature of the DNP program at National University, and the program is committed to acknowledging and discussing issues of diversity. Due to the online nature of the program, students and faculty members come from a wide variety of contexts. As such, the importance of diversity can be seen in the actual diversity of our students and faculty, as well as being evident throughout our curriculum and educational outcomes.



Admission Policy

1. Earned Master of Science in Nursing (MSN) from a regionally or nationally accredited program (an institution accredited by either a regional accreditation agency or an agency recognized by the Council for Higher Education (CHEA).
2. Up to 430 mentored clinical/practice experience hours accumulated during an MSN program, Advanced Practice Registered Nurses (APRN) program/certificate, or post-master's certificate may be applied to the NU DNP program.
3. GPA 3.0 or above on a 4.0 scale.
4. Current, active, unencumbered licensure as a registered nurse (RN). (Require license number and expiration date.)
5. Employment verification or verified access to an applicable healthcare environment for practice experience requirements and completion.
6. May require candidacy review process, including telephone and/or video interview and writing samples.
7. Also required are official transcripts, current resume, or curriculum vitae.

The following is an outline of what can be expected once the student is accepted:

Responsible Party	Action
Academic and Finance Advisor	Provides student support throughout their program. This may include, but is not limited to, scheduling adjustments, support with financial aid or other funding options, program questions, assistance with University resources, or questions related to University policies and procedures. –
Student	Stays in contact with their Academic and Finance Advisor (AFA) in order to adjust the timing of courses, ask questions, or request information or assistance regarding matters related to these aspects of the program. The most common way of maintaining contact is email.
Student	Utilizes NCUOne as the primary means for completing coursework and degree requirements, serving as the gateway to courses, educational resources and materials, communication with faculty, other students, and University resources, such as the National Library, the Academic Success Center (ASC), and the IT Help Desk. Using NCUOne, the student can review their degree plan, manage educational finances, access unofficial transcripts, and submit requests to Student Records.
Student	Begins courses and submits weekly assignments in a timely manner. Stays in contact with faculty member regarding course attendance and assignment questions.
Faculty Member	When assignments are completed and submitted for grading, the faculty member reviews, evaluates, offers detailed feedback, and submits the feedback and grades for completed work. University requirements are such that faculty must respond to questions in messages or email within 24-48 hours, and they must grade and submit detailed feedback for all work submitted within 4 days of the assignment due date.
Student	Takes advantage of the asynchronous model to work at their convenience, within the allowed timeframes for course participation and faculty member responsiveness. Students are encouraged to also set time to talk via Skype or Zoom (or by phone) if additional mentoring or support is needed.



Minimum Technology Requirements And Training

Minimal Technology Requirements:

Students in an online program must have the technological resources necessary for them to be successful. The Technical Requirements (as found in the NU Catalog) explains the minimum technical requirements for NU students.

Available Technology Training:

Students can locate the Student Technology Resource Center by visiting the University Services Module I in NCUOne.

University Orientation

University enrollment and academic advisors orient students to the learning environment. DNP students should ensure that they have familiarized themselves with NCUOne, The Commons, and various student support services. Students are encouraged to complete the Great Start student orientation. Great Start is a roadmap that introduces new students to the various academic and support services available, while also covering several essential topics that will help students be successful during their time at NCU. Contact your Academic and Finance Advisors if you have questions regarding university orientation.

DNP students will also receive an email invitation to attend a DNP Program Orientation while enrolled in their first course, while enrolled in their first course, to ensure an understanding of nursing-specific processes. During the DNP Program Orientation, students will meet full-time faculty members and have the opportunity to ask program questions. Students will be invited to attend Practice Experience Orientation while enrolled, prior to registering for the first practice experience course.

Code of Conduct Policy

National University has established a Code of Conduct for all students and faculty in the University community, including applicants and alumni. Students in the DNP program are expected to abide by this code at all times. This code can be found in the NU Catalog.

Academic Integrity

All work submitted in each course must be the student's own original work. This includes all assignments, exams, term papers, and other projects required by the faculty. The submission of another person's work represented as that of the student's (without properly citing the source of the work) will be considered plagiarism and will result in an Academic Integrity Policy Violation Notice being filed by the faculty member. The result may be an unsatisfactory grade for the work submitted or for the entire course and may result in academic dismissal. Assignments are submitted through Turnitin to help students prevent plagiarism, engage students in the writing process, and provide personalized feedback.

The current American Psychological Association (APA) Manual is standard for all student work. Students may find out more about this writing style through the Center for Teaching and Learning, the Academic Success Center, and APA Academic Writer, or students may ask their faculty member for help.

Grade Policy

See Grading Policies for information about the NU Grading Policies.

Natural Disasters and University-Wide Technology Outages

Students should be reassured that faculty will work with them regarding assignment submissions in the event of natural disasters (i.e., hurricanes, wildfires, tornadoes, etc.), or in the event of a university-wide technology outage. Each event and how it directly affects the student will be handled on an individual basis. This may or may not include extensions on assignment due dates, utilizing the Incomplete Grading Policy, and/or granting an official course extension. Students should contact their faculty member and/or Academic and Finance Advisor if they believe they will be impacted by a natural disaster.



Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) is the standard by which National National University measures students' progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and SAP Maximum Timeframe. If, at any SAP evaluation point, a student is not meeting the minimum requirements for SAP, students receive an email notification in NCUOne as well as an email to the personal address on file. However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

Additional information regarding the Satisfactory Academic Progress policy can be found in the NU Catalog.

Course Repetitions

Students who do not meet required minimum grades and/or who fail to maintain a GPA of 3.0 or better may repeat a course to improve their academic standing, and for the opportunity to enhance knowledge, may request a second attempt of the same course. However, it is recommended that the student make an appointment with the Academic Program Director, Department of Nursing to review their plan to facilitate academic and course success in the second attempt. If the second attempt is unsuccessful, per NU policy, a third attempt may be requested. The Dean, School of Health Professions retains the right to determine if a third attempt is in a student's best interest and the third attempt is not guaranteed.

Only the most recent grade for a repeated course is counted in the program GPA. All attempted courses are counted toward the Course Completion Rate and the SAP Maximum Time frame for program completion. Please see Grading Policies and Procedures in the NU Catalog for additional information on repeated courses.

Academic Leave of Absence

NU programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. NU will consider granting an Academic Leave of Absence (LOA) for a student who is experiencing hardships that make effective progress in their academic course of study unusually difficult. A leave of absence is defined as a temporary break in a student's program of study with a clear intent to return to the program of study. Additional information regarding the Academic Leave of Absence policy can be found in the NU Catalog.

Academic Probation

Satisfactory Academic Progress (SAP) is the standard by which NU measures students' progress toward completion of their program. Occasionally, students may experience difficulty in their graduate program affecting one or more components of their satisfactory academic progress (GPA, Course Completion Rate, SAP Max Timeframe). A student in Good Standing will be placed in a Warning status by the University at their next evaluation point if one or more SAP minimums are not met. A student in Warning will be placed on Academic Probation by the University at their next evaluation point if one or more SAP minimums are not met.

A student placed on Academic Probation remains on Academic Probation for one evaluation period. For graduate students, one evaluation period is measured as nine attempted credit hours. A student on Academic Probation may appeal to be placed on Financial Aid Probation to continue using Federal Financial Aid funding for one evaluation period. A student on Academic or Financial Aid Probation must meet the minimum standards for all three SAP components and return to Good Standing by their next evaluation point. Failure to do so may result in academic dismissal from the University. Although a student may appeal grades and/ or to use Federal Financial Aid funds – a student cannot appeal their SAP status. For a complete list of SAP statuses and the appeals process, please review the NU Catalog.





Resources Available To Students When Experiencing Difficulties

When a student is placed on probation, several steps may be taken as a part of their remediation plan. This plan may include, but is not limited to, the following: (a) reducing the student's course load, (b) referring students to the National University academic assistance resources, (c) considering a possible leave of absence, (d) suggesting a referral of a student for therapy services or medical intervention in their local community, (e) creating a behavioral contract to outline the necessary changes and steps that must be taken for successful completion of the program, and (f) providing additional faculty mentoring and encouragement. All recommendations are designed with the goal of helping students to succeed. If, during a student's program, the faculty determines that a student does not have the personal and professional health and maturity needed to be an effective healthcare administrator, the student will be advised of this and counseled to seek another area of study.

Dismissal From The Program

Students who violate the University's Code of Conduct and/or Academic Integrity policy while enrolled in the program may be subject to immediate dismissal. Students who have been dismissed due to a violation of the Code of Conduct or Academic Integrity policy, or due to any other legal or ethical matter, do not qualify for readmission to National University. Students in violation of the University's Attendance policy may be administratively withdrawn. Students who do not meet their financial obligations may be restricted from attending future courses. The Code of Conduct, Attendance policy, and a summary of the Academic Integrity policy are published in the NU Catalog. Complete information concerning Academic Integrity is provided in the NCUOne to students. For additional information, reference the NU Catalog.

Time Limits for Degree Completion

NU allows 7 years to complete all doctoral programs of 60 credits or less. The estimated time of completion of the DNP program is 30 months (this time may vary due to student enrollment and successful completion of each course).

Time to completion varies depending upon the pace in which a student completes courses and the number of transfer credits accepted. As most NU students are working adults, balancing educational, professional, and personal commitments, our academic and finance advisors will work with you to develop a program schedule that works best for your needs.

Students following the preferred schedule designed by the Dean for this program, and applying no transfer credits, can expect to finish in as little as 30 months.



Graduation Policy

Upon completion of all program requirements, students complete an online diploma application that can be accessed via University Services Module in NCUOne. To assure that all requirements of the program and degree, as well as those of the University, are met prior to conferring the degree, a Graduation Audit will be performed in response to a student's diploma application.

An additional audit is performed by the Academic Program Director, Department of Nursing to ensure that program specific requirements have been met. For all graduate-level students, degree requirements include:

- 3.0 (letter grade of "B") or higher GPA
- Completion of all coursework and academic program requirements
- Official documents on file for the basis of admission from an appropriately accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University are paid in full

Additional information regarding degree conferral policies and procedures is outlined in the NU Catalog.

Program Completion, Alumni, and Employer Evaluation Surveys

Graduating students are asked to participate in an online SHP Program Completion Survey upon degree conferral, and the Alumni Survey and Survey of Employers of graduates one year after graduation. The primary purpose of the Program Completion Survey is to give students an opportunity to share with the DNP faculty their overall evaluation of the DNP program, including ways that it can be improved. The primary purpose of the alumni survey is to gather information about alumni views of how well the program prepared them for success in various competency areas and current employment. The purpose of the employer evaluation survey is to gather information about their views of how well our graduates are doing, what competencies may be lacking, and, in general, how satisfied they are with the graduate's performance. Students are asked to please be sure to provide contact information (email, phone, etc.) when they graduate so they or their employers can be provided links to these various surveys.

Student Complaint and Grievance Process

Students may find detailed information regarding complaint and grievance processes in the NU Catalog. Part of the process of becoming a professional is learning to deal appropriately with disagreements and grievances. Most concerns can be effectively addressed and resolved between the student and their faculty. Engaging in a respectful interchange of ideas and concerns with peers and supervisors is an important part of a student's professional development, and learning to address concerns in a professional manner is an important graduate-level student skill. Students are encouraged to first communicate concerns with their faculty or nursing administrators to ensure every opportunity for resolution has been discussed.

If students experience a concern, either academic or administrative (e.g., university policy or procedures, its decisions or judgements), the student should follow the steps outlined in the NU Catalog. For academic concerns regarding grade appeals, students should contact their Academic & Financial Advisor or refer to the NU Catalog for the current appeal process.

**See NU Catalog for additional information regarding university policies and procedures.*



AP Appendix A-B



Appendix A: Interprofessional Education (IPE)

SOHP Student IPE Activity Tracking Form

The School of Health Professions is founded on the value of interprofessional education. Therefore, we require our students to document IPE activities. You will upload this document into your ePortfolio for safekeeping.

Please Note: Doctor of Nursing Practice students are required to track all interprofessional education (IPE) activities throughout their DNP program. Our goal is that you will have participated in at least 6 activities upon graduation. You will upload this document to your ePortfolio prior to completion of the program.

Student name: _____

Program name: _____

Program Start Date: ____/____/____ **Program End Date:** ____/____/____

	Date	IPE Activity title	Brief Summary
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



Appendix B: Individualized Practice Plan (IPP)

Verification of mentored clinical/practice experience hours is a requirement for the NU DNP program. A total of 1000 post- baccalaureate mentored clinical/practice experience hours are required for DNP program completion. A minimum of 570 hours will be acquired during the DNP program. If the Verification of Hours form reflects less than 430 previous mentored practice/ clinical hours, students are required to complete additional practice experience hours during enrollment in the DNP project courses. Mentored practice hours will be completed in the Applied Doctoral Experience (ADE) courses for the fulfillment of additional hours required for the DNP Degree.

Name of DNP Student: _____

Verified Hours: _____ (on program letterhead or School of Nursing documentation)

Verification Date: ____/____/____ **Additional Hours Needed:** _____

Refer to the DNP Practice Handbook for additional information regarding the attainment of practice experience hours. Hours from an Education focus or academic MSN program do not qualify as mentored practice hours.

For information on courses in the DNP program course plan, please visit the **NU Catalog**.

Nursing Program Leadership Signature: _____

Student Acknowledgment Signature: _____



