North Carolina Agricultural and Technical State University



School of Nursing

Doctor of Nursing Practice Student Handbook 2026-2027

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School of Nursing Director’s Welcome

Welcome to the Doctor of Nursing Practice (DNP) Program at North Carolina Agricultural and Technical State University School of Nursing. We are excited to have you join our diverse and dynamic community of advanced practice nurses and healthcare leaders, each on a journey to make a meaningful impact in clinical practice, mental health, and transformative leadership.

Our DNP program offers specialized pathways, including the BSN to DNP Psychiatric Mental Health Nurse Practitioner (PMHNP) and the Post-Master's DNP in Transformative Nursing Leadership (TNL).

These pathways are designed to equip you with the knowledge, skills, and practical experiences necessary to lead and excel in various advanced nursing roles. As a PMHNP student, you will gain expertise in providing compassionate, evidence-based mental health care, addressing critical psychiatric needs in communities. For those in the Transformative Nursing Leadership (TNL) option, the program prepares you to take on influential leadership roles, driving innovation and policy changes that improve healthcare systems and outcomes.



This handbook is your comprehensive guide to the DNP program, including curriculum details, policies, and essential resources tailored to support your success. Here, you’ll find the roadmap for your academic journey, including key requirements for your DNP project and practicum experiences. Our goal is to create a supportive, enriching, and collaborative environment where you can thrive, regardless of your chosen specialization.

We are honored to be part of your academic and professional journey and look forward to seeing the profound contributions you will make to nursing practice, mental health, and healthcare leadership. On behalf of our faculty, staff, and administration, I extend our warmest wishes for your success in the program. May this journey be one of discovery, achievement, and transformation, as you work to shape the future of healthcare.

With Aggie Pride,

Dr. Tiffany D. Morris, DNP, MS Ed, MSN, RN, CNE
Director, School of Nursing
Clara Adams Ender Endowed Associate Professor
Hairston College of Health and Human Sciences

General Information

History

The North Carolina Agricultural and Technical State University received approval for the establishment of the School of Nursing in 1953. This historically black baccalaureate program was established prior to the 1954 Civil Rights Act. The first class of 15 students graduated in 1957.

The School of Nursing is a school in the John R. and Kathy R. Hairston College of Health and Human Sciences, one of nine colleges within the academic division of the university. The school functions as an autonomous unit within the university and adheres to the university's mission and philosophy. As an integral component of the university's structure, the School of Nursing shares the resources of the institution and contributes to its operation.

Purpose

The faculty of the School of Nursing at North Carolina Agricultural and Technical State University are dedicated to advancing the mission, role, and vision of the university through doctoral education. The primary goal of the School's doctoral program is to prepare nursing professionals for advanced practice, leadership, and scholarship to address complex healthcare challenges. With a focus on fostering diversity and preparing minority nurse leaders, the program provides an integrative framework of knowledge drawn from nursing, the liberal arts, and biological, physical, and social sciences. Doctoral graduates are equipped to lead transformative change in healthcare systems, contribute to the advancement of nursing science through research and innovation, and serve as providers delivering high-quality, evidence-based care to individuals, families, and communities.

They embody a commitment to lifelong learning and excellence in practice, leadership, and service.

The Accreditation Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC), first accredited the School of Nursing in 1971. We have enjoyed continuous accreditation since that time. The School holds membership with the American Association of Colleges of Nursing, the National League for Nursing, Accreditation Commission for Education in Nursing, Southern Nursing Research Society and the Southern Regional Education Board Council on Collegiate Education for Nursing. The North Carolina Board of Nursing approves the School of Nursing's prelicensure program; the Board does not regulate post-licensure programs such as the DNP.

DNP Program Accreditation Status: Effective December 12, 2025, the Doctor of Nursing Practice program at North Carolina Agricultural and Technical State University, located in Greensboro, NC, is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires in Spring 2028. Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, GA 30326; (404) 975-5000.

Philosophy

The School of Nursing faculty, as members of the University community, share and extend its mission and core values. The School of Nursing supports the University vision of being “the institution of choice for high-achieving students who are inspired by outstanding teaching and learning, civic engagement, transformative research, and creative scholarship to solve societal challenges.” Furthermore, as a School within the John R. and Kathy R. Hairston College of Health and Human Sciences we are devoted to distinguished education, scholarship, and community engagement achieved through exemplary teaching, devoted mentoring, interdisciplinary and innovative research, and dedicated service that promote health and wellness with a special focus on those who are underserved.

We strive to achieve a diverse learning environment that values human dignity, integrity, and social justice, which are fundamental to the discipline of nursing. We also believe that accountability, responsibility, and professionalism are required attributes of nursing professionals.

We consider professional nursing an art and a science. It is a changing, interactive, evidence-based, patient-centered practice discipline. The focus of the practice of the professional nurse includes the diagnosis and treatment of human responses to actual or potential health problems/life processes (ANA, Social Policy Statement, 2003, p.5). Advanced practice nurses and nurse leaders use evidence-based, systematic approaches to plan, implement, and evaluate safe, quality, patient-centered care and to make clinical and organizational judgments in a variety of settings. We are committed to addressing health disparities by supporting and implementing research, training, education, and interventional programs that will improve the health of underserved and vulnerable populations.

We believe that health is a dynamic state of wholeness (mind-body-spirit) influenced by one’s cultural beliefs and personal circumstances. We believe that patients are active participants in their health care and nurses are collaborators in their decisions regarding health promotion and illness prevention. We believe the nurse practices within a health care system that is diverse and that is constantly changing in response to advances in technology and health-promoting discoveries.

The School of Nursing addresses the health and nursing care needs of patients across the lifespan and in various health care environments. The nursing curriculum provides a foundation for nursing practice built on a body of knowledge derived from the humanities, arts, biological, physical and social sciences, and nursing. The DNP program builds on students’ prior nursing education and practice to prepare them for the highest level of advanced nursing practice and leadership and for lifelong learning.

School of Nursing Mission

The mission of the School of Nursing is to provide an environment of academic excellence in which to educate and prepare students to become professional nurses committed to lifelong learning, scholarly inquiry, civility and service which will enhance the health and wellness of diverse communities. We contribute to the body of nursing knowledge through scholarly

activities and the dissemination of findings. We engage with and provide service to local, regional, state, national, and global communities by facilitating community engagement.

Introduction to DNP Program

The Doctor of Nursing Practice (DNP) program at North Carolina Agricultural and Technical State University is committed to preparing graduates for excellence in advanced nursing practice, leadership, and scholarship. The program outcomes reflect the core values and goals of the DNP curriculum, emphasizing the integration of theoretical knowledge, cultural competence, and technological proficiency to address the evolving demands of healthcare. Graduates of the program will be equipped to advance nursing practice, lead transformative initiatives, and promote equitable and evidence-based care for diverse populations.

Key Objectives of the DNP Program

- **Preparation for Clinical Expertise and Leadership:** Graduates will gain the knowledge and skills needed to be effective leaders and change agents in clinical settings. This includes the ability to engage patients, clinicians, and administrators in scholarly evaluations of current procedures and opportunities for improvement.
- **Integration of Evidence-Based Practice:** The program emphasizes the translation of research findings into evidence-based practices, ensuring quality patient outcomes through culturally competent care practices. Students will learn to analyze systems of care, provide transformational leadership to improve patient safety and quality of care, and implement effective, research-driven care strategies.
- **Focus on System and Population-Level Impact:** Broad goals include the capacity to interpret, analyze, and apply research findings to clinical and population-level practices. Graduates will be equipped to determine and measure system and population outcomes, manage information systems, and utilize appropriate technology for health and risk management.

End of Program Learning Outcomes

Upon completion of the DNP program, graduates will:

- Gain knowledge and skills for the highest level of professional and advanced nursing practice.
- Establish the theoretical foundation for advanced nursing practice and prepare graduates for advanced nursing practice roles of specialization.
- Promote the concept of nursing as caring with cultural competence skills for equitable healthcare within multicultural communities.
- Evolve as technology-competent, responsible, and accountable nursing professionals.
- Translate research to evidence-based practice and establish foundations in new health technology that will improve and transform care of nursing practice.
- Analyze health systems of care and provide transformational leadership that will improve patient safety, quality of care, and culturally competent care in practice.

- Demonstrate leadership skills and lifelong learning skills to serve the community as nursing experts in specialization, leaders and consultants in professional healthcare organizations, health promoters, and advocates of health technology, health equity and usage of health resources.

Curriculum and Program Progression: This handbook serves as a comprehensive guide to the DNP curriculum, outlining requirements and progression criteria to ensure clarity as students advance through the program. The program is committed to fostering a supportive, innovative, and rich learning environment, with a strong foundation in clinical inquiry, scholarship, policy, and healthcare innovation.

On behalf of the faculty, staff, and administration, we extend our best wishes for your success as you embark on this doctoral journey. Our goal is for each student to experience meaningful growth and professional development as they achieve their DNP degree, fully prepared to make a positive impact on the future of healthcare.

For general DNP program information: nursing@ncat.edu

DNP Program Overview

Figure 1: Essential Elements of Analysis, Leadership, and Practice in the DNP Program

Figure 1 groups the essential elements of the DNP program into three domains. The table below lists the elements in each domain.

Analysis	Leadership	Practice
• Evaluation of complex health problems • Diagnosis of problem • Evidence based practice • Global Health indicators • Social determinants of health	• Knowledge of health care delivery systems • Advocacy for health policy • Communication skills • Cultural competence and humility • Ethics	• Advanced practice specialty knowledge • Mastery of advanced practice specialty skills • Cognitive knowledge relative to specialty • Design and coordination of services • System of care factors affecting patient outcomes

DNP Core Competencies

Students are expected to master the core competencies reflected in the American Association of Colleges of Nursing (AACN) Essentials (2026). Role-specific competencies are drawn from the American Organization for Nursing Leadership (AONL) Nurse Leader Competency Framework for the TNL option and the National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Role Core Competencies (2022) for the PMHNP option.

Curriculum Guide

Post-Masters Transformative Nursing Leadership (TNL) Option

The post-master's TNL program comprises 36 semester-hour credits. This curriculum extends leadership competencies from the master's level to equip nurse leaders with the knowledge necessary to navigate complex healthcare systems. This includes assessing published evidence, transforming practice, improving care systems, and enhancing the quality of care through evidence-based changes.

Students in the TNL program engage in collaborative work with healthcare executives and inter-professional teams across various settings, such as health departments, clinics, schools, professional organizations, acute-care facilities, and long-term care organizations. As part of the Post-Master's Transformative Nursing Leadership (TNL) option, students complete 225 practicum hours (NURS 823: 90 hours; NURS 825: 135 hours) and 300 DNP project hours (NURS 811: 15; NURS 812: 15; NURS 994: 90; NURS 995: 90; NURS 996: 90). The TNL option does not include direct patient-care hours or simulation/laboratory hours. These requirements are designed to ensure that graduates of the TNL option are well-prepared to lead complex healthcare systems through a strong foundation in leadership, quality improvement, and evidence-based practice.

The Bachelors of Science in Nursing to Doctor of Nursing Practice (Psychiatric-Mental Health Nurse Practitioner Program (BSN to DNP PMHNP)

The (BSN to DNP PMHNP) Program is comprised of 70 credit hours to prepare nurses for entry into advanced practice. The curriculum is designed for students who hold a bachelor's (or higher) degree in nursing and would like to pursue an advanced nursing practice role as a PMHNP. This program requires 765 practicum (direct patient-care) hours, 300 DNP project hours, and 60 simulation/laboratory hours, and the completion of a DNP quality improvement project. Graduates of the BSN-DNP PMHNP program must also pass the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner Board Certification Examination to practice as a psychiatric-mental health nurse practitioner in the United States.

The patient population of focus for the PMHNP includes individuals and families across the lifespan, including children, adolescents, adults, and older adults. Our PMHNP graduates practice in both clinical settings and community settings and will be committed to underserved populations.

Students in the PMHNP program work collaboratively with interprofessional teams in a variety of settings, such as health departments, clinics, schools, professional organizations, acute-care facilities, and long-term care organizations.

Options for Both Programs

As an addition to both options, students may complete an optional area of specialization (9 elective credit hours) from the following two options: Emerging Technological Innovations, or Health Equity and Social Justice.

Both programs are offered in a hybrid format: all didactic coursework and simulation laboratory instruction are delivered virtually, all practicum experiences are completed in person, and students attend required in-person intensives each semester.

Curriculum Guide 2024-2025: DNP, Post Masters Nursing Leadership

Hairston College of Health and Human Sciences. Courses are listed in sequence by year and semester; the Grade column is for students to record their grades.

Year and Semester	Course	Credit Hours	Grade
Year One — Fall	NURS 811 Advanced Statistical Methods	3	
Year One — Fall	NURS 821 Leadership in Healthcare	3	
Year One — Fall	NURS 812 Advanced Nursing Theory	3	
Year One — Fall	**Semester total**	**9**	
Year One — Spring	NURS 831 Nurses in Health Equity	3	
Year One — Spring	NURS 822 Advanced Topics in Leadership I	2	
Year One — Spring	NURS 823 Advanced Topics in Leadership I Practicum	2	
Year One — Spring	Specialty Elective I	3	
Year One — Spring	**Semester total**	**10**	
Year One — Summer	NURS 832 HC Community Engagement	3	
Year One — Summer	NURS 994 DNP QI Project I	3	
Year One — Summer	Specialty Elective II	3	
Year One — Summer	**Semester total**	**9**	
Year Two — Fall	NURS 824 Advanced Topics in Leadership II	2	
Year Two — Fall	NURS 825 Advanced Topics in Leadership II Practicum	3	
Year Two — Fall	NURS 995 DNP QI Project II	3	
Year Two — Fall	**Semester total**	**8**	
Year Two — Spring	NURS 826 Financing & Entrepreneurship	3	
Year Two — Spring	NURS 996 DNP QI Project III	3	
Year Two — Spring	Specialty Elective III	3	
Year Two — Spring	**Semester total**	**9**	

Specialty Elective Courses

Area of Specialization	Course	Credit Hours
Emerging Technological Innovations	NURS 841 Clinical Data Science	3
Emerging Technological Innovations	NURS 842 Telehealth for HC Leadership	3
Emerging Technological Innovations	NURS 843 AI Technology in Leadership	3
Emerging Technological Innovations	CHEM 833 Biosensors & Bioanalytical Technology	3
Health Equity and Social Justice	NURS 833 Health Policy & Inequities	3
Health Equity and Social Justice	NURS 834 Advancing Health Equity	3
Health Equity and Social Justice	NURS 835 DEI Nursing Leadership	3
Health Equity and Social Justice	LEST 843 Race & Health Equity	3
Health Equity and Social Justice	SOCI 820 Structural & SDOH	3
Health Equity and Social Justice	SOCI 821 Sociology of Health, Illness, & Medicine	3

- Optional areas of specialization for DNP students; not offered as standalone certificates.
- Students will develop individual degree plans in consultation with their faculty advisors.
- At least 9 additional credit hours from Specialty Elective courses are required to complete an optional area of specialization.
- A total of 36 credits are required to finish the Post-Master TNL DNP degree.

Curriculum Guide 2024-2025: DNP, Psychiatric Mental Health Nurse Practitioner

Hairston College of Health and Human Sciences. Courses are listed in sequence by year and semester; the Grade column is for students to record their grades.

Year and Semester	Course	Credit Hours	Grade
Year One — Fall	NURS 812 Advanced Nursing Theory	3	
Year One — Fall	NURS 711 Advanced Pathophysiology	3	
Year One — Fall	NURS 712 Advanced Health Assessment	5	
Year One — Fall	**Semester total**	**11**	
Year One — Spring	NURS 851 Advanced Psychopharmacology	3	
Year One — Spring	NURS 831 Nurses in Health Equity	3	
Year One — Spring	NURS 852 Psy. Differential Diagnosis	3	
Year One — Spring	NURS 713 Neuroanatomy & Neurophysiology	2	
Year One — Spring	**Semester total**	**11**	
Year One — Summer	NURS 853 Psychotherapy Foundations	3	
Year One — Summer	NURS 854 Behavior Theory I	2	
Year One — Summer	NURS 855 Behavior Theory I Practicum	3	
Year One — Summer	Specialty Elective I	3	
Year One — Summer	**Semester total**	**11**	
Year Two — Fall	NURS 856 Human Behavior Theory II	3	
Year Two — Fall	NURS 857 Human Behavior II Practicum	3	
Year Two — Fall	NURS 811 Advanced Statistical Methods	3	
Year Two — Fall	**Semester total**	**9**	
Year Two — Spring	NURS 858 Human Behavior Theory III	3	
Year Two — Spring	NURS 859 Human Behavior III Practicum	3	
Year Two — Spring	NURS 826 Financing & Entrepreneurship	3	
Year Two — Spring	**Semester total**	**9**	
Year Two — Summer	NURS 861 Genomics & Psychogenomics	3	
Year Two — Summer	NURS 994 DNP QI Project I	3	
Year Two — Summer	NURS 862 Telepsych	2	

Year and Semester	Course	Credit Hours	Grade
Year Two — Summer	Specialty Elective II	3	
Year Two — Summer	**Semester total**	**11**	
Year Three — Fall	NURS 821 Leadership in Healthcare	3	
Year Three — Fall	NURS 995 DNP QI Project II	3	
Year Three — Fall	Specialty Elective III	3	
Year Three — Fall	**Semester total**	**9**	
Year Three — Spring	NURS 921 Integrative Psy. Didactic	2	
Year Three — Spring	NURS 922 Integrative Psy. Practicum	3	
Year Three — Spring	NURS 996 DNP QI Project III	3	
Year Three — Spring	**Semester total**	**8**	

Specialty Elective Courses

Area of Specialization	Course	Credit Hours
Emerging Technological Innovations	NURS 841 Clinical Data Science	3
Emerging Technological Innovations	NURS 842 Telehealth for HC Leadership	3
Emerging Technological Innovations	NURS 843 AI Technology in Leadership	3
Emerging Technological Innovations	CHEM 833 Biosensors & Bioanalytical Technology	3
Health Equity and Social Justice	NURS 833 Health Policy & Inequities	3
Health Equity and Social Justice	NURS 834 Advancing Health Equity	3
Health Equity and Social Justice	NURS 835 DEI Nursing Leadership	3
Health Equity and Social Justice	LEST 843 Race & Health Equity	3

Area of Specialization	Course	Credit Hours
Health Equity and Social Justice	SOCI 820 Structural & SDOH	3
Health Equity and Social Justice	SOCI 821 Sociology of Health, Illness, & Medicine	3

- Optional areas of specialization for DNP students; not offered as standalone certificates.
- Students will develop individual degree plans in consultation with their faculty advisors.
- At least 9 additional credit hours from Specialty Elective courses are required to complete an optional area of specialization.
- A total of 70 credits are required to finish the BSN-DNP-PMHNP degree.

Curriculum Guide 2025-2026: DNP, Psychiatric Mental Health Nurse Practitioner

Hairston College of Health and Human Sciences. Courses are listed in sequence by year and semester; the Grade column is for students to record their grades.

Year and Semester	Course	Credit Hours	Grade
Year One — Fall	NURS 812 Advanced Nursing Theory	3	
Year One — Fall	NURS 711 Advanced Pathophysiology	3	
Year One — Fall	NURS 712 Advanced Health Assessment	5	
Year One — Fall	**Semester total**	**11**	
Year One — Spring	NURS 851 Advanced Psychopharmacology	3	
Year One — Spring	NURS 831 Nurses in Health Equity	3	
Year One — Spring	NURS 852 Psy. Differential Diagnosis	3	
Year One — Spring	NURS 713 Neuroanatomy & Neurophysiology	2	
Year One — Spring	**Semester total**	**11**	
Year One — Summer	NURS 853 Psychotherapy Foundations	3	
Year One — Summer	NURS 854 Behavior Theory I	5	
Year One — Summer	Specialty Elective I	3	
Year One — Summer	**Semester total**	**11**	
Year Two — Fall	NURS 856 Human Behavior Theory II	6	
Year Two — Fall	NURS 811 Advanced Statistical Methods	3	
Year Two — Fall	**Semester total**	**9**	
Year Two — Spring	NURS 858 Human Behavior Theory III	6	
Year Two — Spring	NURS 826 Financing & Entrepreneurship	3	
Year Two — Spring	**Semester total**	**9**	
Year Two — Summer	NURS 861 Genomics & Psychogenomics	3	
Year Two — Summer	NURS 994 DNP QI Project I	3	
Year Two — Summer	NURS 862 Telepsych	2	
Year Two — Summer	Specialty Elective II	3	
Year Two — Summer	**Semester total**	**11**	

Year and Semester	Course	Credit Hours	Grade
Year Three — Fall	NURS 821 Leadership in Healthcare	3	
Year Three — Fall	NURS 995 DNP QI Project II	3	
Year Three — Fall	Specialty Elective III	3	
Year Three — Fall	**Semester total**	**9**	
Year Three — Spring	NURS 921 Integrative Psy	5	
Year Three — Spring	NURS 996 DNP QI Project III	3	
Year Three — Spring	**Semester total**	**8**	

Specialty Elective Courses

Area of Specialization	Course	Credit Hours
Emerging Technological Innovations	NURS 841 Clinical Data Science	3
Emerging Technological Innovations	NURS 842 Telehealth for HC Leadership	3
Emerging Technological Innovations	NURS 843 AI Technology in Leadership	3
Emerging Technological Innovations	CHEM 833 Biosensors & Bioanalytical Technology	3
Health Equity and Social Justice	NURS 833 Health Policy & Inequities	3
Health Equity and Social Justice	NURS 834 Advancing Health Equity	3
Health Equity and Social Justice	NURS 835 DEI Nursing Leadership	3
Health Equity and Social Justice	LEST 843 Race & Health Equity	3
Health Equity and Social Justice	SOCI 820 Structural & SDOH	3
Health Equity and Social Justice	SOCI 821 Sociology of Health, Illness, & Medicine	3

- Optional areas of specialization for DNP students; not offered as standalone certificates.
- Students will develop individual degree plans in consultation with their faculty advisors.
- At least 9 additional credit hours from Specialty Elective courses are required to complete an optional area of specialization.
- A total of 70 credits are required to finish the BSN-DNP-PMHNP degree.

Program of Study 2026-2027: BSN-to-DNP, Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Hairston College of Health and Human Sciences · Program of Study · Curriculum Guide 2026·2027 | ACEN Standard 4

The following Program of Study presents the course sequence, course credit/clock hours, the distribution of credit hours and contact hours across didactic, practice-laboratory (skills and/or simulation), and clinical-practice components, and the number of practicum hours and project hours as defined by the ACEN (see Note 1).

Semester / Sequence	Course	Credit / Clock Hours	Didactic Credits	Lab / Sim Credits	Practicum or Project Credits	Didactic Contact Hours	Lab / Sim Contact Hours	Practicum or Project Contact Hours	ACEN Practicum Hours or Project Hours
Year 1 — Fall	NURS 812 Advanced Nursing Theory	3	3	—	—	45	—	15	15 (Project)
Year 1 — Fall	NURS 711 Advanced Pathophysiology	3	3	—	—	45	—	—	—
Year 1 — Fall	NURS 712 Advanced Health Assessment	5	3	2	—	45	60	—	—
Year 1 — Spring	NURS 851 Advanced Psychopharmacology	3	3	—	—	45	—	—	—
Year 1 — Spring	NURS 831 Nurses in Health Equity	3	3	—	—	45	—	—	—
Year 1 — Spring	NURS 852 Psychiatric Differential Diagnosis	3	3	—	—	45	—	—	—
Year 1 — Spring	NURS 713 Neuroanatomy & Neurophysiology	2	2	—	—	30	—	—	—
Year 1 — Summer	NURS 853 Psychotherapy Foundations	3	3	—	—	45	—	—	—
Year 1 — Summer	NURS 854 Human Behavior Theory I	5	2	—	3	30	—	135	135 (Practicum)
Year 1 — Summer	Specialty Elective I	3	3	—	—	45	—	—	—
Year 2 — Fall	NURS 856 Human Behavior Theory II	6	1	—	5	15	—	225	225 (Practicum)

Semester / Sequence	Course	Credit / Clock Hours	Didactic Credits	Lab / Sim Credits	Practicum or Project Credits	Didactic Contact Hours	Lab / Sim Contact Hours	Practicum or Project Contact Hours	ACEN Practicum Hours or Project Hours
Year 2 — Fall	NURS 811 Advanced Statistical Methods	3	3	—	—	45	—	15	15 (Project)
Year 2 — Spring	NURS 858 Human Behavior Theory III	6	1	—	5	15	—	225	225 (Practicum)
Year 2 — Spring	NURS 826 Financing & Entrepreneurship in Healthcare	3	3	—	—	45	—	—	—
Year 2 — Summer	NURS 861 Genomics & Psychogenomics	3	3	—	—	45	—	—	—
Year 2 — Summer	NURS 994 DNP QI Project I	3	1	—	2	15	—	90	90 (Project)
Year 2 — Summer	NURS 862 Telepsychiatry	2	2	—	—	30	—	—	—
Year 2 — Summer	Specialty Elective II	3	3	—	—	45	—	—	—
Year 3 — Fall	NURS 821 Leadership in Healthcare	3	3	—	—	45	—	—	—
Year 3 — Fall	NURS 995 DNP QI Project II	3	1	—	2	15	—	90	90 (Project)
Year 3 — Fall	Specialty Elective III	3	3	—	—	45	—	—	—
Year 3 — Spring	NURS 921 Integrative Psychiatry	5	1	—	4	15	—	180	180 (Practicum)
Year 3 — Spring	NURS 996 DNP QI Project III	3	1	—	2	15	—	90	90 (Project)
PROGRAM TOTAL	**23 courses (70 required core credits + 9 elective credits)**	**79**	**54**	**2**	**23**	**810**	**60**	**765 (practicum); 300 (project)**	**765 Practicum; 300 Project**

In the table, a dash (—) means not applicable or zero hours for that component.

Program Summary

- Course sequence: 8 semesters across 3 academic years (Year 1: Fall, Spring, Summer; Year 2: Fall, Spring, Summer; Year 3: Fall, Spring).
- Total credit hours: 70 required credits, 9 elective credits for the area of specialization.
- Practicum hours: 765 (NURS 854: 135; NURS 856: 225; NURS 858: 225; NURS 921: 180). DNP project hours: 300 (NURS 812: 15; NURS 811: 15; NURS 994: 90; NURS 995: 90; NURS 996: 90). Simulation/laboratory hours: 60 (NURS 712). The 765 faculty-supervised practicum hours meet ANCC PMHNP (Across the Lifespan) certification eligibility requirements.

Elective Courses (Area of Specialization)

- Emerging Technological Innovations: NURS 841 Clinical Data Science (3); NURS 842 Telehealth for HC Leadership (3); NURS 843 AI Technology in Leadership (3); CHEM 833 Biosensors & Bioanalytical Technology (3).
- Health Equity and Social Justice: NURS 833 Health Policy & Inequities (3); NURS 834 Advancing Health Equity (3); NURS 835 DEI Nursing Leadership (3); LEST 843 Race & Health Equity (3); SOCI 820 Structural & SDOH (3); SOCI 821 Sociology of Health, Illness, & Medicine (3).
- Specialty electives are optional for DNP students in either option and are not offered as standalone certificates. Students develop individual degree plans in consultation with their faculty advisors.

Notes

Note 1: Credit/clock hours follow the NC A&T BSN-to-DNP PMHNP curriculum (70 required core credits; 9 elective credits for the area of concentration).

Note 2 (contact-hour conversion): Contact hours computed using standard graduate semester conversions: 1 didactic credit = 15 contact hours; 1 practice-laboratory (skills/simulation) credit = 30 contact hours; 1 clinical/practicum credit = 45 contact hours. NURS 712 includes 2 credits of skills/simulation laboratory (Shadow Health DCE and assessment lab), equal to 60 simulation/laboratory contact hours.

Note 3 (ACEN practicum hours and project hours): Practicum hours (765): NURS 854 = 135; NURS 856 = 225; NURS 858 = 225; NURS 921 Integrative Psychiatry = 180. DNP project hours (300): NURS 812 = 15; NURS 811 = 15; NURS 994 = 90; NURS 995 = 90; NURS 996 = 90. Simulation/laboratory hours (60): NURS 712 Advanced Health Assessment. Course numbering follows the 2026–2027 Program of Study.

Program of Study 2026-2027: DNP, Post-Master's Nursing Leadership (Transformative Nursing Leadership)

Hairston College of Health and Human Sciences · Program of Study · Curriculum Guide 2026·2027 | ACEN Standard 4

The following Program of Study presents the course sequence, course credit/clock hours, the distribution of credit hours and contact hours across didactic, practice-laboratory (skills and/or simulation), and clinical-practice components, and the number of practicum hours and project hours as defined by the ACEN (see Note 1).

Semester / Sequence	Course	Credit / Clock Hours	Didactic Credits	Lab / Sim Credits	Practicum or Project Credits	Didactic Contact Hours	Lab / Sim Contact Hours	Practicum or Project Contact Hours	ACEN Practicum Hours or Project Hours
Year 1 — Fall	NURS 811 Advanced Statistical Methods	3	3	—	—	45	—	15	15 (Project)
Year 1 — Fall	NURS 821 Leadership in Healthcare	3	3	—	—	45	—	—	—
Year 1 — Fall	NURS 812 Advanced Nursing Theory	3	3	—	—	45	—	15	15 (Project)
Year 1 — Spring	NURS 831 Nurses in Health Equity	3	3	—	—	45	—	—	—
Year 1 — Spring	NURS 822 Advanced Topics in Leadership I	2	2	—	—	30	—	—	—
Year 1 — Spring	NURS 823 Advanced Topics in Leadership I Practicum	2	—	—	2	—	—	90	90
Year 1 — Spring	Specialty Elective I	3	3	—	—	45	—	—	—
Year 1 — Summer	NURS 832 Healthcare Community Engagement	3	3	—	—	45	—	—	—
Year 1 — Summer	NURS 994 DNP QI Project I	3	1	—	2	15	—	90	90 (Project)
Year 1 — Summer	Specialty Elective II	3	3	—	—	45	—	—	—

Semester / Sequence	Course	Credit / Clock Hours	Didactic Credits	Lab / Sim Credits	Practicum or Project Credits	Didactic Contact Hours	Lab / Sim Contact Hours	Practicum or Project Contact Hours	ACEN Practicum Hours or Project Hours
Year 2 — Fall	NURS 824 Advanced Topics in Leadership II	2	2	—	—	30	—	—	—
Year 2 — Fall	NURS 825 Advanced Topics in Leadership II Practicum	3	—	—	3	—	—	135	135
Year 2 — Fall	NURS 995 DNP QI Project II	3	1	—	2	15	—	90	90 (Project)
Year 2 — Spring	NURS 826 Financing & Entrepreneurship in Healthcare	3	3	—	—	45	—	—	—
Year 2 — Spring	NURS 996 DNP QI Project III	3	1	—	2	15	—	90	90 (Project)
Year 2 — Spring	Specialty Elective III	3	3	—	—	45	—	—	—
PROGRAM TOTAL	**16 courses (36 required core credits + 9 elective credits)**	**45**	**34**	**0**	**11**	**510**	**0**	**225 (practicum); 300 (project)**	**225 Practicum; 300 Project**

In the table, a dash (—) means not applicable or zero hours for that component. For this option, the credit distribution column for practicum or project is labeled “Clinical” in the source table.

Program Summary

- Course sequence: 5 semesters across 2 academic years (Year 1: Fall, Spring, Summer; Year 2: Fall, Spring).
- Total credit hours: 36 required core credits; 9 optional elective credits for an area of specialization
- Practicum hours: 225 (NURS 823: 90; NURS 825: 135). DNP project hours: 300 (NURS 811: 15; NURS 812: 15; NURS 994: 90; NURS 995: 90; NURS 996: 90).

Elective Courses (Area of Specialization)

- Emerging Technological Innovations: NURS 841 Clinical Data Science (3); NURS 842 Telehealth for HC Leadership (3); NURS 843 AI Technology in Leadership (3); CHEM 833 Biosensors & Bioanalytical Technology (3).

- Health Equity and Social Justice: NURS 833 Health Policy & Inequities (3); NURS 834 Advancing Health Equity (3); NURS 835 DEI Nursing Leadership (3); LEST 843 Race & Health Equity (3); SOCI 820 Structural & SDOH (3); SOCI 821 Sociology of Health, Illness, & Medicine (3).
- Specialty electives are optional for DNP students in either option and are not offered as standalone certificates. Students develop individual degree plans in consultation with their faculty advisors.

Notes

Note 1: Credit/clock hours follow the NC A&T DNP curriculum (36 required core credits; 9 additional elective credits for an optional area of specialization).

Note 2 (contact-hour conversion): Contact hours computed using standard graduate semester conversions: 1 didactic credit = 15 contact hours; 1 practice-laboratory (skills/simulation) credit = 30 contact hours; 1 clinical/practicum credit = 45 contact hours.

Note 3 (ACEN practicum hours and project hours): Practicum hours (225; all indirect, systems-level leadership practicum): NURS 823 = 90; NURS 825 = 135. DNP project hours (300): NURS 811 = 15; NURS 812 = 15; NURS 994 = 90; NURS 995 = 90; NURS 996 = 90. The TNL option does not include direct patient-care practicum hours or simulation/laboratory hours.

Plan of Study

Upon admission, each student will be assigned an advisor who will provide mentorship, guidance, and assist in the development of a plan of study (see Appendix A). Courses are sequenced to facilitate completion of the terminal DNP Scholarly Project, and it is crucial to follow this plan of study as any deviations may extend the time required to graduate. The scholarly project must be successfully completed before graduation, and any delays in its implementation, analysis, or presentation may result in additional semesters. It is recommended to review your plan of study with your academic advisor each semester to ensure proper course enrollment.

Admission Requirements

The Doctor of Nursing Practice (DNP) program at North Carolina Agricultural and Technical State University is designed for highly motivated individuals seeking to advance their nursing careers through specialized clinical practice or transformative leadership. Admission into the DNP program is competitive and requires candidates to meet rigorous academic and professional standards.

Applicants to the BSN-DNP Psychiatric-Mental Health Nurse Practitioner Track or the Post-Master Transformative Nursing Leadership Track must demonstrate academic excellence, professional experience, and a commitment to advancing healthcare. Below are the specific requirements for each pathway and general admission criteria.

- **BSN-DNP Psychiatric-Mental Health Nurse Practitioner Track:** Hold a Bachelor of Science in Nursing (BSN) degree from an accredited institution or an equivalent degree from a comparable foreign institution.
- **Post-Master Transformative Nursing Leadership Track:** Hold a Master of Science or a post-graduate degree in Nursing with an administration focus or equivalent from an accredited institution or an equivalent degree from a comparable foreign institution
- Official Transcripts (from all previous colleges/universities)
- Prerequisite Statistics Course (3 credits) prior to the first Research Course
- Overall scholastic GPA of 3.0 or higher on a 4.0 scale
- Current unrestricted registered nurse (RN) license in the state of North Carolina or the RN license that can be endorsed/reinstated in North Carolina
- At least 600 hours of full-time RN experience before beginning any clinical courses
- Two references (academic and professional)
- Current Resume /CV
- Personal Statement

Student Enrollment Status

Full-time enrollment status for the DNP program at North Carolina Agricultural and Technical State University School of Nursing is defined as taking a minimum of 9 semester credits for fall and spring semester and a minimum of 6 semester credits for summer semester, except when fewer credits are needed for graduation.

The Transformative Nursing Leadership (TNL) program of study for full-time students is a minimum of 2 years (5 semesters). The Psychiatric Mental Health Nurse Practitioner program of study for full-time students is a minimum of 3 years (8 semesters)

The maximum time allowed to complete the DNP program is 8 years.

Transfer Credit, Degree Completion, and Grading

Amount of Transfer Credit Accepted

NC A&T is not obligated to accept any courses for transfer credit. However, provided the student meets the residency requirement, the graduate program coordinator and/or department chair/director of nursing may recommend up to 40% of the required credit hours for a degree program at NC A&T be accepted for transfer credit from another institution, subject to approval by the Dean of the Graduate College. Additional guidance regarding transfer credit is provided in the NC A&T Graduate Transfer Credits policy (PDF).

Additionally, the School of Nursing accepts up to 12 transfer credit hours that have been completed within the past 5 years of applying to the program.

Degree Completion and Graduation

To graduate from the DNP program, the student must successfully complete the coursework, meet the practicum hour and project hour requirements, implement, and present a successful scholarly project. Students must complete all DNP degree requirements within the maximum time allowed of 8 years.

Faculty is responsible for determining final grades of all DNP students.

Grading and Appeal Policies

Please refer to the North Carolina A&T State University Graduate Catalog for a complete description of grading and appeal policies.

Grading Scale: The following scale will be used for grading all nursing course-related activities and deriving the final course grade.

Score Range	Letter Grade
96-100	A

Score Range	Letter Grade
90-95	A-
88-89	B+
86-87	B
83-85	B-
80-82	C+
75-79	C
Below 75	F

Student Complaints

Student issues or complaints regarding the program that are not related to grades, should be taken to the DNP Program Director. Issues that cannot be resolved at the level of the DNP Program Director will be taken to the Director of the SON.

DNP Program Instructional Technology Requirements

Below are the minimum instructional technology requirements for this DNP program. In order to be successful in completing the DNP courses in hybrid instructional formats, students need solid, basic set of computer skills. The skills needed include, but are not limited to:

- Basic skills in using a word processor and perform tasks such as cutting and pasting and creating presentations in presentation software
- Saving your files in several different formats and locations
- Uploading files in online applications
- Downloading and installing software
- Internet skills should include, using email and file attachments, using your browser effectively, making bookmarks, chatting and using search functions. This is a hybrid program. A computer with the software and hardware listed on the IT form are required to attend this program. It is required that you have a laptop with the listed requirements on the IT form and bring it to orientation and classes.

Each student is expected to have Internet access and access to a laptop computer with web cam and microphone capability and the following software:

- Microsoft Office (Word, PowerPoint, Excel)
- SPSS
- Adobe Reader (free download of Adobe Reader)
- Refworks Reference Manager

Financial Aid

The Graduate College at NC A&T provides numerous resources for students to secure funding to finance their graduate education. Some resources are listed below. This list is not exhaustive and it is recommended that students contact the graduate college website for additional resources, frequently asked questions and contact information for Graduate College representatives (Graduate College external funding sources).

DNP Program-Specific Financial Information: DNP students pay a differential tuition of $3,000 per student per year. In addition to federal financial aid, DNP students may be eligible for (1) Graduate College scholarships, awarded competitively based on academic merit and financial need; and (2) the DNP Teaching Assistantship Program, funded through the UNC System Health Care Workforce Nursing Program Expansion Initiative, which provides $10,000 per academic year scholarships for DNP students who serve as teaching assistants in the mobile outreach clinic and assigned courses. Students should contact the Office of Financial Aid & Scholarships and the School of Nursing Office of Student Services for eligibility details.

General Resources to Find Funding

The following are searchable databases of graduate student funding opportunities:

- UCLA Graduate Funding Finder
- Illinois Database of Grants and Fellowships for Graduate Students
- Numerous opportunities for graduate funding can also be found through the Thurgood Marshall College Fund:
    - Thurgood Marshall College Fund - Open Scholarships
    - Thurgood Marshall College Fund - Corporate Scholar Programs
    - Oak Ridge National Laboratory - Internship Programs

Specific Funding Opportunities

The specific graduate student funding opportunities below are organized in order of deadline (by month). The deadlines are normally around the same time each year.

January Deadline

- Mickey Leland Energy Fellowship
- U.S. Department of Energy: Minority Serving Institutions Partnership Program (MSIPP) Summer Internship

March Deadline

- Southern Education Foundation Leadership Initiative

September Deadline

- The Thomas R. Pickering Foreign Affairs Graduate Fellowship Program

October Deadline

- National Nuclear Security Administration (NNSA) Graduate Fellowship Program (NGFP)
- NSF Graduate Research Fellowship Program
- Presidential Management Fellows (PMF) Program

November Deadline

- American Association of University Women (AAUW) Dissertation Fellowships
- American Association of University Women (AAUW) International Student Fellowships
- GEM Fellowships
- NASA Space Technology Graduate Research Opportunities (NSTGRO)
- Naval Research Enterprise Internship Program (NREIP)
- Smithsonian Institution Fellowship Program

December Deadline

- Ford Foundation Fellowships Programs for Achieving Excellence in College and University Teaching
- Hennessy Fellows Program (through Thurgood Marshall College Fund)

Intensive Attendance Policy

Students are required to attend Intensive experiences immersions at the beginning of the Fall semester, Mid Spring Semester and early Summer semester. Attendance for immersion/scholarly presentations is mandatory. You must be present for the entirety of Intensives; you must also be present for the entire day. If you have any extenuating circumstances such as illness, please notify your instructor prior to your absence. The course faculty/instructor and/or the DNP program director will determine consequences of missed coursework during immersion. The exact number of days and length of time for each Intensive day for on-campus/instructional site may vary per semester.

Military Leave

A student called to duty may take military leave of absence from his/her program of study by indicating “military duty” on the Leave of Absence form. The student must notify the graduate program coordinator, department chair and Dean of the Graduate College. The request should be made at least one month prior to the semester involved. The request should be endorsed by the student’s graduate advisory committee, program coordinator and/or department chair, and the Graduate College.

The time limits for completing the program will be extended for the length of time the student has been on active duty, if the candidate resumes graduate work no later than one year

following his/her release from military service (see university policy on this issue). This is also referenced in the Graduate Catalog in the Time Limitations section of Graduation Requirements.

A student may return to campus and enroll in his/her program of study by submitting a Reenrollment Application. The application should be submitted to the Graduate College.

The student will be subject to the original catalog upon reenrollment and all previously earned academic credits will be accepted towards the degree. However, the student will have the option of selecting a more recent catalog.

DNP Program Expectations of All Students

North Carolina A&T State University has a distinguished legacy of excellence, and our DNP program upholds this tradition by setting rigorous standards designed to cultivate success. These standards provide a strong foundation for academic achievement and professional growth, fostering a respectful, balanced, and exemplary approach to advanced practice education. As a student in the NC A&T DNP program, you are part of a legacy that emphasizes leadership, integrity, and the pursuit of excellence in healthcare.

Active Learning

As a student in the NC A&T DNP Program, active engagement in your learning journey is essential. We expect you to identify your strengths and areas for improvement, set personal goals that target these areas, and proactively seek out learning opportunities that support your goals. Discussing your goals with your Project Mentor can provide additional guidance, resources, and suggestions as you develop and implement your DNP Project.

Time Management

Balancing your Advanced Practice role with the demands of doctoral education requires dedicated time management. Maintaining a work-life balance while meeting the program requirements is vital. Consider evaluating your obligations outside of the program and identifying strategies to effectively manage your responsibilities. Taking proactive steps to find resources and create a structured plan will help you make the most of your DNP experience.

Communication with Faculty

Each student is assigned an immersion faculty member responsible for evaluating your performance. It is crucial to keep this designated faculty member informed of any changes related to your immersion site, Project Mentor, or schedule, as well as any unanticipated events such as illness or injury that may impact your immersion experience. Open and timely communication ensures your faculty advisor can provide the support you need to succeed.

Professionalism

Many NC A&T DNP students conduct their DNP projects within their current workplaces, which can occasionally lead to challenges in balancing job duties with immersion requirements. To

avoid potential misunderstandings, we recommend meeting with both your Project Mentor and your supervisor to outline a clear plan for completing your DNP Project and Immersion hours around your work responsibilities. Developing a collaborative plan will help establish shared expectations and minimize any potential confusion.

The immersion experience allows students to cultivate a specific area of expertise, delving deeply into the literature and evidence surrounding their project. As an advanced practice nurse or nurse leader, you appreciate the importance of collaborative relationships with patients, physicians, fellow healthcare providers, and other staff members. Should any conflicts arise, we expect students to work proactively toward positive resolution. Embrace your leadership abilities and discover the impact of positive leadership as you move forward in your career.

Respect for Diversity and Faith

Faith, religion, and spirituality are integral to the values of many communities and shape how individuals understand their experiences. Sensitivity to these beliefs is essential to your role as a compassionate healthcare provider. As you work with diverse patients and healthcare professionals, respect and understanding of varied beliefs will enhance the quality of your care and reinforce your commitment to compassionate, culturally sensitive practice.

Commitment to Service

As a DNP student at NC A&T, your commitment to service is foundational to the program's mission and reflects the values of the university and the profession. Service to others, both within and beyond clinical practice, is a hallmark of nursing and advanced practice leadership. This commitment extends to serving your community, supporting colleagues, and contributing to the advancement of healthcare.

Community Engagement

We encourage each student to seek meaningful ways to engage with and contribute to their communities, both as students and as future healthcare leaders. This can include volunteering at local health clinics, supporting public health initiatives, mentoring peers or junior nurses, or participating in community-based research.

Advocacy and Health Equity

As a DNP student, you are expected to actively promote health equity and advocate for vulnerable populations. Developing your DNP Project with an awareness of social determinants of health, cultural sensitivity, and accessibility can positively impact the communities you serve. Advocacy is a powerful way to use your knowledge and position to advance policies, programs, and practices that improve health outcomes.

Service to the University and Profession

The NC A&T DNP program encourages students to find ways to give back to the university and to the broader nursing profession. Consider participating in professional organizations, serving

on committees, and engaging in activities that contribute to the growth and evolution of nursing practice. In doing so, you foster connections within the field and help build a supportive network that advances healthcare.

Professional Responsibility

As healthcare providers, we serve our patients and communities, not only through direct care but also through our professional responsibility. We expect you to approach each service opportunity with dedication, empathy, and professionalism, embodying the commitment to service that defines an advanced practice nurse and healthcare leader.

Policies and Procedures

Progression Policy

Good Academic Standing

To maintain good academic standing and to meet the requirements for graduation, a student must demonstrate acceptable performance in course work after being admitted to a graduate program. This requires a minimum cumulative Grade Point Average (GPA) of 3.00 or higher in all graduate course work. Furthermore, good academic standing requires satisfactory progress in the overall graduate program. The student's advisor or graduate advisory committee may render judgments as to whether satisfactory progress is being made toward the degree, taking into account all aspects of academic performance and promise, not necessarily course work alone. Departments may recommend termination of a student's graduate status at any time if the student is not making satisfactory progress toward the degree. Examples of unsatisfactory progress may include, but are not limited to, inadequate GPA, inadequate research and/or research skills, failure to obtain satisfactory grades in required courses for the program, or failing the candidacy, comprehensive, or final oral examination.

Academic Probation

Any student who, in their current program, has either (i) attempted 18 or fewer credit hours and received a semester GPA of less than 3.0 or (ii) attempted more than 18 credit hours and received less than a 3.0 cumulative GPA will be placed on academic probation.

A student on academic probation with 18 or fewer attempted credit hours will be required to earn a semester GPA of 3.0 or higher by the end of the next regular (non-summer) semester to return to good academic standing

A student on academic probation with more than 18 attempted hours will be required to improve his/her cumulative GPA to 3.0 or higher by the end of the next regular (non-summer) semester to return to good academic standing.

Students on academic probation may not enroll in more than 9 semester credit hours.

DNP Intensive Attendance Policy

Attendance at all DNP Intensives—held in person during the fall, spring and summer semesters—is mandatory. Failure to attend an intensive without prior approval for an excused absence will result in academic consequences.

- A first unexcused absence will result in probationary status for one semester.
- A second unexcused absence may result in dismissal from the DNP program.

Students facing exceptional circumstances must submit a request for an excused absence in advance for consideration.

Dismissal

A student who is placed on probation after attempting 18 credit hours and who fails to improve his/her cumulative GPA in his/her current academic program to 3.0 or higher by the end of the probationary period, that is, by the end of the next regular (non-summer) semester, will be dismissed. Additionally, a doctoral student who receives a grade of “F” in a course will be dismissed from his/her current academic program.

Departments may also recommend dismissal of a student at any time if a student:

- is conditionally admitted and fails to meet the conditions of his/her admission;
- is not making satisfactory progress toward the degree, for example, inadequate progress on research projects, failure to obtain satisfactory grades in required courses, or failing the candidacy, comprehensive, or final oral examination;
- receives an “F” grade in a required course;
- fails to maintain continuous registration without an approved leave of absence;
- fails to complete program requirements within the maximum allowed time for the degree (8 years); or
- is guilty of ethical misconduct or violates the North Carolina A&T State University’s Student Handbook.

Readmission after Academic Dismissal

A student who is dismissed for academic reasons will be eligible to submit a new application for admission to a degree or certificate program after one academic year and may be admitted only upon the recommendation of the DNP Program Director/Graduate Coordinator and with the approval of the Dean of the Graduate College.

Appeals

An academically dismissed student may appeal the decision according to the process outlined in the Graduate Student Appeals policy.

Official University Policy Sources: Graduate academic standing, probation, and dismissal follow North Carolina A&T State University graduate policy. Students should consult the following official sources:

- NC A&T Graduate Academic Eligibility Policy (PDF)
- NC A&T Graduate College Academic Programs & Policies
- NC A&T Graduate Catalog

A student must maintain a cumulative GPA of 3.0 in all course work taken in the program. To earn the degree, a student must have a cumulative average of “B” (3.0 on a 4.0 scale). DNP students who earn a final course grade below 80% are unsuccessful in that course. Students whose cumulative GPA falls below 3.0 are placed on academic probation and must return to good academic standing by the end of the next regular (non-summer) semester, as described above. Students may not repeat a required course in which a passing grade (80% or higher)

was earned. Earning an “F” in a required course results in termination of the student’s graduate study. All grades of “I” must be removed during the student’s next term of enrollment.

Drug Testing Policy

All students admitted to the School of Nursing DNP program, who will have direct patient care must have an annual drug screen and test negative before engaging in clinical activity associated with the program. Students may also be subject to random drug screenings.

Statement of Purpose

To provide students with procedures to drug testing needed for safe and effective practice in clinical learning environments.

Procedure

1. All DNP students who will have direct patient care must have a drug screen at the beginning of the academic semester by an approved agency designated by the School of Nursing and paid at the students’ expense.
2. Student will download and sign a drug check release form from the Complio.
3. Results of the drug test will be submitted to the Office of student Services in the School of Nursing by Complio.
4. If the test results are negative the student will proceed with class schedule and clinical assignments.
5. If the results are inconclusive, the student will be required to have a repeat drug screen at the students’ expense.
6. If warranted, a student may be requested to have a random drug screen within two hours of the request.
7. If the test results are positive, the student will be required to meet with the Director and/or Director Designee.
8. Positive results will prohibit the student from attending any clinical; therefore the student will withdraw from all clinical courses.
9. The student with positive test results will be referred to University counseling services.
10. The Director will notify the Vice Chancellor of Student Affairs of positive test results.

Criminal Background Check Policy

Policy

All students admitted to the School of Nursing must consent to a criminal background check upon admission and as requested throughout matriculation in the program.

Statement of Purpose

The faculty and administration of the School of Nursing at North Carolina Agricultural and Technical State University, is strongly committed to following the professional standards of the

healthcare community in order to benefit and protect patients, students and faculty members. Therefore this policy is in place to comply with clinical agency contractual requirements and the standards of the profession of nursing. A criminal background check (CBC) will be required:

1. Upon program re-entry subsequent to a leave of absence or program withdrawal greater than one semester in length
2. In order to substantiate that pending charges have been resolved
3. As required by any clinical agency
4. At the discretion of the Director of Nursing if the student is suspected of any criminal activities.

Procedure

1. Student will download and sign a Criminal Background Check (CBC) release form in Complio.
2. The CBC will be performed by Complio upon purchase of the subscription.
3. Confidential information obtained from the criminal background check report will be used by the Director or Director Designee of the School of Nursing for the purpose of making decisions about admission and matriculation in the program.
4. Students who have criminal charges (pending or convictions) may be required to meet with the Director and/or Director Designee about acceptance or continuation in the program and may be ineligible for clinical placement. A review will be done to determine if the type of criminal offense requires further review. If further review is required, the CBC report will be sent to the designated clinical agency and a recommendation made regarding the student's eligibility for clinical placement.
5. Students may be asked to sign a form to release their CBC results to designated clinical agencies prior to clinical placement.
6. Students who have pending charges may result in the student being ineligible for clinical placement.
7. Students must agree to report any felony or misdemeanor charges and convictions (excluding minor traffic related violations), which occur during their enrollment in the School of Nursing to the Director of Student Services. Failure to submit a comprehensive report within 7 (seven) business days will be considered a violation of academic integrity and may serve as grounds for dismissal from the School of Nursing.

Testing Policy

This policy is in place to provide consistency and fairness in testing across the School of Nursing DNP curriculum and to inform students of testing procedures and expectations.

Statement of Purpose

The purpose of this policy is to ensure a consistent, secure, and equitable testing experience for DNP students and to provide a high-level view of the values that underpin the School of Nursing's approach to testing.

Test Scheduling

1. A schedule of test dates will be included in the course syllabus and presented to students during the first class session, with an opportunity to ask questions.
2. Course examinations relate directly to student learning objectives and reflect application-level or higher clinical decision-making, consistent with graduate-level practice.

Test Administration

1. Tests/exams are administered either face-to-face or remotely using a secured electronic platform.
2. Test settings may include a fixed total time allowed, questions shown one at a time, randomized question order, use of a standard calculator, and automatic submission.
3. Tests/exams are proctored by School of Nursing-approved proctors, which may include approved online proctoring services.
4. Accommodations are provided only for students with a documented need and specified accommodations on file; accommodations are not provided retroactively. Students approved for testing accommodations should notify course faculty each semester so accommodations are implemented consistently.
5. At the beginning of all examinations, students are required to secure cell phones, smart watches, handheld devices, books, notebooks, extra examination materials, or other unauthorized informational sources away from the testing area.
6. Students using an erasable device (e.g., a whiteboard) or transparent document holder for notes must show the surface is clean before and at the end of the exam.
7. Students are responsible for notifying the course faculty member in advance if they will be unable to take an exam at the scheduled time.
8. Submission of an exam indicates that the student has abided by the School of Nursing Academic Integrity Policy and the University Student Conduct Policy for that exam. A student suspected of violating the Academic Integrity Policy will have the exam terminated and referred for review.

Standardized Testing

Selected nursing courses incorporate standardized proctored and practice assessments (e.g., PMHNP certification examination preparation assessments) that contribute a defined percentage of the course grade, as specified in the course syllabus. Completion of all required focused review and remediation activities associated with these assessments is mandatory.

Test Evaluation

Course faculty review exam and item statistics after administration, using professional judgment in addition to standard item-analysis measures (item difficulty and discrimination) to evaluate the fairness and validity of test items. Final grades are recorded and verified in the University Designated Learning System.

Other Processes

The Learning Management System (LMS) grade book is used to record and maintain course grades. Faculty are encouraged to consult the LMS resource center to verify that the grade book is set up correctly for each course, and to solicit assistance from other faculty, as needed, when writing, administering, and evaluating examinations.

This policy is adapted from, and consistent with, the North Carolina A&T State University School of Nursing Testing Policy.

Graduation Policy

To graduate from the DNP program, a student must successfully complete all required coursework, meet the practicum hour and project hour requirements, and successfully implement, complete, and present the DNP Scholarly Project.

Degree Completion Requirements

DNP students are required to complete all designated coursework and successfully execute their DNP Scholarly Project to meet graduation requirements. Students must complete a minimum of 18 credit hours in the Post-Master's DNP program or 35 credit hours in the BSN-DNP program before their DNP Committee Chair may be finalized (see Progression Policy). A full graduate faculty member must be appointed as the project chair/advisor, and a three-member DNP Committee must be formally approved by both the academic unit and the Graduate College. Prior to initiating any research activities, students must complete the Pre-Research Checklist, obtain approval from the appropriate research compliance committee (IRB, IBC, or IACUC), and secure a Clearance for Graduate Research from the Office of Research Compliance and Ethics. All DNP degree requirements must be completed within the maximum time allowed of 8 years.

Upon completion of the DNP Scholarly Project, students are required to schedule and successfully complete the final oral defense in accordance with Graduate College deadlines. For final submission, the approved DNP Scholarly Project report must be prepared in strict adherence to Graduate College formatting guidelines and submitted along with all required forms and the signed submission checklist by the published deadline. Students must then complete the ProQuest Electronic Thesis and Dissertation (ETD) submission process, after which the Graduate College conducts a final review and authorizes electronic publication of the report.

Graduation Requirements Checklist

DNP students intending to graduate must comply with all of the following:

1. Have an approved Plan of Study filed with the Graduate College at least one semester prior to graduation.
2. Have any transfer credit approved and noted on the Plan of Study at least one semester prior to graduation.
3. If conditionally admitted, have been approved for unconditional status at least one semester prior to graduation.
4. Submit the Report of Doctoral Scholarly Project Committee.
5. Resolve any prior-semester incomplete ("I") grades.
6. Be in good academic standing.
7. Pay all required tuition, fees, and any other pending payments.
8. Meet all requirements specified on the Plan of Study with an overall cumulative GPA of 3.00 or higher.
9. Apply for graduation by the posted deadline.

Graduation Fee and Deadlines

The University requires a non-refundable $60 graduation fee when applying for graduation, due by the posted deadline (see the University Academic Calendar). Students who miss the application deadline may apply by the extended deadline with an additional $20 late fee; the University cannot guarantee that late-filing applicants' names will appear in the Commencement Program. A student who applies for graduation but is unable to complete degree requirements that semester must withdraw the graduation application by the posted deadline and will need to reapply, including payment of the graduation fee again, in a later semester.

The student's diploma is mailed to the address provided on the graduation application. Regalia and other academic paraphernalia are ordered through the University Bookstore.

Change of Program

A student who wishes to change degree programs may petition to do so after completing at least one semester in good academic standing. The request is made using the appropriate Graduate College form and must be approved by the Department Chair of both the current and the intended program. A new Plan of Study is required upon approval of the program change.

Grievance Policy

The School of Nursing is committed to the fair and impartial resolution of both academic and non-academic student concerns. This policy describes the two primary avenues available to DNP students: the Grade Appeal process for disputed final course grades, and the Student Complaint process for all other grievances.

Grade Appeal

The School of Nursing follows North Carolina A&T State University's grade appeal policy. A student may appeal the final grade earned in a course if the student believes the grade was assigned due to an arithmetic or clerical error, arbitrariness, discrimination, harassment, or

personal malice. Individual class assignments cannot be appealed; only the final course grade is eligible.

A student wishing to appeal a grade must first attempt to resolve the matter informally, in the following order: with the course instructor, then the program coordinator, then the department director, and, if necessary, the dean of the college in which the grade was assigned. If the matter remains unresolved after informal attempts, the student may pursue a written appeal and must demonstrate a legitimate basis for the appeal, consistent with the University's written grade appeal policy.

Student Complaints (Grievance Procedure)

The School of Nursing follows North Carolina A&T State University's established student complaint policy, which ensures fair and impartial resolution of both academic and non-academic grievances. Students are encouraged to seek informal resolution directly with the individual(s) involved whenever possible. When informal resolution is not feasible or unsuccessful, a student may file a formal complaint using the following steps:

1. The student contacts the individual(s) involved directly, when possible. If unresolved, the student contacts the supervisor of the academic or administrative unit from which the issue arose.
2. If the student receives no response or an unsatisfactory response, the student completes the Student Complaint Form (available online or through the Office of the Vice Chancellor for Student Affairs) and submits it to that office in Murphy Hall.
3. The student receives written acknowledgment of receipt from Student Affairs/Administration.
4. Student Affairs/Administration forwards the complaint to the academic Dean or unit supervisor with oversight of the area involved for resolution.
5. The Dean (or designee) or unit supervisor forwards the resolution to Student Affairs/Administration and to the Provost.
6. Student Affairs/Administration documents the resolution in the Student Complaint Log housed in the Office of the Vice Chancellor for Student Affairs.
7. Upon resolution, the completed complaint form and decision are returned to the student and all parties involved.

Complaints related to Title IX are addressed through separate, designated University procedures. Electronic records of complaints, actions taken, and resolution timelines are securely maintained to promote transparency and accountability. The Student Complaint Form is available online: NC A&T Student Complaint Form.

Students may also direct DNP program-specific concerns not related to grades to the DNP Program Director in the first instance; issues that cannot be resolved at that level are referred to the Director of the School of Nursing.

Technology Policy

This policy describes the technology resources, support, and expectations that apply to DNP students, in addition to the minimum instructional technology requirements described earlier in this handbook.

Technology Support

Students receive faculty-led orientation to the software platforms that support learning as they progress through the curriculum (e.g., Typhon, Complio, Shadow Health). Multilevel technology support is available through the University, including software assistance, hardware support, and ongoing training. The University IT Service Desk provides streamlined access to services, transparent ticket tracking, and timely resources to resolve issues quickly (NC A&T IT Service Desk).

The Hairston College of Health and Human Sciences has designated a Technology Support Analyst (TSA) to provide dedicated technological support to students, faculty, and staff in the College. Technology orientation and support are available Monday through Friday, 8:00 a.m. to 5:00 p.m., by email or scheduled virtual meeting. Faculty also share course-specific technology guidance through the Learning Management System.

Learning Management System

North Carolina A&T State University uses Canvas as its Learning Management System (LMS) for online course delivery, and Canvas is integrated into face-to-face courses to support instructional materials, assessments, communication, and student engagement. Students have continuous access to Canvas and required electronic resources from any location with internet access.

Selection and Currency of Technology Resources

Learning and technology resources for DNP students are selected by faculty based on clinical relevance, evidence-based design, and alignment with course learning objectives, and are reviewed annually by the Curriculum Committee. Technology resources are accessible to students regardless of location or delivery modality, consistent with the hybrid format of the program.

Data Security Expectations

Students are expected to protect confidential and sensitive data in both electronic and paper form, consistent with the Student Records Policy in this handbook and applicable University data security requirements, including when transmitting, storing, or discussing information related to patients, peers, faculty, or staff.

Credit Hour Policy

North Carolina A&T State University and the School of Nursing assign course credit hours and clock/contact hours for all DNP courses in accordance with the academic policies and regulations of North Carolina A&T State University and the University of North Carolina (UNC)

System. Credit-hour assignments are applied consistently across didactic, laboratory/simulation, and clinical/practicum courses and reflect the amount of faculty-directed instruction and supervised experiential learning required to achieve course, program, and graduate outcomes.

Credit-to-Contact Hour Conversion

The University's graduate nursing credit-hour conversion policy defines contact hours as follows:

1. One didactic semester credit hour equals 15 contact hours.
2. One laboratory/simulation semester credit hour equals 30 contact hours.
3. One clinical/practicum or DNP Project semester credit hour equals 45 contact hours.

These ratios are applied to all courses in both the Post-Master's Transformative Nursing Leadership (TNL) option and the BSN-to-DNP Psychiatric-Mental Health Nurse Practitioner (PMHNP) option, and are reflected in the Program of Study tables in the Appendix of this handbook and in every course syllabus.

Program Credit Totals

The Post-Master's TNL option requires a minimum of 36 semester credit hours. The BSN-to-DNP PMHNP option requires a minimum of 70 semester credit hours. Students in either option may complete an additional 9 elective credit hours to complete an optional area of specialization; these elective courses are entirely didactic and do not add laboratory, clinical, or practicum hours.

Oversight

Course credit assignments, contact hours, and clinical/practicum requirements are reviewed regularly through the DNP program's faculty governance and program evaluation processes. Any curriculum revision affecting credit-hour assignments is reviewed and approved through North Carolina A&T State University's academic approval processes to ensure continued alignment with UNC System policy, institutional requirements, ACEN accreditation standards, and applicable national certification requirements.

Student Records Policy

The School of Nursing Office of Student Services maintains official DNP student academic records consistent with the Family Educational Rights and Privacy Act (FERPA) and School of Nursing records management protocols.

Record Security and Retention

Student records in the School of Nursing are secured in fire-resistant cabinets in the Office of Student Services while a student is enrolled. After graduation, records are secured in a designated location for future review and retrieval. DNP student information is maintained by the Graduate Student Advisor. The Office of Student Services retains nursing students' academic records for up to 5 years after graduation, in accordance with the UNC General Records

Retention and Disposition Schedule. All student academic records are also retained and secured by the University Registrar's Office.

FERPA Compliance

North Carolina A&T State University's policies and practices for academic records are based on FERPA, which applies to all educational institutions receiving funds administered by the U.S. Secretary of Education and governs the confidentiality of student education records. Students are notified annually of their FERPA rights through official communication from the Division of Academic Affairs and the Division of Student Affairs, in the semester course catalog, and in this handbook. Under federal law (Public Law 93-380), students have the right to access their own official academic records, and personally identifiable information from those records will not be released without the student's permission, other than "directory information" as defined by the University.

The Office of the Registrar is the University's official repository for the maintenance and retrieval of all student academic records. Access to physical and electronic records is restricted to authorized personnel, and electronic systems are protected by password-controlled access and regular backups. Students requesting an official transcript must submit the request through the University's transcript service. The Office of Financial Aid and the Treasurer's Office separately maintain student financial records, which students may access, along with unofficial transcripts, grades, and account information, through Aggie Access Online.

Confidential and Sensitive Data

Students, faculty, and staff who handle confidential or sensitive student data (in either electronic or paper form) must follow University data security requirements, including but not limited to:

1. Never include a student's, employee's, or affiliate's full name or Banner ID in the subject line of an email; use only the last name and the last three digits of the Banner ID when necessary.
2. Never send or forward a full or partial Social Security Number, and never reply to an email containing personally identifiable information (PII) — instead, start a new message acknowledging receipt and ask the sender not to transmit PII by email.
3. Delete emails containing PII from Inbox and Trash folders once no longer needed.
4. Do not email spreadsheets or other documents containing confidential or sensitive data; use University-approved data repository services (e.g., OneDrive, Secure File Transfer, shared drives) instead.

Additional information is available from the NC A&T Office of the Registrar and the NC A&T FERPA information page.

Clinical Rotations and Placements

Clinical and Health Requirements

Clinical requirements are considered met for students conducting their project at their workplace. For students not using their workplace for the project, they are required to follow the SON policies below:

Clinical Progression

Both DNP options require a set minimum number of practicum hours and project hours for students. Refer to each option's Program of Study for detailed practicum hour and project hour requirements. All specialty-specific questions should be referred to the appropriate Specialty Coordinator and/or Clinical Placement Coordinator.

Required Forms

Progression in the DNP program requires the timely completion of required forms for clinical placement and preceptor work. All the documents needed to complete the DNP Program can be found in the Appendix of this handbook.

Preceptors

- All students must collaborate with the Clinical Placement Coordinators about potential preceptors. Students are strongly encouraged to engage proactively in the collaborative clinical placement process. The Clinical Placement Coordinator will explore placement possibilities on behalf of the student and communicate with the student regarding the status of the clinical placement process.
- Students must maintain open communication with the Clinical Placement Coordinator and promptly respond to all clinical placement communication.
- Once a preceptor has been identified, a link to the preceptor information form on the student resources webpage will be sent to the preceptor for completion of the form.
- Specialty-specific faculty evaluate potential preceptors and clinical sites to ensure the clinical placement meets program requirements and semester- and specialty-specific clinical course objectives.
- The Clinical Placement Coordinator and faculty will review and either approve or deny the potential preceptor, informing the student of the decision.

Preceptor Agreement Form

- The Preceptor Agreement Form is a communication tool to inform the Clinical Placement Coordinator of a clinical organization the student identifies for a potential clinical or practicum rotation.
- The Preceptor Agreement Form is found in the Appendix of this handbook (Appendix J).
- For optimal clinical collaboration, the student must submit a completed form 6 months before the start of the clinical semester in which the student plans to attend clinical with the organization.

Clinical Site Contracts

- The School of Nursing cannot start the clinical contract process until the preceptor has returned a signed, completed preceptor information form.
- Before a student can start a clinical practicum, there must be a fully executed clinical contract between the North Carolina Agricultural and Technical State University; and the clinical organization.
- Contracts are legal documents that may take 60-90 days to fully execute.
- Students are encouraged to proactively collaborate with the clinical coordinator(s) and allow adequate time for the clinical contract process to be completed.
- A student may not start a clinical practicum unless there is a fully executed clinical contract.
- Clinical Placement Coordinators help facilitate the clinical contract process; however, the School of Nursing faculty and staff cannot directly negotiate or expedite the contracting process.

Student Scope of Practice

Student NPs must function within a scope of practice supported by theory and clinical experience provided during their academic preparation.

Psychiatric Mental Health Nurse Practitioner (PMHNP) Practicum Guidelines

- **Scope of Practice:** PMHNPs may provide psychiatric-mental health care to patients across the lifespan.
- Preceptors must hold a current, unencumbered license in the state where the clinical experience occurs and have a minimum of two years of experience in their current specialty area. PMHNP preceptors must be board-certified PMHNPs (PMHNP-BC from the ANCC or AANP) holding a minimum of a Master of Science in Nursing (DNP preferred), physicians (MD/DO) board-certified in psychiatry, or physician assistants (PAs) practicing in psychiatry.
- The following providers are not approved as preceptors for the PMHNP specialty: FNPs, PNPs, AGACNPs, CRNAs, Chiropractors, Traditional Chinese Medicine Doctors, Naturopathic Physicians, Clinical Nurse Specialists, or those who provide therapy only.
- **Clinical Setting:** Rotations will be coordinated to ensure the student will cover the lifespan. It is recommended to complete clinicals in an outpatient setting for the majority of the clinical time. An inpatient rotation must be approved by the Specialty Coordinator for a limited number of hours during the last two clinical semesters.
- All practicum hours are completed in person at approved clinical sites under the supervision of an approved preceptor.
- **Student Practice Guidelines:**

1. Students schedule clinical time directly with the preceptor, consistent with the preceptor's availability/schedule and the availability of the CSF.

2. Students may perform only selected diagnostic and therapeutic skills and procedures under direct supervision as taught in the formal curriculum and clinical immersion.
3. Students are not to care for any patients in the same department of a clinic or facility in which they currently work or have worked in the past year.
4. Students are responsible for assuring preceptor final evaluations are submitted.
5. Students must achieve 100 hours of pediatric patient experience over the course of the clinical semesters.
6. Students may “shadow” for the first two weeks of the first rotation. Subsequent to that, the student is expected to participate in patient care as the preceptor allows, according to the syllabus of the corresponding clinical course.
7. Students are discouraged from grouping clinical time, hours are to be done over the course of the semester.

National Organization of Nurse Practitioner Faculties (NONPF) Nurse Practitioner Role Core Competencies (2022) — PMHNP Option

The Psychiatric Mental Health Nurse Practitioner (PMHNP) specializes in caring for individuals of all ages—from infancy to older adulthood—as well as families and groups at risk for or diagnosed with psychiatric conditions or mental health challenges. The PMHNP delivers primary mental health care to patients in diverse settings, offering relationship-centered, continuous, and holistic services essential for promoting mental wellness, preventing and managing psychiatric disorders, and maintaining overall health. This care includes assessing, diagnosing, and managing mental health and psychiatric conditions throughout the lifespan.

PMHNP students are expected to achieve the NONPF Nurse Practitioner Role Core Competencies (2022), which are organized into 10 domains aligned with the AACN Essentials. Course student learning outcomes, clinical evaluation tools, and the DNP curriculum map are aligned to these domains:

- Domain 1: Knowledge for Nursing Practice
- Domain 2: Person-Centered Care
- Domain 3: Population Health
- Domain 4: Scholarship for the Nursing Discipline
- Domain 5: Quality and Safety
- Domain 6: Interprofessional Partnerships
- Domain 7: Systems-Based Practice
- Domain 8: Informatics and Healthcare Technologies
- Domain 9: Professionalism
- Domain 10: Personal, Professional, and Leadership Development

AONL Nurse Leader Core Competencies — TNL Option

TNL students are expected to achieve the role-specific competencies of the American Organization for Nursing Leadership (AONL) Nurse Leader Competency Framework, organized into six domains. Course student learning outcomes, practicum evaluation tools, and the DNP curriculum map are aligned to these domains:

- Leader Within
- Leadership
- Communication and Relationship Building
- Business Skills and Principles
- Knowledge of the Health Care Environment
- Professionalism

Transformative Nursing Leadership (TNL) Practicum Guidelines

- Scope of practice will include leadership related activities exclusively. No direct patient care is allowed.
- Preceptors must hold a graduate degree in nursing, or in a related field (e.g., MHA, MBA) if the leadership role is interdisciplinary; hold a leadership or administrative position that provides the student with access to system-level decision-making; have a minimum of two years of experience in their current specialty area; and be approved by the specialty coordinator.
- The practicum setting may be the organization currently employing the student; however, other settings may be considered with specialty coordinator approval.
- Preceptors are expected to be employed by the same organization as the practicum setting; however, exceptions may be made pending consultation with and approval from the specialty coordinator.
- All practicum settings must complete a contract with North Carolina A&T State University prior to the student beginning the practicum experience. The contract is a legal document and may take several months to execute fully. The student may NOT begin the leadership practicum unless there is a fully executed contract in place, no exceptions will be allowed.
- **Student Practicum Guidelines:**

1. Practicum experience will not be part of your normal job requirements. The practicum experiences must be activities that you would not normally participate in as part of your current job responsibilities.
2. Leadership experiences may be coordinated with your preceptor and/or guided by the preceptor; however, you are not expected to spend all practicum hours shadowing your preceptor.
3. Attendance at leadership conferences may be permitted as part of your practicum experience.

4. DNP project hours (300 hours across NURS 811, 812, 994, 995, and 996) are logged as project hours and do not count toward the 225 required practicum hours.

Clinical Rotations: Overview of Student Responsibilities

Each clinical course builds on the previous clinical course's content and clinical application experiences. Students are responsible for knowing expectations for learning and the criteria for satisfactory performance in each clinical management course. Students ensure that the preceptor is informed of the expected student learning outcomes and has access to the clinical course syllabus. Preceptor-requested reading, meeting attendance, and other types of research or knowledge building must be performed on the student's own time. Students shall conduct themselves professionally and respectfully during class time, clinical time, and professional meetings and seminars.

Clinical Documentation

When entering clinical notes and patient encounter logs into the clinical documentation system, students must adhere to the standards in the Code of Academic Integrity policy. Falsifying documentation will be considered a violation of this policy and will result in disciplinary action.

Students must keep patient encounter logs and submit them within seven days of the patient encounter. Patient encounter logs started and saved but not submitted within seven days of the patient encounter will not be accepted. The Clinical Supervising Faculty (CSF) monitors patient encounter logs weekly to follow student progress. Only logs submitted within seven days of the patient encounter and approved by the CSF count towards the semester's clinical hours. Students are expected to document accurately all hours spent in the clinical setting, including allocating accurate times for various activities (e.g., actual patient encounters and consultation with the preceptor). Accuracy in recording all time spent in each category is expected (see Code of Academic Integrity). The time spent on clinical documentation in the documentation tracking system does not count as clinical hours.

Clinical Time Components

Clinical time, which counts toward required clinical hours, is comprised of two components:

- **Patient Time:** the time the student spends directly communicating with the patient
- **Consultation Time:** the time with the preceptor directly communicating about the case, student research in connection with that patient case, or other professional activities as approved by the Specialty Coordinator.

Attendance

The student should attend the required clinical practicum hours consistent with the program requirements, policies on academic standards, and the preceptor's agreed-upon clinical schedule with Clinical Supervising Faculty (CSF) permission. Students should not assume that if they fail to complete the required number of clinical hours for the term, they will automatically be granted an incomplete or permitted to make up clinical hours with their preceptor. Approval for extending clinical hours beyond the semester in which the course is taken must be approved by

the Clinical Supervising Faculty, Course Chair, and Specialty Coordinator. Suppose a student cannot complete the required hours due to an unforeseen event, such as the student's or preceptor's illness. In that case, the student and preceptor must notify the Clinical Supervising Faculty immediately.

Absence from Clinical

On the first clinical day, students should identify the procedure for contacting the preceptor in case of absence. Suppose a student is going to be absent for a scheduled clinical day (due to illness or emergency). In that case, the student must notify the preceptor before the beginning of the scheduled clinical day. It is the student's responsibility to notify the clinical supervising faculty of the absence and to negotiate with the preceptor regarding rescheduling their missed clinical time. If the student has not contacted the preceptor, the preceptor will notify the CSF regarding the unprofessional conduct.

DNP Completion Requirements

Requirements and Process for DNP Scholarly Project Development & Completion

Development of the DNP Scholarly Project is facilitated through each of the DNP scholarly project courses. The actual DNP project is evaluated by the Scholarly Project Committee and culminates in a scholarly presentation and submission to ProQuest. A dissemination activity such as presenting a poster at a regional or national conference or developing a manuscript to be submitted for publication in a peer-reviewed journal is expected upon completion of the program. Students may choose to work in private practices, clinics, inpatient units, hospital systems, and other institutions and communities in the assessment, planning, implementation, and evaluation of outcomes of the DNP scholarly project.

The student, the practice setting, and the student's DNP Scholarly Project Committee must jointly agree upon the scholarly initiative. The student must complete any required Institutional Review Board (IRB) approvals prior to implementing the project.

Overview of DNP Project Development Process

The cornerstone of the DNP program is the development of a DNP scholarly project, where students design, implement, and evaluate an innovative initiative to enhance clinical practice in their chosen setting or to influence health policy. After completing the required DNP coursework, students become eligible to present their DNP project proposal orally. This presentation allows students to demonstrate the synthesis of knowledge acquired from their first two clinical practicum experiences and other DNP coursework. Successfully completing the proposal presentation is a prerequisite for submitting an IRB application and proceeding with the scholarly project. During the presentation, students receive feedback and answer questions, aiding in the development and refinement of their DNP project.

IRB Approval

Research conducted at North Carolina Agricultural and Technical State University is subject to a wide range of federal and state policies established to ensure ethical conduct in research. The Institutional Review Board (IRB) ensures respect, fairness, and safety in human subjects' research. DNP Scholarly Projects must be submitted to the IRB at the clinical site as well as the student's university for review and approval prior to beginning any project. Specific instructions for university IRB and the InfoEd platform are located at the NC A&T InfoEd research portal.

DNP Scholarly Project Timeline and Course Integration

The DNP QI Project is integrated into specific courses throughout the program to ensure structured development and successful completion.

Transformative Nursing Leadership (TNL) QI Project Timeline

Students will begin their QI Project planning in the Spring semester of Year 1 within their leadership coursework, ensuring ample time for project development and implementation.

Semester	Course	Key Milestones
Spring, Year 1	NURS 822 - Advanced Topics in Leadership I	• Introduce QI concepts and project planning • Identify a clinical or administrative problem of interest • Conduct an initial literature review • Draft a preliminary project idea
Summer, Year 1	NURS 994 - DNP QI Project I	• Develop a formal problem statement and research question • Identify stakeholders and secure project site approval • Complete an in-depth literature review • Draft the project proposal
Fall, Year 2	NURS 995 - DNP QI Project II	• Finalize project proposal and obtain IRB approval (if needed) • Implement intervention and begin data collection • Conduct baseline data analysis and monitor progress
Spring, Year 2	NURS 996 - DNP QI Project III	• Complete data collection and conduct final analysis • Evaluate project outcomes and compare with expected benchmarks • Prepare final project report and dissemination plan • Present findings in a formal setting (e.g., defense, conference, publication)

Psychiatric Mental Health Nurse Practitioner (PMHNP) QI Project Timeline

Students will begin their QI Project planning early in the Spring semester of Year 2, allowing them to integrate mental health-focused interventions into their practicum and coursework.

Semester	Course	Key Milestones
Early Spring, Year 2	NURS 852 - Psychiatric Differential Diagnosis	• Introduce QI concepts and project planning • Identify a mental health-related clinical issue • Conduct an initial literature review • Draft a preliminary project idea
Summer, Year 2	NURS 994 - DNP QI Project I	• Develop a formal problem statement and research question • Identify stakeholders and secure project site approval • Complete an in-depth literature review • Draft the project proposal
Fall, Year 3	NURS 995 - DNP QI Project II	• Finalize project proposal and obtain IRB approval (if needed) • Implement intervention and begin data collection • Conduct baseline data analysis and monitor progress
Spring, Year 3	NURS 996 - DNP QI Project III	• Complete data collection and conduct final analysis • Evaluate project outcomes and compare with expected benchmarks • Prepare final project report and dissemination plan • Present findings in a formal setting (e.g., defense, conference, publication)

DNP Scholarly Project and Committee

The DNP project begins with the selection of the committee guiding the project. The selection of the committee chair for Post master's DNP students should occur by the middle of first semester of the program with additional members selected by the end of the first semester. For BSN to DNP students, selection of the committee chair should be selected by Fall semester of their 2nd year with additional committee members selected by the end of the semester. The student is responsible for completing the NCAT Report of dissertation committee composition (RDCC) (see Appendix D).

DNP Project Committee Roles and Responsibilities at NC A&T

The DNP program at NC A&T emphasizes the importance of a well-structured project committee to guide students through their DNP scholarly projects. The committee is designed to provide a diverse range of expertise, ensuring comprehensive support throughout the project lifecycle. Below is a detailed breakdown of each section relevant to the DNP project committee, tailored specifically to NC A&T.

1. Overview of the DNP Project Committee

The DNP project committee at NC A&T is a collaborative team that supports the student in applying evidence-based practice to address clinical issues. The committee, at a minimum, will consist of:

- **Chairperson:** A faculty member from the NC A&T School of Nursing.
- **Committee Members:** Additional faculty members and clinical experts.
- **Clinical Expert:** A professional from the student's practice area.
- **Student:** The DNP candidate responsible for the project.

2. Roles and Responsibilities

2.1 Chairperson

- **Selection:** The chairperson is selected by the student and must be approved by the DNP Program Director at NC A&T. The chair should have expertise in the student's area of interest.
- **Leadership:** The chairperson leads the committee, coordinating meetings and ensuring that the project adheres to NC A&T's academic standards and timelines.
- **Guidance:** They assist the student in developing the project proposal, selecting methodologies, and navigating the IRB process, ensuring compliance with NC A&T's research guidelines.
- **Evaluation:** The chairperson evaluates the student's progress and provides feedback on drafts and presentations, ensuring the project meets the required academic rigor.

2.2 Committee Members

- **Support:** Committee members provide specialized knowledge relevant to the project. They may include faculty from NC A&T's School of Nursing or other departments, as well as external experts.
- **Feedback:** Members review project proposals and drafts, offering constructive criticism to enhance the quality of the work. Their diverse perspectives contribute to a well-rounded project.
- **Participation:** Active involvement in committee meetings is expected. Members should contribute to discussions and assist in evaluating the student's progress.
- **Mentorship:** Committee members serve as mentors, guiding the student in professional development and networking opportunities within the nursing field.

2.3 Clinical Expert

- **Practical Insight:** The clinical expert is typically a practitioner with relevant experience in the student's area of focus. They provide real-world context and insights that inform the project.
- **Collaboration:** The clinical expert collaborates with the student to develop the clinical learning contract, ensuring the project is feasible and relevant to current practice standards.
- **Evaluation:** They assist in evaluating the project's implementation and outcomes, providing feedback based on their clinical experience and expertise.
- **Networking:** The clinical expert can facilitate connections with other professionals and resources, enhancing the project's impact and relevance.

2.4 Student

- **Initiative:** The student is responsible for initiating the project, which includes identifying a clinical problem, conducting a literature review, and developing a comprehensive project proposal that aligns with NC A&T's DNP program objectives.
- **Collaboration:** The student actively collaborates with committee members and the clinical expert, seeking feedback and incorporating suggestions into the project.
- **Documentation:** Maintaining thorough documentation of the project process is essential. The student should keep detailed records of meeting notes, progress reports, and final outcomes to ensure transparency and accountability.
- **Presentation:** The student prepares to present the project findings to the committee and other stakeholders, developing a clear and engaging presentation that highlights the project's significance and impact on clinical practice.

3. Committee Meetings

- **Frequency:** The committee should meet regularly throughout the project. The frequency of meetings may vary based on the project's needs and the availability of committee members. Regular meetings help maintain momentum and address any emerging issues.
- **Agenda:** Each meeting should have a clear agenda that outlines the topics to be discussed, including updates on project progress, discussion of challenges, and planning for next steps. A well-structured agenda promotes productive discussions.
- **Minutes:** The student is responsible for taking minutes during meetings and distributing them to all committee members. This ensures that everyone is informed about decisions made, action items, and responsibilities moving forward.

4. Evaluation Process

- **Formative Evaluation:** The committee will provide ongoing feedback throughout the project. This formative evaluation allows the student to make adjustments and improvements as needed, fostering a continuous learning environment.

- **Summative Evaluation:** At the conclusion of the project, the committee will conduct a summative evaluation of the final outcomes based on established criteria. This includes assessing the project's impact on clinical practice, adherence to evidence-based guidelines, and overall quality of the work.

5. Conflict Resolution

- **Addressing Issues:** If conflicts arise within the committee, they should be addressed promptly and professionally. The chairperson should facilitate discussions to resolve any disagreements, promoting open communication and collaboration.
- **Escalation:** If conflicts cannot be resolved at the committee level, the issue may be escalated to the DNP program director for further mediation. This ensures that conflicts are handled appropriately and do not hinder the student's progress.

DNP Scholarly Project: Steps and Timeline

Explanation of the Steps

- **Topic Approval:** Students submit an oral and written presentation to the DNP Scholarly Project Committee for approval and feasibility of their topic. (See the DNP Scholarly Project Guidelines). Student must prepare a power point presentation describing the key components of the project topic at the end of the first semester. If a student fails to pass the oral presentation, the committee and the student will develop a remediation plan.
- **Presentation and Approval of Project Proposal:** Students submit a written proposal to their committee in advance of an oral presentation. Students make a formal presentation to their committee of their scholarly project proposal (see Appendix E, Results of Oral Defense). A student is allowed a second attempt to present their proposal to the committee if they are unsuccessful the first time. Failing the proposal presentation on the second attempt will result in dismissal from the program. (See the DNP Scholarly Project Guidelines).
- **IRB Approval:** The student will work with their chair to secure IRB approval from North Carolina Agricultural and Technical State University during DNP QI Project II. Typically, IRB approval at the institution where the project will occur is the first step, followed by approval at North Carolina Agricultural and Technical State University.
- **Presentation and Approval of Scholarly Project:** Students submit their written project to their committee in advance of an oral presentation. Students make a formal public presentation to their committee and invited guests of their scholarly project proposal (see Appendix E, Results of Oral Defense). The process for scheduling and announcing the presentation will vary. A student is allowed a second attempt to present their final project to the committee if they are unsuccessful the first time. Failing the final presentation on the second attempt will result in dismissal from the program. (See DNP Scholarly Project Guidelines).

Scheduling the Presentation

When ready to reach this program milestone—after discussions with the DNP chair—students should notify the DNP Program administrative assistant to schedule their presentation. While completion during the summer following NURS 996 is encouraged, the presentation must be completed by September 15 of the final year of study. If unable to meet this deadline, students should work with their committee chair to arrange a new date; however, delays beyond September 15 may affect the anticipated graduation date.

One Week Prior: Students must submit their proposal slide presentation and the DNP Scholarly Project Paper, reflecting work completed in NURS 996 to the DNP Program administrative assistant. These materials will be distributed to all participants.

DNP Scholarly Project Proposal Presentation Format

Proposal presentations are open to students, faculty, and other interested parties.

1. **Introduction:** The student's committee chair welcomes attendees, introduces participants, and reviews the presentation format.
2. **Student Presentation:** The student delivers a 30-minute slide presentation of their DNP project proposal, showcasing synthesized learning from coursework and clinical practicum experiences related to their project development.
3. **Q&A Session:** A brief question and answer session follows, open to all attendees. Afterward, the public portion concludes.
4. **Closed Discussion:** In a private session, members of the DNP Scholarly Project Proposal Review Committee provide feedback, ask questions, and discuss the project's strengths and potential concerns with the student. This discussion lasts approximately 30 minutes.
5. **Assessment and Feedback:** The student is excused while faculty assess the achievement of expected outcomes (refer to the DNP scholarly project proposal rubric). Upon returning, the committee chair shares the assessment and offers feedback. Each committee member completes an evaluation rubric with recommendations to:
    a. **Accept the Proposal with No or Minor Revisions:** The DNP committee chair assists the student in submitting the IRB application.
    b. **Conditionally Accept with Substantive Revisions:** The student implements recommended revisions and resubmits to the DNP committee chair within one month. After approval, the student proceeds with the IRB application, and the approval date becomes the recorded project presentation completion date.
    c. **Reject the Proposal:** The student must significantly revise or develop a new proposal. The DNP committee chair guides the revision process, and the student must re-present to the Review Committee, repeating all prior steps.

Suggestions for a Successful DNP Project Proposal Presentation

Students should be prepared to articulate a synthesis of evidence supporting each aspect of their DNP project design, aligning with the proposal presentation rubric. Key areas of emphasis include:

1. **Literature Synthesis:** Present a concise synthesis of background literature relevant to the clinical focus area.
2. **Persuasive Argument:** Summarize the importance, clinical need, support, and feasibility of the proposed project succinctly.
3. **Conceptual Framework:** Identify the guiding conceptual framework and explain its relationship to implementation, methods, and outcome measures.
4. **Alignment of Objectives:** Ensure congruence between project aims, objectives, and expected outcomes.
5. **Project Design:** Develop a design that efficiently introduces a practice or policy innovation, including an evaluation plan consistent with the conceptual framework.
6. **Contextual Factors:** Describe relevant contextual factors in the project setting, such as organizational assessments and anticipated facilitators and barriers.
7. **Data Management Plan:** Provide a clear plan for data collection, security, and analysis.
8. **Economic Considerations:** Address projected costs, potential cost savings, and economic implications for sustainability.

Success Planning for Revisions or Repeats

For students needing significant revisions or a repeat presentation:

1. **Remediation Plan:** A remediation plan will be developed collaboratively with the student’s DNP committee chair and the program director.
2. **IRB Application Hold:** Students may not submit the IRB application until they satisfactorily meet the DNP project proposal requirements.
3. **Subsequent Attempts:** If unsuccessful in subsequent presentations, the student and committee chair will meet with the DNP program director. The DNP subcommittee will make progression recommendations for the Student Affairs Committee's consideration. Failure to meet the milestone after a second attempt may result in involuntary separation from the program.

Sites for DNP Scholarly Project Development & Implementation

Students are responsible for securing a site for their DNP scholarly project development & implementation. The site must be approved by the faculty teaching the DNP QI Project Development I course and DNP Program Director. A current site of employment, or another site, may be used when the project identified is not within the current job duties and is an expansion of their clinical role. Hours obtained at the student’s place of employment are separate from regular work hours.

For students not using their workplace, it is estimated that 3-6 months may be required to secure the appropriate contractual agreement to use the site for the DNP Scholarly Project; therefore, students are encouraged to begin securing a site in the first semester of the program. Students may not begin their project until a site agreement has been signed.

Complio Guidance

Complio is a secure, comprehensive platform utilized for student background screening, immunization tracking, and compliance monitoring.

Please be advised that completion of all required items in Complio is mandatory in order to obtain clinical clearance. This includes:

- Background check
- Drug screening
- Submission of liability insurance payment receipt
- Submission of immunization records
- Basic Life Support (BLS) certification

All Complio requirements must be completed before the start of the first practicum course.

To begin the process, please visit the NC A&T Complio compliance site (ncatcompliance.com).

Important: When prompted to select your program, be sure to choose "DNP" from the dropdown menu.

If you encounter any technical issues or require assistance, please contact Complio's customer support directly at 1-800-200-0853.

Please ensure all requirements are completed before the start of your first practicum course to avoid any delays in your clinical placement.

Typhon Guidance

Typhon is a secure, cloud-based student tracking system used by nursing programs to manage clinical experiences, evaluations, portfolios, and compliance documentation. For DNP students, Typhon helps log clinical encounters, track hours, and build a professional portfolio.

Getting Started

- **Account Setup:** You do not self-register. Your program administrator will create your account and send login credentials via email.
- **Login:** Visit typhongroup.com and use the login link. If you forget your password, use the "Forgot Login or Password" option.

Key Features for DNP Students

1. Clinical Encounter Logging

- Enter patient demographics, diagnosis/procedure codes, skills performed, medications, and clinical notes.
- Ensure entries are HIPAA-compliant—do not include identifiable patient information.

2. Time Tracking

- Log shift hours and time spent on clinical and non-clinical activities.
- Faculty and preceptors can monitor and verify logged hours.

3. Evaluations

- Complete self-evaluations and receive feedback from preceptors and faculty.
- Evaluation forms are customized by your program.

4. Portfolio Building

- Upload certifications, immunization records, licenses, and other professional documents.
- Use the portfolio for job applications and credentialing.

5. Reports

- Generate reports on clinical hours, patient encounters, and progress toward program requirements.
- Export data for review or submission.

Tips for Effective Use

- **Log Daily:** Enter clinical data promptly to avoid missing details.
- **Use Tutorials:** Access role-specific video tutorials within Typhon for step-by-step guidance.
- **Stay Organized:** Keep documents and logs updated to ensure compliance and readiness for evaluations.
- **Ask for Help:** Contact the Clinical Placement Coordinator or DNP Program Director for Typhon-specific questions. Typhon Group does not provide direct student support.

Appendices

North Carolina Agricultural and Technical State University · School of Nursing · Doctor of Nursing Practice Program · Student Handbook 2026·2027

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Note to Students: All required forms referenced in the handbook are included in this Appendix section. Submit completed forms to the Office of Student Services or as directed by your program coordinator.

Accessibility note: Each form in this appendix is presented as a labeled table so it can be read with a screen reader and completed electronically or on paper. If you need a form in another accessible format, contact the School of Nursing Office of Student Services.

Appendix A: NCAT Plan of Graduate Study

The official Plan of Graduate Study is a Graduate College form: NC A&T Plan of Graduate Study form (PDF). The form must be typed; handwritten forms will not be accepted. The fields on the form are reproduced below for reference.

North Carolina Agricultural and Technical State University · The Graduate College · Individual Attention. Advanced Knowledge.

Student Information

Field	Entry
Expected Graduation	
Revised (Date)	
Last Name	
First Name	
Banner ID	
Student Email	
Student Phone	
College	
Major	

Credit Hours

Required Credit Hours	Certificate	Master's	PhD
Coursework			
Master's Project			
Thesis			
Dissertation			
Total Credit Hours			

Academic Advisor/Committee Members

Name	Department	Email
Academic Advisor/Committee Chair:		

Graduate Courses Completed at Other Institutions

Transfer credit should be approved and submitted within the first semester of graduate course work.

Institution/Course Number	A&T Course Equivalent (Prefix/Course Number)	Date	Credits	Grade

Note: Degree-seeking and Certificate students must submit an approved Plan of Graduate Study to the Graduate College by the end of the second semester of admission to the degree program. Changes or substitutions for required courses will require submission of a revised Plan of Graduate Study.

*Graduate Students must enroll and complete an application for graduation in the semester they plan to graduate.

Graduate College form, Rev. February 2024.

Appendix B: Doctor of Nursing Practice Project Committee Chair Agreement (Internal)

North Carolina Agricultural and Technical State University · School of Nursing

This agreement outlines the roles, responsibilities, and commitment of the DNP Project Committee Chair in guiding and supporting the Doctor of Nursing Practice (DNP) student in successfully completing their scholarly project. This agreement ensures mutual understanding and collaboration between the DNP student, the Committee Chair, and the School of Nursing at North Carolina Agricultural and Technical State University. **Note:** The Committee Chair must be in the School of Nursing unless otherwise approved by the DNP Program Director.

1. Student Information

Field	Entry
Student Name	
Working Project Title	
Date	

2. Committee Chair Information

Field	Entry
Chair Name	
Chair Position/Title	
Department	
Email	
Phone Number	

3. Agreement Terms and Responsibilities

As the DNP Project Committee Chair, I agree to the following roles and responsibilities:

Guidance and Mentorship

1. **Project Development:** Provide expertise and guidance to the student in designing a relevant and feasible DNP project, ensuring it aligns with evidence-based practice and addresses a significant clinical or policy issue.
2. **Scholarly Rigor:** Assist the student in maintaining scholarly rigor and integrity throughout the project, including literature review, methodology, and data analysis.

Project Proposal and IRB Support

3. **Proposal Review:** Review the student's project proposal to ensure clarity, relevance, and feasibility, and offer constructive feedback to improve the quality of the project.
4. **IRB Approval:** Guide the student in preparing and submitting the Institutional Review Board (IRB) application to ensure ethical and compliant research practices.
5. **Compliance:** Ensure that the project follows university, departmental, and professional ethical standards.

Scheduled Meetings and Communication

6. **Regular Meetings:** Meet with the student on a regular basis (frequency to be agreed upon) to discuss project progress, address concerns, and offer feedback.
7. **Availability:** Respond to student inquiries and provide timely feedback within an agreed-upon timeframe to facilitate steady progress on the project.
8. **Communication:** Maintain open lines of communication with the student and any additional committee members as needed for project development and evaluation.

Evaluation and Approval

9. **Proposal Presentation:** Attend and evaluate the student's DNP project proposal presentation and provide feedback to support the student's preparation for IRB submission.
10. **Project Evaluation:** Review and assess the completed DNP project in accordance with the program's evaluation criteria, including quality of outcomes, adherence to objectives, and overall contribution to nursing practice.

Recommendations and Revisions

11. **Constructive Feedback:** Provide feedback to the student for project improvements, recommend any necessary revisions, and review resubmissions within an agreed timeframe.
12. **Completion:** Upon successful completion of the project, recommend the student for program completion, acknowledging that all project requirements have been met.

4. Acknowledgment of Responsibilities

I, _____ (DNP Project Committee Chair), agree to fulfill the responsibilities outlined in this agreement to the best of my abilities, providing guidance, feedback, and support to the student for the successful completion of their DNP project.

I, _____ (DNP Student), agree to fulfill my responsibilities in executing my DNP project with academic integrity, timeliness, and adherence to the guidance provided by my Committee Chair.

Name / Role	Signature	Date
DNP Project Committee Chair		

Name / Role	Signature	Date
DNP Student		

5. School of Nursing Approval

This agreement is acknowledged by the School of Nursing at North Carolina Agricultural and Technical State University.

Name / Role	Signature	Date
DNP Program Director (print name and sign)		

This form should be completed, signed, and submitted to the Office of Student Services for official records.

Appendix C: DNP Scholarly Project Committee and Defense Process Checklist

Each item below begins with an empty check box (☐) for tracking completion.

Step One: Select a Thesis Advisor

☐ **Deadline:** By the time 18 credit hours for Post-Master DNP and 35 credit hours for BSN-DNP have been attempted

☐ **Requirement:** Advisor must be a full member of the graduate faculty

☐ All students are required to submit for approval through the appropriate research compliance committee (IRB, IBC, IACUC). Approval is required from the appropriate research committee prior to conducting research. Complete the Pre-Research Checklist and submit to rescomp@ncat.edu for signature.

NOTE: ALL students are required to be cleared through the Office of Research Compliance and Ethics to ensure the University's compliance with applicable laws governing research. Schedule a consultation: rescomp@ncat.edu.

Step Two: Form the DNP Committee

Deadline: By the time 18 credit hours for Post-Master DNP and 35 credit hours for BSN-DNP have been attempted

Requirements: Committee must be composed of:

☐ Three members who are members of the graduate faculty (including chair/advisor)

☐ Two of the members must be full members of the graduate faculty

☐ Include no more than one member of another institutions, as applicable

☐ Approved by graduate coordinator or department chair

☐ Advisor/department chair submits Report of DNP Project/Thesis/Dissertation Committee Composition Form to the Graduate College for final approval by the time 18 credit hours for Post-Master DNP and 35 credit hours for BSN-DNP have been attempted

Step Three: Receive DNP Project Proposal Clearance for Graduate Research

Deadline: Prior to conducting research

☐ Approval is required from the appropriate research committee prior to conducting research.

☐ After approval from the appropriate research committee is received, students are required to complete the Clearance for Graduate Research Form and receive a clearance letter from the Office of Research Compliance and Ethics.

NOTE: ALL students completing a thesis or dissertation are required to be cleared through the Office of Research Compliance and Ethics to ensure the University's compliance with applicable laws governing research.

Step Four: Final Oral Defense of DNP Project

☐ Advisor submits Request to Schedule Final DNP/Thesis/Dissertation Defense Form to Graduate College four weeks prior to the defense.

☐ Copies of the thesis presented to committee no later than one week prior to oral defense.

☐ Defense results are to be communicated to the Graduate College using the Oral Defense Results Form.

Step Five: Submission of the DNP Project Scholarly Report

Deadline: By the deadline posted on the academic calendar

Requirements:

☐ Conform to the Graduate College's formatting guidelines for theses (see the template/handbook on our webpage)

☐ Major Professor (Committee Chair) submits, by email, the following documents (must be received by the deadline posted on the academic calendar):

- ☐ A PDF copy of the approved version of the DNP Scholarly Report/thesis/dissertation
- ☐ Submit Post Research Review Form to rescomp@ncat.edu to receive your research clearance letter.
- ☐ A scanned copy of the completed and signed DNP Scholarly Report/Thesis/Dissertation Submission Checklist

☐ Complete the submission to the ProQuest Electronic Theses & Dissertations (ETD) system. A Non-Exclusive Distribution Agreement is part of the ProQuest submission. Instructions for this step will be provided upon receipt of the submission documents.

Step Six: Publishing the DNP Project Report/Thesis

Deadline: After DNP Report has been reviewed and approved by the Graduate College

☐ Final DNP Report document published electronically to the ProQuest/UMI Electronic Thesis and Dissertation (ETD) Database

Note: Please see the NC A&T Graduate College thesis and dissertation website for further details regarding the thesis completion process.

Appendix D: Report of DNP Project Committee Composition (RDNPCC)

Student Information

Field	Entry
Last Name	
First Name	
Middle Initial	
Banner ID # (or last 4 digits)	
Expected Graduation Semester	
Tel #	
Email Address	
Academic Program	
Thesis Title	

DNP Project Committee Guidelines

POLICY NOTE: The DNP's Project Major Professor must be a **full** member of the graduate faculty. The deadline to solidify an advisor is when the student has attempted **18 credit hours for Post-Master DNP and 35 credit hours for BSN-DNP.**

A DNP's project committee must be composed of:

- At least three (3) members of the graduate faculty (including the Major Professor)
- Two (2) members who are full or associate members of the graduate faculty
- Committee can include no more than **one** member from another institution
- Committee must be approved by graduate director or department chair/Associate Dean of Nursing
- Advisor/department chair submits RDNPCC Form to the Graduate College for final approval by the **end of the second semester**
- Research clearance from the Office of Research Compliance & Ethics is required **prior** to conducting any research.

Proposed DNP Project Committee

All committee members must sign and date to consent to serve on the committee.

No.	Committee Member Name	Department	Signature (consent to serve)	Date
1 (Major Professor / Committee Chair)				
2				
3				
4				
5				

Approval

Name / Role	Signature	Date
Graduate Director/Department Chair/ or Associate Dean of Nursing (print name)		

Graduate College Use Only

Name / Role	Signature	Date
Approval of Committee Members by the Graduate College		

North Carolina A & T State University · The Graduate College · 120 Gibbs Hall · Greensboro, NC 27411

Appendix E: Results of DNP Project/Dissertation Oral Defense (Proposal/Preliminary Exam or Final Defense)

Field	Entry
Student Name	
Banner ID (or last 4 digits)	
Student Email	
Academic Program	
DNP/Dissertation Title	

Type of Oral Defense

Check one:

☐ DNP's Project Proposal

☐ Doctoral Preliminary Exam

☐ DNP's Project Defense

☐ Doctoral Dissertation Defense

Results of Oral Defense (Faculty Approval Only)

Check one:

☐ Passed the oral examination

☐ Failed the oral examination

Field	Entry
Date of Oral Examination	

Role	Printed Name	Signature	Date
Department Chairperson (or Graduate Coordinator)			
Major Professor (Committee Chair)			
Committee Member			
Committee Member			
Committee Member			

Role	Printed Name	Signature	Date
Committee Member			
Graduate Faculty Representative (Ph.D. Only)			

North Carolina A & T State University · The Graduate College · 120 Gibbs Hall · Updated 04/08/20

Appendix F: DNP Project/Dissertation Defense Scheduling Form

Field	Entry
Student's Name	
Banner ID (or last 4 digits)	
Student's Email	
Program Level (e.g. Ph.D., D.N.P, etc.)	
Academic Program	
Title of Thesis or Dissertation	

Defense Type

Check one:

☐ DNP's Project Proposal

☐ Doctoral Preliminary Examination (Proposal Defense)

☐ DNP Final Defense

☐ Doctoral Dissertation Final Defense

Defense Date, Time, and Location

Field	Entry
Defense Date	
Defense Time	
Defense Location	

Committee and Department Confirmation

No.	Committee Member Name	Department	Sign and Date
1 (Major Professor / Committee Chair)			
2			
3			
4			
5			

No.	Committee Member Name	Department	Sign and Date
6 (Graduate College Faculty Representative — Doctoral Committees Only)			

Name / Role	Signature	Date
Graduate Director/Department Chair/ or Associate Dean of Nursing (print name)		

Submit completed form to Dr. Shea Bigsby (sbigsby@ncat.edu) **for approval.**

North Carolina A&T State University · The Graduate College · 120 Gibbs Hall · Greensboro, NC 27411 · Updated 09/2024

Appendix G: DNP Final Manuscript Process — Chair-Annotated Responsibility Guide

North Carolina A&T State University | School of Nursing · Chair-Annotated Guide – Internal Use · NC A&T School of Nursing • DNP Program

Spring 2026 | Chair / Major Professor Use Only

Key Chair Responsibilities & Risk Points

- **Final Defense:** Ensure defense occurs by March 27; late defenses jeopardize Spring graduation.
- **Post-Defense Revisions:** Do not approve submission until all committee revisions are complete.
- **Submission Documents:** Chair must email all required documents to Graduate College by April 3.
- **Formatting Review:** Returned formatting corrections may delay graduation clearance.
- **ProQuest Upload:** Student cannot upload until Graduate College releases instructions.

Compliance Reminder

Retain documentation for accreditation, audit, and student record verification.

Appendix H: NC A&T DNP Final Manuscript Checklist for Students and Chairs

Spring 2026 | School of Nursing & Graduate College

Final Defense

☐ Final DNP defense completed by March 27, 2026

☐ Committee outcome recorded (Pass / Pass with Revisions)

* DNP program leadership has completed these forms and sent for signature (These forms will be sent to the Graduate College by DNP Graduate Support specialist for Degree Clearance)

Post-Defense Revisions

☐ All required revisions completed

☐ Final approval received from DNP Chair

Graduate College Submission (Due April 3, 2026)

Committee Chair Responsibility to send the documents below to sbigsby@ncat.edu with cc to ljhall@ncat.edu

☐ Final manuscript converted to PDF using Graduate College template. DNP student should send the final approved manuscript to the chair

☐ Submission Checklist signed by Chair

☐ Research Clearance Letter obtained by DNP Student and cc Chair

After Submission

☐ ProQuest upload completed after Graduate College approval

Appendix I: DNP Final Manuscript Completion — Roles & Responsibilities

North Carolina A&T State University | School of Nursing | Spring 2026

This handout outlines who is responsible for each step in the DNP final manuscript and graduation process.

Responsibility Matrix

Process Step	Student	Chair	Graduate College
Final Defense	Schedule and complete final DNP defense	Chair defense and document outcome	Not applicable
Post-Defense Revisions	Complete all required revisions	Review and approve final manuscript	Not applicable
Submission Documents	Prepare final PDF and obtain Research Clearance Letter	Email all required documents by April 3	Receive and log submission
Formatting Review	Respond to formatting feedback if needed	Support student as needed	Review for formatting compliance
ProQuest Upload	Upload manuscript when instructed	Confirm upload completion	Release upload instructions

Appendix J: Preceptor Agreement Form

North Carolina Agricultural and Technical State University · School of Nursing

Form Instructions: The student completes the Student Information section below. The preceptor completes the Preceptor Information, Clinical Agency, and Experience to be Provided sections and signs where indicated. The completed form should be returned to the clinical faculty by the student for final approval and signature. **Note:** This form must be completed before any clinical contract will be initiated (if one is not already in place).

1. Student Information

Field	Entry
Student Name	
Student Telephone Number	
Student E-mail	
Clinical Course / Specialty Track	
Semester/Year	

2. Preceptor Information

Field	Entry
Preceptor Name	
Clinical Specialty Area	
Years in Advanced Practice Role	
Number of Students Supervising This Semester	
Licensure State and Number	
Academic Degree(s) (indicate nursing)	
Certification(s)	

3. Clinical Agency Information

Field	Entry
Name of Agency/Clinical Practice	
Address	
Office Manager Name	

Field	Entry
Office Manager Phone	
Office Manager E-mail	
Accreditation Status (if applicable)	

4. Clinical Agency Type (check all that apply)

☐ Community health center

☐ Federal or state bureau of prisons

☐ Health department clinic (state, county, or city)

☐ Home health

☐ Hospice

☐ Hospital

☐ Long-term care facility

☐ Nurse-managed health clinic

☐ Private practice

☐ Rural health clinic

☐ School-based health center

☐ Other: _____

5. Experience to Be Provided

Population served (check all that apply):

☐ Adult

☐ Pediatrics

☐ Older Adults

Practice setting (check all that apply):

☐ Ambulatory

☐ In-Hospital

☐ Out-Patient

☐ Other: _____

6. Preceptor Agreement and Signature

By signing below, the preceptor agrees to provide clinical supervision and mentorship to the above-named student, consistent with the course objectives and program requirements of the North Carolina A&T School of Nursing DNP program, for the semester indicated above.

Name / Role	Signature	Date
Preceptor		