



# TEXAS WOMAN'S UNIVERSITY™

## **College of Nursing DNP Student Handbook**

The College of Nursing DNP Student Handbook is reviewed and updated yearly by the Student Affairs Committee - Reviewed/Revised May 2025.

## **Disclaimer**

This Handbook is neither a contract nor an offer to make a contract. While every effort has been made to ensure the accuracy of the information enclosed, the Handbook is updated each academic year. Texas Woman's University College of Nursing reserves the right to make changes at any time concerning course offerings, degree requirements, services, policies, or any other subject addressed in this document. The information enclosed is provided solely for the convenience of the students and other readers.

This Handbook supersedes all previous versions of the Handbook. Students are accountable for familiarizing themselves with its contents and compliance with the policies and procedures. The information provided in this Handbook is to assist students in (1) academic program planning and (2) meeting the requirements of the College of Nursing and the Graduate School for completing the Doctor of Nursing Practice (DNP) degree. This information is intended to clarify and supplement - not replace - the information in the Graduate Catalog. Each student should read thoroughly and comply fully with all requirements of the College of Nursing and the Graduate School.

### **HOW TO USE THIS BOOK:**

This book contains information for the DNP Program. All blue underlined text contains a hyperlink to other resources on TWU and public websites. Place your mouse over the text, hold the CTRL button, and click the mouse to navigate the website. At the time of publication, all hyperlinks work correctly.

## **College of Nursing Student Handbook Verification**

Please note: Students must complete the handbook acknowledgment form and submit it to the DNP Program Director within a month of starting the program. The acknowledgement form can be found on the TWU DNP Program collaborative space (under resources).

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## **Welcome to the TWU College of Nursing!**

We are so proud to have you as our student. The TWU College of Nursing formally began in 1954, arising from the Parkland School of Nursing in Dallas Texas. Fast forward 71 years later and the college vibrantly lives out our mission on three campuses: Denton, Dallas and Houston. Starting out with a bachelor's in science degree we have constantly evolved, responding to, and leading in the education of nurse practitioners, establishing the first PhD program in nursing in Texas and then later adding the nurse educator master's and the doctor in nursing practice program. Here you will engage with faculty who love to teach and mentor students. You can always be proud of a degree(s) from TWU. As a BSN graduate from TWU, my faculty told me that I could do anything. Somehow, I chose to believe that. My bachelor's degree from TWU led me to my master's and ultimately my PhD. All along my career trajectory I could trace successes back to TWU. I feel incredibly blessed to be the Dean of the college where I began. I'd like to be so bold as to say that your TWU degree will take you to amazing places as well. Congratulations on your admission to TWU! We believe you can do anything, and we are here to help you do just that!

Stephanie Woods R.N., Ph.D.  
Professor and Dean  
College of Nursing  
Texas Woman's University



### **Mission: Texas Woman's University**

Texas Woman's University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation's largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman's inspires excellence and a pioneering spirit.

### **Mission: College of Nursing**

The College of Nursing seeks to support and empower students of all ages and ethnic groups to address the healthcare needs and issues of the people in Texas, the nation, and the world through acquiring nursing knowledge and leadership skills for entry-level, advance practice, and scientific roles by integrating health promotion and disease prevention within diverse groups in a time of rapid technological and societal change.

### **Mission: DNP Program**

TWU DNP graduates of all ages and ethnic groups will gain the knowledge, skills, and competencies to develop and lead innovative quality improvement initiatives that transform healthcare to meet the needs of diverse patient populations. (Developed 3/2021).

### **Vision: College of Nursing**

Pioneering innovations in the art and science of nursing to promote the health of all people in Texas, the nation, and the global community.

### **Vision: DNP Program**

TWU DNP graduates will lead and transform healthcare as implementation scholars. (Developed 3/2021).

### **Philosophy: College of Nursing**

The College of Nursing at Texas Woman's University offers a diverse multi-campus setting and awards degrees at the Baccalaureate, Master's, and Doctoral levels. This philosophy is congruent with the mission of the university and its commitment to prepare students for leadership and service built on a solid liberal education base and quality professional programs. It is consistent with the fundamental beliefs about nursing and nursing's contract with society

as described by the American Nurses Association in *Nursing's Social Policy Statement* (2010). The preparation of nurses for service and leadership is guided by the current AACN Essentials of Nursing Practice (2021) and the Texas Board of Nursing Differentiated Essential Competencies. The faculty of the College of Nursing builds this philosophy on our beliefs about the key concepts included in nursing's predominant theoretical meta-paradigm and on our beliefs about education and learning. Individuals are holistic human beings in constant interaction with their environment; each has inherent worth and dignity and is unique in capabilities, beliefs, and interests. Individuals are an integral part of culturally diverse families, groups, communities, and populations. Society influences an individual's perception of health care needs and is charged with the responsibility for aiding the individual, particularly those in vulnerable populations, in the fulfillment of these needs.

Society entrusts nurses as competent providers of optimal health care and education. Health is a state of physiological, psychological, sociocultural, developmental, and spiritual functioning that allows individual members to achieve maximum potential. The health of an individual has a direct effect upon the family, group, community, and population. Health promotion and disease prevention are employed at all societal levels to improve population health. Nursing is a synthesis of art and science. Practitioners of nursing balance the use of science and technology with the art of caring to achieve optimal outcomes. The science of nursing is based on nursing theories, natural and behavioral sciences, and patient care technologies. This knowledge, together with current evidence, clinical/critical reasoning, and multiple ways of knowing, is used to develop, evaluate, and achieve safe patient care and optimum health outcomes across all environments. The art of nursing, grounded in the human sciences, is exemplified by characteristics of caring such as presence, authenticity, advocacy, empowerment, and connections with people across all cultures in their experiences of health. Nurses interact with individuals, families, groups, communities, and populations in collaboration with other healthcare professionals for the purposes of promoting, maintaining, protecting, and restoring health in all stages of the life cycle or supporting a peaceful death. Nurses guide, mentor, support, and lead other nurses to achieve excellence in nursing practice. Nurses are prepared to function in leadership roles and to address the political, social, ethical, economic, and policy issues that affect health care at local, state, national, and international levels. Fundamental to nursing are the values of altruism, autonomy, human dignity, integrity, and social justice. We, as a community of nurse educators, believe that education, research, and service are the foundation for the practice of professional nursing. Faculty is responsible for contributing to the vitality of the college and the university community and for developing, maintaining, and evaluating educational programs. Faculty is responsible for and committed to providing learning experiences that enable students to cultivate critical thinking, clinical judgment, leadership skills,

and the professional nursing values needed to function competently and to cultivate caring practices in an increasingly complex health care system.

Faculty is committed to developing supportive learning environments that encourage students to successfully achieve the objectives of the offered program. Faculty is responsible for contributing to an environment conducive to academic freedom, service, and scholarship.

Students, as adult learners with multiple roles, are responsible for contributing to the learning environment by being actively involved in the learning process; to seek, to question, and to propose and implement new ideas using peer, faculty, and university resources to further their own learning and to serve the greater community. (Revised and approved by faculty 8/2012)

### **Foundational Documents**

The following are foundational documents for doctoral education in nursing. The student is responsible for reading, understanding, and acting according to the principles outlined in these documents. The web links are provided for each of the documents.

#### **Vital Resources:**

[AACN Essentials for Nursing Education](#)

[ANA Standards for Clinical Practice](#)

[AACN DNP Education](#)

#### **Other Resources:**

[Common APRN Doctoral Level Competencies by NONPF](#)

[American Organization of Nursing Leadership \(AONL\) Competencies](#)

[AACN Nursing Research Position Statements](#)

[ANA Code of Ethics](#)

[Texas BON Rules and Regulations](#)

[2023 AACN State of DNP Education](#)



## Student Services and Resources

### Division of Student Life

Mission: The Division of Student Life actively supports the mission of Texas Woman's University and its learning environment. It is the mission of the Division of Student Life at Texas Woman's University to support and enhance the student's academic experience by providing services and programs that holistically develop the student. These programs and services are provided on all campuses and at a distance via a variety of media. The Division of Student Life seeks to provide the environment and support to assist TWU's students to reach their potential in leadership and community service. Under this division, you will also find multiple resources in the TWU Student Handbook.

Student Life Office Locations:

Denton Campus	Brackenridge Hall Room 206 P.O. Box 425379 Denton, TX 76204-5379 Phone: (940) 898-3615 Fax: (940) 898-3692 <a href="mailto:studentlife1@twu.edu">studentlife1@twu.edu</a>
Dallas Campus	T. Boone Pickens Institute of Health Sciences 5500 Southwestern Medical Avenue Suite 3600 Dallas, TX 75235 Phone: (214) 689-6696 <a href="mailto:studentlifedallas@twu.edu">studentlifedallas@twu.edu</a>
Houston Campus	Institute of Health Sciences 6700 Fannin Street Suite 2300 Houston, TX 77030 Phone: (713) 794-2157 <a href="mailto:studentlifehouston@twu.edu">studentlifehouston@twu.edu</a>

## **Title IX: Sexual Violence Education**

Texas Woman's University (TWU or University) is committed to a safe academic and working environment free from sexual misconduct. TWU will not tolerate any act of sexual misconduct. Please refer to the University website for details:

[Sexual Misconduct and Title IX](#)

[Report an incident here](#)

## **Title IX: Pregnant and Parenting Students**

Title IX is a federal law that requires schools that receive federal funds to provide reasonable accommodations to students who are pregnant or have pregnancy-related conditions. Please refer to the University website for details:

[Title IX for Pregnant and Parenting Students](#)

Students needing academic accommodations due to pregnancy-related conditions should complete the Pregnancy Accommodation form to coordinate academic needs.

## **Pioneer Alert**

Texas Woman's University Department of Public Safety uses a variety of methods to alert students, faculty, and staff in case of a significant emergency on campus. Please refer to the University website for details: [Pioneer Alert](#)

## **Email**

Your email account is created automatically when you create your Pioneer Portal account. Email is available on and off campus via your Pioneer Portal account. All TWU communication is sent through your Portal email. If you do not check your Portal email, you MUST forward it to another account. You may do so by logging into Pioneer Portal, clicking on "My Settings", then "Forward/Un-forward" my email. Always check your spam folder to ensure TWU emails with attachments are not being automatically listed as spam by your system.

To access your email from the web (on and off campus):

- Log in to Pioneer Portal, then click on "MY Email". You may also click on Webmail from the TWU Home Page (bottom left).
- Sign in by using your Pioneer Portal username followed by "@twu.edu". An example of the username is: [jpioneer@twu.edu](#) In the "Password" box, type in your TWU Pioneer Portal password and click "Sign in".

TWU will contact students through their TWU email and/or the phone number on file in the College of Nursing. Students are expected to respond to email or phone calls within a 24-hour time period, excluding weekends and holidays. *It is imperative that students keep their information current.*

### Campus Closures

The Office of Emergency Management will send emails to alert the campus of severe weather. Please refer to the university website for details regarding severe weather or campus closures:

[Emergency Closures](#)

**Please note: If your campus is closed due to weather, you should not attend clinical. If you are in a clinical setting when the campus closes, please work with your clinical faculty to determine the best action for your safety.**

### Nursing Student Organizations

[Texas Nursing Students' Association](#)

They are dedicated to promoting professionalism and leadership for today's students.

[National Student Nurses' Association](#)

Their mission is to mentor students preparing for initial licensure as registered nurses and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.

[Sigma Theta Tau International Honor Society of Nursing](#)

Their mission is “developing nurse leaders anywhere to improve healthcare everywhere”. Their vision is “connected, empowered nurse leaders transforming global healthcare”. Membership is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship: [Membership Eligibility](#)

TWU Sigma Theta Tau International Beta Beta Chapters are as follows:

- Houston Campus: [Beta Beta Houston Chapter](#)
- Dallas Campus: [Beta Beta Dallas Chapter](#)

## University Wide Student Organizations

### [HOPE Support Group for Doctoral Students](#)

A complete list of all student organizations and contact information is located at [Pioneer Engage](#)

## Online Courses

By state definition and by TWU's definition, online courses have 51%-100% of their content delivered online. All TWU online courses utilize the Canvas Learning Platform. You must establish a TWU Pioneer Portal account to take a course on Canvas. To learn about Canvas, read the following online pages:

### [Pioneer Portal](#)

### [TWU Guide to Online Learning](#)

### [Canvas Student Guide](#)

### [Teaching and Learning with Technology](#)

## University Policies and Procedures

### Registration

You will register for your classes through the Pioneer Portal using the Self-Service link or by directly accessing the Self-Service Log-In site. You may view or download the instructions at [Guide to Student Self-Service & Student Planning](#).

*Special Instructions for courses with restricted entry:*

If a course is restricted, only the department may provide the approval code for a student to be able to register. In this case, the student must use "**Express Registration**" to complete registration for this course. You will get the course code from your academic advisor.

### Academic Advisors

Each student will be assigned a faculty academic advisor. Academic advisement sessions are primarily provided during individual appointments at the Denton Campus, Houston, and Dallas Centers. The Program Director is available to students who encounter problems or need further assistance.

## Academic Conduct and Professional Integrity

Integrity is the foundation of the academic community and the nursing profession. Because each student has the primary responsibility for being academically honest, students are responsible for reading and understanding the information located in the [Policy on Academic Integrity](#). Students who violate University rules on academic dishonesty are subject to disciplinary penalties as outlined in the university policy. Highlighted below are a few of the policy definitions.

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, fabrication, falsification, falsifying academic records, or other acts intentionally designed to provide an unfair advantage to the student and/or the attempt to commit such acts.

**Cheating** includes, but is not limited to, intentionally or unintentionally giving or receiving unauthorized aid or notes on examinations, papers, class assignments, or other course-related activities intended to be individually completed. Cheating also includes the unauthorized copying of tests, or any other deceit or fraud related to the student's academic conduct or violating the guidelines set out by a faculty member for assignments and/or exams.

**Collusion** occurs when a student collaborates with another person without authorization when preparing an assignment.

**Fabrication** occurs when a student makes up data or results and records or reports them.

**Falsification** occurs when a student manipulates research materials, equipment, or processes, or changes or omits results such that the clinical experience or research is not accurately reflected in the records.

**Plagiarism** occurs when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as their own academic work. Plagiarism may be intentional or unintentional. TWU students are expected to submit their own work and to properly acknowledge the sources from which their information came.

### Use of Artificial Intelligence

DNP students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on course assignments if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete all assignments without any substantive assistance from others, including automated tools.

## **Attendance**

The University expects students to attend all classes regularly and punctually. It is a policy of the University not to allow a fixed number of "cuts" in any class. The only excused absences are for:

- Illness certified by a licensed health care provider
- Serious illness or death in student's immediate family
- Being away from the campus with the sanction of the University or for a religious holiday.

Consistent class attendance is vital to academic success and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required. Absences do not exempt you from academic requirements. Excessive absences, even if documented, may result in your failing the course. An "Incomplete" may be granted if you have a passing grade, but only if you meet the criteria for an "Incomplete," and the instructor determines it is feasible for you to successfully complete remaining assignments after the semester. Such determinations are within the discretion of the instructor. Instructors may keep a record of class attendance and include it in the semester report to the Registrar. The total number of absences is to be entered on the grade report at the end of the semester.

### Excused Absences Policy

The law, which became effective August 1985, further states that a student who is excused under these conditions, may not be penalized for the absence; but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination

## **Disability Support Services**

Texas Woman's University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability, please refer to the Disability Services website for further instructions: [Disability Services for Students](#)

## **Citation style**

The Publication Manual of the American Psychological Association (APA), 7th edition, is used by the CON for citations, references, and papers. Students are expected to comply with this most current formatting style.

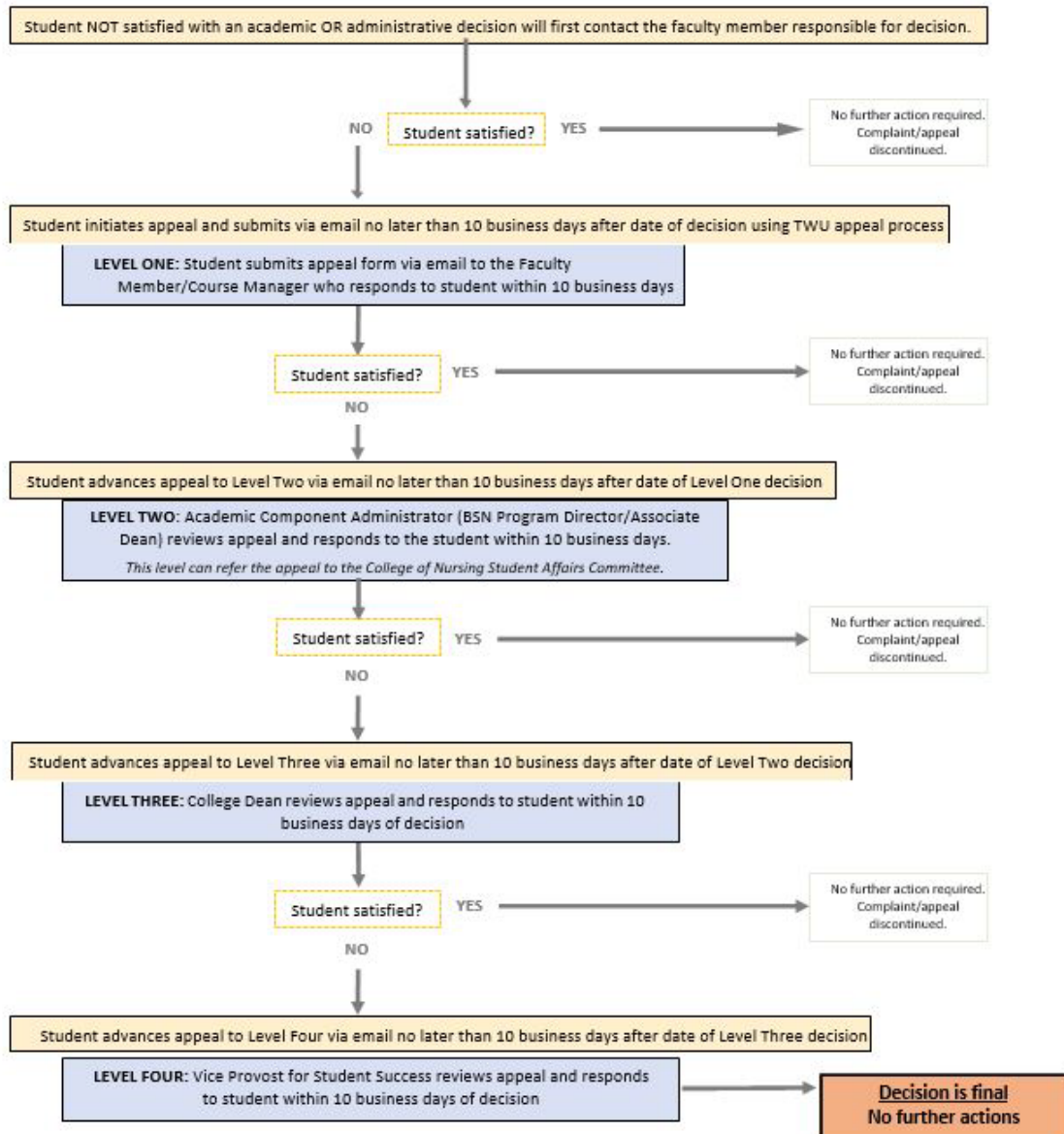
## **Academic Appeal**

Texas Woman's University is committed to the fair treatment of all students who have complaints and appeals. The University has traditionally guaranteed students every opportunity

for a fair, prompt, and thorough review of complaints and appeals. Students are encouraged to begin resolving a complaint or appeal at the level at which the complaint or appeal originated. Students should follow university procedures and deadlines to advance a complaint or appeal. [Academic Administrative Complaints and Appeals Procedure](#) guides students in the complaint and appeal process.

See the university policy for details and the Academic/Administrative Complaint and Appeals Process on the next page to use as a guide.

## TWU Academic/Administrative Complaint and Appeals Process



**\*\*NOTE:** The ten days for complaints or appeals at each level do not include weekends, holidays, or days between academic sessions.

The faculty member or administrator receiving the complaint or appeal will respond via email within ten days not including weekends, holidays, or days between academic sessions.



## Social Media

Social network sites such as Facebook, Snapchat, LinkedIn, Twitter/X, Instagram, & TikTok are digital platforms and distribution mechanisms that facilitate students communicating with other students. Participation in such platforms may have both positive and negative consequences. Students are not restricted from using such platforms, but it is expected that you will follow acceptable social and professional behaviors and comply with all federal government regulations including, but not limited to Health Insurance Portability and Accountability Act (HIPAA) guidelines.

The following are examples of materials absolutely prohibited to post online:

- pictures of patients
- patient identifiers
- suggestive pictures/content

If you identify yourself as a TWU CON Student, everything you post reflects on you and the University. Post wisely. You may create a private class page/site, but you may not create a public TWU CON page.

Do not share information about tests, clinical sites, patients, or faculty online.

Remember, your future employer will search your social media Pages prior to employment. Only post things that can pass the ““Front Page of the Newspaper Test”” (Would you be comfortable if your material were on the front page of the newspaper?)

[Texas Board of Nursing Position Statement on Social Media](#)

[ANA Position on Social Media](#)

[TWU Position on Social Media](#)

## Doctor of Nursing Practice (DNP)

### Overview

Texas Woman’s University’s DNP program is specifically geared toward supporting the academic goals of nurses pursuing a post-master’s DNP at the graduate level. The DNP student is ready to function as an expert clinician and/or leader while integrating and evaluating evidence-practices in acute and primary care settings. With a curriculum based on enhanced clinical practice, advanced organizational leadership skills, health care informatics, and the application of scientific advances in nursing; the DNP program will prepare graduates to meet the demands of our nation’s complex health care system and aging population.

## Program Purpose/Objectives

DNP graduates from TWU are prepared as implementation scholars based on a curriculum that focuses on: Evidence-based practice; Quality improvement; Organization and systems leadership; Health policy and finance; Information technology; Population health; and Advanced Practice. DNP-prepared nurses transform healthcare by implementing the science developed by nurse researchers. At the completion of the DNP Program, graduates will be able to:

Objectives	AACN Domains (2021)
Constructively integrate systems thinking, translational theories and care models to support and improve patient care and healthcare systems	Knowledge for Nursing Practice; Person-Centered Care; Systems-Based Practice; Informatics and Healthcare Technologies
Critically evaluate the impact of unique approaches to complex problems in the health care system.	System-Based Practice; Interprofessional Partnerships; Quality and Safety; Personal, Professional, and Leadership Development
Selectively integrate ethical principles and professional values to advanced nursing practice to improve population health and healthcare systems	Knowledge for Nursing Practice; Professionalism; Population Health; Person-Centered Care; Systems-Based Care
Effectively integrate leadership, professional development, and competencies for lifelong learning as advanced nurses in delivering safe, quality care	Quality and Safety; Professionalism; Personal, Professional, and Leadership Development
Critically appraise healthcare policies and practices that advance diversity, equity, and inclusion within a healthcare system	Knowledge for Nursing Practice; Person-Centered Care; Systems-Based Care; Quality and Safety
Comprehensively validate the incorporation of clinical prevention, population health initiatives, and evidence-based health policy through interprofessional and stakeholder collaboration	Population Health; Interprofessional Partnerships; Quality and Safety; Person-Centered Care
Design, implement, and disseminate DNP project outcomes to promote evidence-based practice.	Population Health; Knowledge for Nursing Practice; Scholarship for the Nursing Discipline; Personal, Professional, and Leadership Development

## References:

[AACN Essentials for Nursing Education](#)

[Texas BON Regulation relating to Nursing Education \(2/2023\)](#)

[Standards for Quality Nurse Practitioner Education \[NTF\] 2022](#)

[Common APRN Doctoral Level Competencies by NONPF](#)

[The Essentials of Master's Education in Nursing](#)

[Quality and Safety Education for Nurses \(QSEN\)](#)

[Code of Ethics for Nurses with Interpretive Statements](#)

[Texas Board of Nursing Laws & Rules](#)

[Texas Administrative Code Chapter 219](#)

### **General Requirements/Admission Requirements**

- Successful completion of a master's degree in a nursing or a related field from an accredited program.
- Current U.S. RN license (unencumbered).
- If applicable, must have an unencumbered APRN license; APRN certification (nationally accredited) or eligibility to be recognized as an APRN in any state.
- Minimum GPA of 3.0 on all prior graduate-level coursework for unconditional admission. Applicants with a GPA of less than 3.0 in the last 60 hours of coursework may be considered for provisional admission on an individual basis.
- As graduation from the DNP requires 1,000 clinical hours post BSN, an assessment will be made of the number of hours brought forward from the master's degree.
- An interview may be required (virtual).

### **How to Apply**

Collect and submit the following documents:

- Letter addressing professional goals
- Curriculum vitae or resume
- Submit as PDF files in ONE email to the DNP Program Director (above) with the subject line (YOUR FULL NAME- DNP)
- Email addresses for two academic or professional references familiar with your academic

capabilities, who can complete a recommendation form to be requested through and submitted into the application.

### **Advisement**

Prior to admission to the doctoral program, the DNP Program Director, or Associate Director at each respective campus acts as an advisor for the student. The Academic Advisor is the faculty member whom the student should contact for information related to procedures and requirements for degree planning, changes in the program of study and/or changes in committee membership, advisement about courses to be taken, and transfer of credit from other institutions. The student and advisor prepare the DNP Degree Plan. Prior to enrolling in any course work each semester, students must 21 discuss plans with their advisor. The Academic Advisor's primary responsibility is to assist the advisor when concerns regarding student progression/retention/remediation arise. DNP degree plan is automatically populated in WebAdvisor found at [Pioneer Portal](#)

### **Coursework and Transfer of Credits**

The post-Master's DNP program is an entirely online curriculum with an in-person colloquium and requires as few as 40 credit hours to complete. In addition, 540 practicum hours are required in the candidate's selected area of clinical expertise as well as completion of a DNP scholarly project. The DNP scholarly project is an evidence-based solution to a clinical problem.

The curriculum is available in the TWU Graduate Catalog at [DNP Degree Requirements](#)

A student may apply for consideration for transfer credit only after satisfactorily completing a minimum of 9 hours of graduate credit **in the doctoral program** at TWU and upon filing the degree plan. The TWU Graduate School specifies that the DNP student must complete the degree within 6 years of the date that the first course in the DNP program is applied to the degree plan. If that course is a transfer course, that date begins the 6-year time period.

### **The DNP Degree Plan**

The post-master's DNP Degree Plan is automatically populated by the registrar's office into WebAdvisor found within the pioneer portal under Academic Planning. Students in conjunction with their Advisor will complete academic planning each semester. The Degree Plan lists exact course numbers and titles. Any transfer credit approved by the Program Director and Associate Dean must have an official transcript filed with the Graduate Office. The Program Director also reviews degree plans for accuracy.

### **Coursework: Length of Program**

Students considering the doctoral program should plan on a **minimum** of 3 years to complete required course work taking at least 6 hours each semester including summers (not counting dissertation). **All requirements toward a doctoral degree, aside from a completed master's degree, must be completed within a period of six consecutive calendar years from the date doctoral semester hour credit is first earned.**

### **Part-time Enrollment**

Students planning part-time enrollment need to consult closely with their academic advisor so that required nursing courses can be taken in the recommended sequence. While a full-time student can complete the required course work in a minimum of three years, the part-time student will require a longer time period depending upon their availability to take required course work.

### **Leave of Absence**

An official leave of absence that pauses a student's time clock must be negotiated with the Dean of the Graduate School with support of the College of Nursing faculty and administration.

### **Readmission**

DNP students who interrupt their progression in the doctoral program for more than two years must make a formal request to the College of Nursing for readmission to the program. The DNP Program Director will evaluate the request. If the request is granted, the Academic Advisory Committee will, in consultation with the PhD Director, stipulate any course work to be repeated. However, the six-year time limitation for completion of the program shall remain in effect from the time the first doctoral credit is awarded. If during the student's absence, the curriculum or admission standards have changed, the student will be expected to meet any new admission standards and fulfill the requirements of the current curriculum.

Students not in good standing at the time they cease coursework shall not be readmitted to the program. Students who have been dismissed from the program shall not be eligible for readmission.

### **Scholarships and Financial Aid**

Students desiring a university scholarship or financial aid should contact the [University Financial Aid Office](#) for information. Students should apply for scholarships or university financial aid and scholarships several months in advance of enrollment.

### **Graduate Assistantships**

A limited number of nursing teaching and research assistantships, and nursing scholarships are available. Students desiring to apply for either a research or teaching assistantship should contact the PhD or DNP Program Director or Associate Dean for Research and then file an application with the CON Associate Dean on the appropriate campus. [Applying for Graduate Assistantships](#)

Students receiving full-time assistantships (20 hours per week) are eligible for in-state tuition and health insurance. To take advantage of the health insurance benefits, the student must:

- Work at least 20 hours per week,
- Have an appointment of 4 1/2 months or greater
- Enroll for health insurance with the Human Resources Office within 31 days of their employment/eligibility data.

Students interested in this benefit should contact the Human Resources Office for specific details. If an assistantship is approved, the student is required to complete certain forms in the Human Resources Office before the payroll deadline and before the Graduate Assistant can be paid. Graduate Assistants will need to present proof of citizenship and employment eligibility to the Office of Human Resources.

Graduate Assistants are paid monthly on the first working day of the month following the month worked. Before a paycheck can be received all the necessary Human Resources Office forms must have been completed.

A PhD/DNP student may hold an assistantship for not more than four years. A graduate student who pursues both the master's degree and the doctoral degree at TWU may hold an assistantship for no more than six years. Students holding assistantships are expected to be enrolled for a minimum of 9 credit hours; the maximum credit hours in which an assistant can be enrolled are 12. Under special circumstances, the Associate Dean on the respective campus and the Dean of the Graduate School may grant special permission for an assistantship for a student enrolled for 6 hours.

Opportunities also exist for students to be research assistants for faculty who have received funding for their research projects. These research assistants will be selected by the funded faculty. Research assistants are generally funded at the same level as teaching assistants.

## **Degree Requirements**

A grade of B or better is required in all required courses (except for DNP Project didactic courses in which the courses are graded as indicated in section I. DNP Project courses). A student who has earned a grade of less than B (C, D, or F) in two required courses at the graduate level or who has earned a grade of less than B (C, D, or F) twice in the same graduate level required course will be removed from the nursing program. For the purpose of removal from the nursing program, a grade of less than B is counted as a grade of less than B even if the course has been successfully repeated.

Course drops by the final drop deadline will receive an automatic W grade, which is a nonpunitive grade. Failure to submit a completed and signed drop form by the published deadline will cause the student to receive the final grade earned. For graduate school policy regarding dropping courses or withdrawing from the university, see the following link:

[Dropping a Course](#)

## **Minor**

DNP students may choose to apply their elective hours towards a minor. A minor is available only in the areas in which the University offers a major at the doctoral level. Students must obtain approval and advisement from the minor area prior to pursuing the minor. For guidance, see the [Graduate Catalog](#)

## **DNP Scholarly Portfolio**

The DNP Scholarly Portfolio documents the student's accomplishments in meeting the program objectives of the DNP program. Components of the portfolio will demonstrate academic and professional growth and development in an organized, coherent format in order to facilitate evaluation by the student's Academic Advisor. Students are responsible for scheduling regular meetings, according to the timeline, with their Academic Advisor. All DNP Portfolio Components must be completed following admission to the DNP program and directly relate to the DNP Program Objectives.

## **DNP Project Courses: Policy for Assigning Course Grades (DNP Project I, II, III)**

During semesters in which the student is taking the didactic DNP Project courses (revised curriculum), a noncredit course grade is assigned. All other DNP Courses (except for the DNP Project didactic courses) should receive a final letter grade. Non-credit options for the DNP Project didactic courses include:

- PR (in progress) – No semester credit hours nor effect on GPA. Consistent or adequate progress made toward course objectives in the current semester.
- LP (lack of adequate progress) – No semester credit hours nor effect on GPA. Minimal progress made toward course objectives in the current semester. Examples include but are not limited to the following: failure to meet predetermined goals or timeline, submission of products that lack substance or completeness, inability to critically and/or correctly analyze and synthesize literature data.
- NP (no progress) – No semester credit hours nor effect on GPA. No progress made toward the course objective in the current semester. Examples include but are not limited to the following: extreme lack of communication between the student and the DNP Faculty Lead, no evidence of progress toward completing the DNP course assignments, or failure to submit written materials as requested by the DNP Faculty Lead.
- CR (completion of the DNP Project and manuscript) – should be assigned only after full completion and verification of completion by the DNP Program Director and Associate Dean (and/or Dean).

Any DNP student in the College of Nursing receiving two consecutive semester grades of LP (lack of adequate progress) and/or NP (no progress) or three cumulative semester grades of LP/NP in the DNP Project didactic courses (DNP I/II/IV) will be dismissed from the program. Any student receiving the grade of NP or LP will be required to meet with an Academic Advisor to establish a progression plan. Only enrolled graduate students may consult with faculty, access library resources, or use technology, writing, statistical or other services. This rule applies to students in both the online and hybrid DNP programs.

- The DNP Project requires submission of the DNP IRB application to verify that the project is a quality improvement project, not a research project. Guidelines for preparation of the IRB application are available from the [Institutional Review Board](#) using the online system Cayuse IRB. Instructions and access can be found at [Cayuse User Guide](#) & [Creating a Cayuse Account](#)
- CITI Human Subjects Training is required prior to IRB application and the requirements can be found at [CITI Human Subjects Training](#)
- DNP Project Preceptors should receive the DNP Project Handbook from the DNP Program Director at least once during the 4 semester DNP project courses and with any new updates to the DNP Project curriculum. The link to the DNP Preceptor Handbook can be found here: [DNP Preceptor Handbook](#)

#### **Qualifications for DNP Project Committee Membership**



Ordinarily, a person selected to serve on a committee should hold a regular, full-time academic appointment at TWU and should be a member of the Graduate Faculty. A person selected to serve on a master's committee must hold a master's degree or higher, and one selected to serve on a doctoral committee is expected to hold a doctor's degree. The chair of a Dissertation Committee must possess Full with Dissertation Chair Endorsement status. The chair and committee members of a thesis committee must possess Full Graduate Faculty status. Exceptions may be made at the discretion of the Dean of the Graduate School. Other details: Full-time CON Faculty, preferred for DNP Projects.

External Committee Members: A committee chair may request that someone from outside of the university serve on a student's research committee when her/his expertise and/or experience will enhance the quality of the student's research and study experience. The external committee member participates in research meetings but is not a voting member of the committee. The appointment is with great appreciation, but no remuneration is awarded for the service. A copy of the individual's vita/resume must be submitted with the request to the Dean of the Graduate School.

### **Clinical Doctorate**

The Academic Advisory Committee and the Scholarly Product Committee must consist of a minimum of two members with at least one being from the major department. The chair of the Academic Advisory Committee and the chair of the Scholarly Product Committee must be from the major department. When a student declares a minor, a faculty member from the minor's home department must approve the proposed degree plan that includes courses required for the minor, serve as a member of the scholarly product committee, and approve the final product required by the major discipline. Larger committees are optional. The Academic Advisory Committee and the Scholarly Product Committee may have identical membership.

### **DNP Preceptors**

All DNP student preceptors must be doctorally prepared (this includes PhD, MD, EdD, DNP).

### **Graduation Information**

Students should contact their Academic Advisor, prior to submitting the application for graduation to ensure that they have completed all the necessary forms and paperwork for graduation. Students are responsible for knowing the most recent information regarding the filing dates, graduation application dates, and fees required for graduation. This information is available in the Graduate School office and on the [Graduate School website](#)

### **Roll-over of Graduation**

Students who find that they will not graduate the semester for which they originally applied may change their graduation date to the following/upcoming semester and not repay the diploma fee by submitting a “roll-over” form to the Graduate School by the roll-over deadline. See: [Grad School Forms](#) A student’s graduation application may be “rolled-over” a maximum of two times, after which a new graduation application must be submitted by the published due date, and another graduation application fee will be charged. Please review the Degree Completion page on the Graduate School website & the graduate catalog for more information.

**Appendix A DNP Crosswalk Table: DNP Program Learning Objectives/ Competencies**

<b>At the completion of the DNP Program, the student will be able to:</b>	<b>AACN: The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)</b>	<b>AONL: Nurse Executive Competencies (AONL, 2015)</b>	<b>NONPF: Nurse Practitioner Core Competencies Content (NONPF, 2017)</b>	<b>Quality and Safety Education for Nurses: Graduate QSEN Competencies (QSEN, 2012)</b>
<b>Constructively integrate systems thinking, translational theories, &amp; care models to support &amp; improve patient care &amp; healthcare systems.</b>	Knowledge for Nursing Practice (1.1, 1.3) Quality and Safety (5.1)	Knowledge of the Healthcare Environment (E) Leadership (A, C)	Scientific Foundation Competencies (3,4) Practice Inquiry Competencies (1-3)	Quality Improvement
<b>Critically evaluate the impact of unique approaches to complex problems in the healthcare system.</b>	Quality and Safety (5.1) Person-Centered Care (2.7)	Leadership (A, C)	Scientific Foundation Competencies (3,4) Health Delivery System (1)	
<b>Selectively integrate ethical principles &amp; professional values to advanced nursing practice to improve population health &amp; healthcare systems.</b>	Knowledge for Nursing Practice (1.2) Population Health (3.6) Systems-Based Practice (7.2) Professionalism (9.1)	Knowledge of the HealthCare Environment (A) Professionalism (C)	Ethics Competencies (1-3) Independent Practice (2)	Patient-Centered Care Quality Improvement
<b>Effectively integrate leadership, professional development, &amp; competencies for lifelong learning as advanced nurses in delivering safe, quality care.</b>	Personal, Professional, and Leadership Development (10.2)	Professionalism (A)	Leadership (1, 5, 7) Quality (1) Practice Inquiry (2) Independent Practice (8)	

<b>Critically appraise healthcare policies &amp; practices that advance diversity, equity, &amp; inclusion within a healthcare system.</b>	Professionalism (9.2, 9.3, 9.6) Personal. Professional, and Leadership development (10.3) Population Health (3.4) Interprofessional Partnerships (6.4) Systems-based Practice (7.1)	Communication and Relationship Building (A, D)	Policy Competencies (2) Leadership Competencies (4) Health Delivery System (3, 4) Independent Practice (4, 5)	Patient-centered Care Teamwork and Collaboration
<b>Comprehensively validate the incorporation of clinical prevention, population health initiatives, and evidence-based health policy through interprofessional &amp; stakeholder collaboration.</b>	Population Health (3.1, 3.2) Interprofessional Partnerships (6.1, 6.2)	Leadership (2, 7) Practice Inquiry (4, 5) Health Delivery System (5)		Teamwork and Collaboration
<b>Design, implement, &amp; disseminate DNP project outcomes to promote evidence-based practice.</b>	Scholarship for the Nursing Discipline (4.1)		Practice Inquiry (1, 2, 3, 5)	Evidence-Based Practice

## Appendix B Brief History of the University and the College of Nursing

Texas Woman's University, founded in 1901 is the nation's largest public university with a focus on women—about 90% of the student body identify as women and 60% as non-white. As a doctoral research university with health science centers in Dallas and Houston and a flagship campus in Denton, nearly a third of its 16,500 students pursue graduate degrees. The university pioneered distance education for more than 20 years, putting it in a position of strength during this global pandemic. Chancellor Feyten started the hashtag #campuswithaheart to celebrate the long appreciated but under-recognized Texas Woman's culture, one that insists on excellence in academics, facilities, services, and learning outcomes to maximize opportunities for all students. (TWU Website, 2022)

1901	An educational institution was created by the State Legislature as a multipurpose institution. It was established as a single-sex institution with enrollment limited to women. Originally named the Girls Industrial College, the first students were admitted in September.
1934	The name of the institution was changed to the Texas State College for Women to describe more accurately the scope of the school.
1954	First collegiate nursing students were enrolled.
1958	Maximum enrollment of students was reached in the Dallas Center. An invitation to develop a second clinical center with the Texas Medical Center in Houston was received and contractual agreements were reached.
1960	Sophomore students registered in Dallas and Houston for the first time.
1966	Master's program with a major in Psychiatric-Mental health Nursing admitted first nursing students.
1970	Sigma Theta Tau, National Honor Society of Nursing, Beta Chapter – Induction of Charter Members from Denton, Dallas, and Houston.
1971	PhD in nursing program (first in the Southwest) admitted students to Denton campus.
1972	The University adopted a new academic organization and established the Institute of Health Sciences. The first in the state, the Institute consisted of the College of Nursing, the Schools of Occupational Therapy and Physical Therapy, and the new School of Health Care Services. In compliance with Titles VII and VIII of the Public Health Service Act and Title IX of the Higher Education Act, TWU admissions policy was amended to allow qualified males into the Institute of Health Sciences and Graduate School.
1974	Denton accepted upper division nursing students.
1975	Dallas Presbyterian opened as a clinical center
1983	PhD students were admitted to the Houston Center.
1988	The master's and baccalaureate programs received 8 years of accreditation from the National League for Nursing. The College of Nursing Community Health Master's Program received an Advance Nurse Education training Grant from the US Department of Human Services, Division of Public Health. De Madres a Madres was

	founded with seed grant money from the Houston March of Dimes. This is a community-based organization developed by volunteers living in Houston's Hispanic north Side Community and Texas Woman's University College of Nursing faculty and students. The purpose of the organization was to assist neighborhood women to obtain health and social services essential for a healthy pregnancy.
1989	TWU C.A.R.E.S. (Community Assessment Referral and Education Services), a nurse-managed health center located in a low-income housing project in Denton County, was established. It is an example of the Texas Woman's University College of Nursing's commitment to prepare students to provide care to the underserved. This center was initially developed through the collaborative efforts of students and faculty of the College of Nursing and Marian Hamilton, Director of the Denton Housing Authority. The center provides a richness of education that cannot be found within the traditional academic settings.
1991	Dr. Shirley S. Charter, President of Texas Woman's University (and a nurse), was appointed by Governor Ann Richards to chair the Health Policy Task Force, which proposed, in 1992, a comprehensive plan to address the health care needs and health insurance needs of all Texans. The de Madres a Madres organization was funded for 43 years by the W.K. Kellogg Foundation.
1992	The Parry Nursing Professorship in Health Promotion and Disease Prevention was established.
1994	Dr. Carol Surles was selected the University's 9th president. The Family Nurse Practitioner program was started in Denton and Houston.
1995	The master's curriculum was revised. The Family Nurse Practitioner program was started in Dallas.
1997	The National League for Nursing Accrediting Commission (NLNAC) review resulted in an 8- year reaccreditation of the College of Nursing.
1998	Master's programs were expanded to include CNS (Adult, Child, Community, Women's, and Mental Health) and Nurse Practitioner (Adult, Family, Pediatric, and Women's Health).
1999	Dr. Ann Stuart was selected the University's 10th president and first chancellor
2004	The Commission on Collegiate Nursing Education (CCNE) review resulted in a full ten-year accreditation of the program.
2005	The College of Nursing celebrated its 50th Anniversary with continuing education events celebrating nursing and festivities with local and state dignitaries and nursing alumni. The Memorial Hermann Community Foundation provided \$500,000 to create a Center for Telenursing and Health Informatics on the Houston Center that would provide teaching through simulation, informatics, and telenursing.
2006	The Nelda C. Stark College of Nursing was named within the newly erected Institute of Health Sciences-Houston Center providing a new home and name for the College of Nursing in Houston.
2007	A \$5 million gift from T. Boone Pickens to Texas Woman's University helped fund construction of TWU's new \$32 million T. Boone Pickens Institute of Health Sciences-Dallas Center. Mr. Pickens' donation is the largest single gift from an individual to

	TWU. The new building was completed in January 2011. This new center houses the physical and occupational therapy programs along with the College of Nursing, combining both the Presbyterian and Parkland Centers into one site at the Parkland Campus. An acute care nurse practitioner major was approved to begin on the Houston Campus.
2008	The post-master's Doctor of Nursing Practice (DNP) program began on the Dallas campus. The program was open to nurse's holding advanced practice registered nurse (APRN) degrees (NP, CNS, CRNA, and CNM)
2010	Houston J. and Florence A. Doswell Endowed Chairs in Nursing for Teaching Excellence and in Nursing Informatics were established on the Dallas campus
2011	The DNP to PhD Bridge program began admitting students. The program was open to nurses holding a DNP degree from an accredited university.
2014	Dr. Carine Feyten became the University's 11th president and second chancellor. The DNP program expanded its reach to the Houston campus
2020	A new PhD in Nursing Science curriculum was implemented.
2021	TWU became a public university system on May 26, 2021
2022	The PhD Nursing Science Program celebrated its 50th Anniversary with a grand gala event

Throughout the years, the College of Nursing has enjoyed the support of both public and private funding sources. Public support has come from the Division of Nursing for construction at the clinical sites in Dallas and Houston, for traineeships and fellowships for students, and for research and special projects. The United States Public Health Service Corps has provided funding for research and training for Clinical Specialist in burn therapy. The National Institute for Occupational Safety and Health (NIOSH) sponsored the Occupational Health Nurse Training Grant. The W.K. Kellogg Foundation and the Helena Fuld Trust have provided funds for faculty development, computerized learning centers and student scholarships. The March of Dimes has provided both training and research money for the study and prevention of battering during pregnancy. The American Nurses Association, through its Ethnic and Minority Scholars Program, has provided funding for many of our doctoral students. Other sources of funding include the Houston Endowment, the Hob Lizella Foundation, the Dallas Foundation, Shell Oil, Exxon, and numerous business and professional organizations.

**Appendix C** [DNP Project Guidelines](#) (2023-2024)

**Appendix D** [TWU Faculty Profiles](#)

## Appendix E

### DNP Program Communication Flowchart: Chain of Command

<b>Course related questions:</b> <ul style="list-style-type: none"> <li>• grading</li> <li>• assignments</li> <li>• requirements</li> <li>• etc.</li> </ul>	<b>Academic advisory:</b> <ul style="list-style-type: none"> <li>• DNP degree plan</li> <li>• graduation</li> <li>• academic leave of absence</li> <li>• potential scholarships</li> </ul>	<b>DNP Program specific questions:</b> <ul style="list-style-type: none"> <li>• Program orientation</li> <li>• Program infrastructure</li> <li>• etc.</li> </ul>
↓	↓	↓
Discuss your concerns with the Faculty of Record (request a meeting via Zoom and/or communicate your concerns via email- issue may require both)	Schedule a meeting with your Faculty Advisor for each semester (spring, summer, fall)	Email the DNP Program Director with your questions/concerns
↓	↓	↓
Discuss your concerns with the Course Manager (request a meeting via Zoom and/or communicate your concerns via email- issue may require both)	If questions arise after the semester degree plan review meeting-email your Faculty Advisor for another meeting to follow up	If further clarity is needed, schedule a meeting with the DNP Program Director
↓	↓	
If questions unanswered or unresolved by Course Manager, contact the DNP Program Director via email stating the exact concerns. A meeting will be arranged with the student	If further clarity is needed, schedule a meeting with the DNP Program Director	
↓		
If no resolution, meeting will be arranged with the campus-related Associate Dean, and if needed, the CON Dean		



## Appendix F Post-Masters DNP Crosswalk Table

Term	Post-Masters DNP Course	AACN Essentials (2021)	NONPF Competencies (2012, 2017)
Term 1	NURS 6183 Systems of Care Models	Domain I: Knowledge of Nursing Practice Domain III: Population Health Domain VII: Systems-Based Practice	Scientific Foundation (1- 3) Ethics (3)
	NURS 6393 Biostatistics for Nursing Practice	Domain V: Quality & Safety Domain VIII: Informatics & Healthcare Technologies	Scientific Foundation (1- 3)
Term 2	NURS 6434 Quality Improvement Methodologies	Domain IV: Scholarship for Nursing Discipline Domain V: Quality & Safety	Scientific Foundation (1- 4) Quality Competencies (1, 2, 5)
	NURS 6493 Translating Best Practices	Domain I: Knowledge of Nursing Practice Domain IV: Scholarship for Nursing Discipline	Practice Inquiry Competencies (1, 3, 4, 5, 6)
Term 3	NURS 6323 Informatics and Research in Nursing	Domain VIII: Informatics & Healthcare Technologies	Technology Competencies (1, 6)
	NURS 6033 Ethical Dimensions of Nursing	Domain I: Knowledge of Nursing Practice Domain II: Person-Centered Care Domain IX: Professional Practice	Scientific Foundation (1- 3) Ethics (3)
Term 4	NURS 6283 Implementation & Evaluation Models and Frameworks for Application	Domain IV: Scholarship for Nursing Discipline Domain V: Quality & Safety	Scientific Foundation (1- 4)
	NURS 6383 Organizational Systems and Transformational Change in Health care Systems	Domain II: Person-Centered Care Domain VI: Interprofessional Partnerships Domain VII: Systems-Based Practice	Scientific Foundation (1- 4) Quality Competencies (1-5) Leadership Competencies (2- 6) Health Delivery Systems Competencies (1, 3, 5, 6, 7)
Term 5	NURS 6293 Population Health	Domain II: Person-Centered Care Domain II: Person-Centered Care Domain VI: Interprofessional Partnerships	Scientific Foundation (1- 4) Quality Competencies (1-5) Technology Competencies (1, 6)
	NURS 6412 DNP Project I- Planning	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Scientific Foundation (1- 4) Leadership (1-6) Quality Competencies (1, 3, 5) Practice Inquiry (1-6) Policy (1) Health Delivery Systems (1-6)
	NURS 6411 DNP Practice Immersion	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Quality (1-5) Practice Inquiry (2, 3, 6) Health Delivery Systems (3)

<b>Term 6</b>	<b>NURS 6512 DNP Project II- Proposal</b>	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Scientific Foundation (1- 4) Leadership (1-6) Quality Competencies (1, 3, 5) Practice Inquiry (1-6) Policy (1) Health Delivery System (1-6)
	<b>NURS 6522 DNP Practice immersion II</b>	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Quality (1-5) Practice Inquiry (2, 3, 6) Health Delivery Systems (3)
<b>Term 7</b>	<b>NURS 6364 DNP Practice Immersion III</b>	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Quality (1-5) Practice Inquiry (2, 3, 6) Health Delivery Systems (3)
<b>Term 8</b>	<b>NURS 6612 DNP Project IV- Dissemination</b>	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Scientific Foundation (1- 4) Leadership (1-6) Quality Competencies (1, 3, 5) Practice Inquiry (1-6) Policy (1) Health Delivery Systems (1-6)
	<b>NURS 6622 DNP Practice Immersion IV</b>	Domain I: Knowledge of Nursing Practice Domain VII: Systems-Based Care Domain IX: Professional Practice	Quality (1-5) Practice Inquiry (2, 3, 6) Health Delivery Systems (3)