DOCTOR OF NURSING PRACTICE (DNP-SPRING 2026 ENTRY)

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The Post-Master's DNP program is a practice-focused terminal degree that prepares nurse leaders at the highest level of nursing practice to improve patient outcomes and population health in diverse healthcare settings. The DNP program aims to prepare nurses with advanced knowledge, leadership skills and advanced competencies to collaborate with members of the interdisciplinary team to improve the quality of care.

Addressing the complex challenges in the U.S. healthcare delivery system is essential for improving direct and indirect patient care outcomes. Through the refinement of advanced skills in areas such as leadership, system approaches, quality and safety, ethics, policy, business, data analysis, and population health, the DNP graduate is well-prepared for these challenges.

The DNP program at the Quinnipiac School of Nursing prepares students as leaders in clinical practice areas. Their DNP project is an evidence-based quality improvement project. DNP students work closely in collaboration with their QU course faculty and preceptor to learn advanced skills and refine their scholarship.

Program accreditation requirements include a minimum of 1,000 post-baccalaureate practice hours as part of the academic program. Students are able to apply up to 500 practice hours from their MSN program, with approval of the Program Director.

Technical Standards for School of Nursing Students

Quinnipiac University School of Nursing provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe healthcare. The student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression throughout the program and graduation from the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities, and those specifically of key areas for technical standards in nursing include having abilities and skills in the areas of: (1) Observation, (2) Communication, (3) Motor, (4) Intellectual, Conceptual, Integrative, Quantitative, (5) Behavioral-Social, and (6) Ability to Manage Stressful Situations.

General Abilities

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses may be integrated, analyzed and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the healthcare team to provide prompt treatment and care to patients.

Specific Key Areas

1. **Observational Ability**
   The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

2. **Communication Ability**
   The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and communicate effectively within the English language to facilitate communication with patients, their family members and other professionals in healthcare settings. In addition, the student must be able to present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in the classroom, laboratory and clinical settings.

3. **Motor Ability**
   The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, and management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical, laboratory and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

4. **Intellectual, Conceptual, Integrative and Quantitative Abilities**
   The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

5. **Behavioral, Social and Professional Attributes**
   Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's

intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom, laboratory and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the healthcare team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom, laboratory and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.

6. **Ability to Manage Stressful Situations**
The student must be able to adjust to and respond effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will experience multiple stressors while in the nursing program. Stressors may be (but are not limited to) personal, patient/family care, faculty/peer and/or program-related.

Accessibility and the School of Nursing Technical Standards

The Quinnipiac University School of Nursing maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission and/or who are already enrolled. Our core values include: belonging, collaboration, compassion, curiosity, and integrity. These core values translate into our work with students, including those with disabilities. The mission of the School of Nursing is to develop exceptional, practice-ready nurses as leaders in holistic care through innovative and inclusive education.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation will allow equal access to Quinnipiac University programs and services and fulfillment of the complete curriculum. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that removes barriers and enables a qualified student with a disability to have an equal opportunity to participate in all Quinnipiac University student activities.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, supporting medical documentation, history of use of accommodations and program requirements. While Quinnipiac University will make every effort to work with students with disabilities to accommodate their disability-related needs, Quinnipiac University is not required to provide accommodations that fundamentally alter the student learning outcomes or waive essential program requirements.

The Office of Student Accessibility (OSA), located in the Learning Commons on Mount Carmel and North Haven, provides students with disabilities a confidential review within the interactive accommodation process to determine whether there are any reasonable accommodations that would provide equal access to the student learning outcomes. The OSA serves prospective and current students with disabilities affecting mobility, vision, hearing and learning as well as physical or mental health challenges. The OSA can be contacted at 203-582-7600 or by emailing access@qu.edu

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

1. Evaluate critical thinking and decisions of individuals and teams, leading actions to improve decision making and the use of high-quality information and evidence.
2. Role model adaptive thinking when faced with challenges by exhibiting expert flexibility, creativity, and critical analysis.
3. Advocate for ethical advanced nursing practice and adhere to ethical principles in the conduct and dissemination of scholarship.
4. Evaluate equitable, holistic, person-centered, and evidence-informed care coordinated to improve the health of diverse communities and populations.
5. Evaluate and critique systems to create evidence-based interventions for delivery of safe, equitable, and high-quality care.
6. Lead and participate in system-level change that utilizes individual, organizational, and community level data to deliver and direct innovative, holistic patient-centered care that improves health outcomes leveraging healthcare technologies and informatics.
7. Role model holistic self-care practices that promote well-being, resilience, and lifelong learning of self and others in complex care environments and healthcare systems.
8. Model and mentor others in professional growth while leading strategic advocacy to shape health policy and transform care systems.

Admission Requirements

- At least one year of full-time RN or APRN experience (approximately 2000 hours)
- Earned BSN with 3.0 GPA
- Earned MSN with 3.0 GPA
- Graduate statistics with grade B- or better (or conditional acceptance & take at Quinnipiac)

Applicants should submit the following to the Office of Graduate Admissions:

1. Official transcripts from all schools previously attended.
2. Official recent results of the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) for international applicants.
3. CV or resume.
4. Copy of unencumbered and unrestricted RN or APRN license.
5. Competitive applicants will provide a minimum of one reference from professional supervisors or faculty who can speak specifically to the applicant's professionalism, strengths and opportunities, and an example of practice excellence. Please indicate the applicant's potential for doctoral level study.
6. Personal Statement (see application)
7. Optional: Submission of publication or presentations (maximum of two)

Applications for full-time and part-time study are accepted on a rolling basis. Final deadlines are generally two weeks prior to the start of classes. Applications are evaluated once all materials are received by Quinnipiac. Students are encouraged to submit their applications as early as possible for their desired semester. Class sizes are limited.

All accepted students are required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptances are conditional until satisfactory completion of both.

After acceptance students must also submit a MSN Hours Verification Form from their MSN program indicating the total number of supervised clinical practice hours, if any, that they completed. Up to 500 hours are accepted.

Note: For QU MSN NP graduates, no new admission application is required within a two-year period from MSN graduation. Contact the graduate program director to continue into the Post-Master's DNP.

Transfer Credits

Graduate course credit completed with a grade of B or better at another regionally accredited institution may be considered for transfer credit in place of a similar course. Courses must be at the same level (i.e., an undergraduate course may not be transferred in place of a master's level course) and taken within the past five years. Transfer credit is granted upon admission to the program only. The course description and/or syllabus and a copy of the transcript with a request for transfer credit must be sent/emailed to the program director of the graduate nursing programs.

Doctor of Nursing Practice (DNP)- Spring 2026 start

Code	Title	Credits
Core Courses		
NUR 830	Evidence Based Practice and Scholarly Writing for Advanced Nursing Practice	4
NUR 832	Health Policy and Ethics	3
NUR 834	Data Management and Analytics for Advanced Nursing Practice	3
NUR 836	Advanced Principles of Population Health and Epidemiology	3
NUR 838	Applied Finance and Healthcare Economics	3
NUR 840	Quality Improvement and Safety	3
NUR 828	Strategic Leadership and Systems Thinking	3
DNP Project Courses (260 hours including NUR 840)		
NUR 840PBL	DNP Project I	3
NUR 842PBL	DNP Project II	3
NUR 844PBL	DNP Project III	2
DNP Practicum (240 Hours)		
NUR 835	DNP Leadership Practicum and Seminar	3
NUR 837	DNP Population Health Practicum and Seminar	3
DNP courses as needed		
NUR 821	Post-Master's Additional Graduate Clinical	
NUR 841PB	Dnp Project Continuation	
Total Credits		**36**

Curriculum Notes:

1. Minimum of 36 credits required. Additional courses dependent on previous course work in the MSN program and individual progress in the DNP project.
2. Students who have not taken NUR 520 Advanced Physical Assessment, NUR 530 Advanced Pharmacology, and NUR 522 Advanced Pathophysiology are required to complete those courses in the DNP program.
3. Program accreditation requirements include a minimum of 1,000 post-baccalaureate practice hours as part of the academic program. Students are able to apply up to 500 practice hours from their MSN program, with approval of the Program Director.
4. The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways.

According to Quinnipiac University policy all graduate students are expected to maintain a grade point average (GPA) of at least 3.00 on a 4.00 scale. Full-time graduate students are required to achieve a 3.00 GPA each semester. Part-time graduate students must have an overall GPA of 3.00 upon completion of nine credit hours and must maintain a cumulative GPA of 3.00 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a 3.00 in a semester (after nine credits for part-time students) will be automatically placed on probation and must achieve both a semester and cumulative GPA of 3.00 or greater in the following semester in order to progress in the program. Failure to achieve and maintain a semester and cumulative GPA of 3.00 in all following semesters results in dismissal from the program.

The minimum passing grade in nursing courses is a B minus (B-). A student who earns less than the minimum passing grade in one nursing course, but who has a semester GPA of at least 3.00, will be required to retake the course when it is offered again at Quinnipiac University. The student may not proceed into courses for which the deficient course is a prerequisite. Thus, the student will be placed in another student cohort and the student's program completion date will be delayed. The student must achieve the minimum passing grade or better and must also achieve the minimal passing grade in all subsequent nursing courses. Failure to meet this requirement results in dismissal from the program.

A student who earns unsatisfactory grades in two or more nursing courses in any semester is not eligible to repeat the courses and will be dismissed from the program. At the end of each semester, the directors of the graduate nursing programs reviews the cumulative GPA and academic record of all graduate nursing students. The directors of the graduate nursing programs notifies both the senior associate dean and the student in writing, of the student's failure to meet academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation, b) suspended, or c) dismissed in accordance

with the terms of the Academic Progression Policy. Students placed on academic probation remain in their program but must also complete a learning plan to help them achieve the academic standards of the School of Nursing. A copy of this learning plan, signed by the director of the graduate nursing program and the student, will be placed in the student's file and should be reviewed periodically with the adviser. Students should meet with their advisers to identify learning strategies to help them accomplish the goals in the learning plan. In order to promote student success, students may be asked to audit courses if there has been an interruption to the continuity of their curriculum plan.

Clinical progression policy

In addition to course grade requirements, unsafe clinical practice and/or unprofessional conduct are grounds for failure in any clinical course and may result in immediate removal from the clinical site. Students who demonstrate unsafe or unprofessional conduct in a clinical practice site will undergo academic review and may be dismissed from the program.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter via email to the appropriate program director within 5 business days of receiving notice of their inability to progress.
2. Appeals will be considered by a Progression Appeals Committee and chaired by the senior associate dean. Results will be communicated in writing to the student via email.
3. A student wishing to appeal a course grade should follow the grade appeal process (http://catalog.qu.edu/university-policies/procedure-appeal-final-grade/).

NUR 821. Post-Master's Additional Graduate Clinical.   **0.5-4 Credits.**
This course provides experiential learning opportunities for students to apply advanced knowledge and skills to reach the 1,000 post-baccalaureate hours required for the Doctor of Nursing Practice (DNP) degree. Students collaborate with course faculty and a preceptor/mentor to develop a focused, individualized plan for clinical practice hours that meet advanced nursing competencies. There is an emphasis on leadership development and the translation of evidence into practice. One credit is equivalent to 120 hours. This course is graded on a pass/fail basis.
Prerequisites: None
Offered: Every year, Spring and Summer

NUR 828. Strategic Leadership and Systems Thinking.   **3 Credits.**
This course focuses on the integration of strategic leadership principles and systems thinking within advanced practice nursing to develop leaders who can generate pragmatic responses to quality, safety and practice inquiry problems as well as healthcare policy. Students will apply theoretical frameworks and leadership strategies that enhance healthcare delivery and promote organizational effectiveness while facilitating a collaborative approach to change.
Corequisites: Take NUR 830.
Offered: Every year, Spring

NUR 830. Evidence Based Practice and Scholarly Writing for Advanced Nursing Practice.   **4 Credits.**
This course provides students with the knowledge and skills necessary to engage in evidence-based practice (EBP) and scholarly writing to improve health outcomes in advanced nursing practice. Emphasis is placed on formulating clinical questions and appraising and synthesizing the evidence. Through structured writing assignments, peer feedback, and faculty mentorship, students will build proficiency in scholarly writing with a focus on clarity, structure, APA formatting, and scholarly voice.
Prerequisites: None
Offered: Every year, Fall and Spring

NUR 832. Health Policy and Ethics.   **3 Credits.**
This course prepares students to critically analyze, influence, and lead health policy initiatives aimed at achieving ethical, equitable, and socially just health outcomes for diverse populations. The course emphasizes policy advocacy skills, as well as an understanding of the ethical and legal responsibilities inherent to doctoral-prepared and advanced practice nurses. Students will integrate core principles of policy and ethics into clinical and system-level decision-making. Through rigorous analysis of health policy, regulatory frameworks, and ethical theories, students will develop the competencies necessary to assume leadership roles in shaping policy at the institutional, local, state, national, and global levels.
Corequisites: Take NUR 830.
Offered: Every year, Spring

NUR 834. Data Management and Analytics for Advanced Nursing Practice.   **3 Credits.**
This course provides students with advanced knowledge and skills to analyze and manage data to inform practice decisions. There is a focus on clinical data management, statistical analysis, quality improvement methodologies, benchmarking performance, and data visualization. Students will integrate data-driven decision making to improve patient outcomes, enhance clinical decision-making, and optimize healthcare delivery.
Corequisites: Take NUR 830.
Offered: Every year, Spring and Summer

NUR 835. DNP Leadership Practicum and Seminar.   **3 Credits.**
In this course, students engage in seminar and experiential learning activities that apply advanced knowledge and skills in nursing leadership to influence policy, regulation, legislation, business and financial planning, human resources, and team management. There is a focus on ethical, system-based approaches to leadership practice and healthcare delivery. There are 120 clinical practice hours in this course.
Corequisites: Take NUR 828, NUR 834, NUR 838.
Offered: Every year, Summer

NUR 836. Advanced Principles of Population Health and Epidemiology.   **3 Credits.**
This course prepares students to apply epidemiological principles, population-level data, and systems thinking to improve health outcomes across diverse settings and populations. Emphasis is placed on integrating such data and public health strategies to develop, implement, and evaluate population-level interventions that prevent disease and reduce health disparities. Students will explore the distribution and the structural and social determinants of health and disease, and the role of social, environmental, and behavioral factors that influence population level health. Students will develop skills in data analysis using health informatics to drive change.
Corequisites: Take NUR 830.
Offered: Every year, Fall

NUR 837. DNP Population Health Practicum and Seminar.   **3 Credits.**
In this course, students engage in seminar and experiential learning activities that apply advanced knowledge and skills that impact population health. There is a focus on advocacy, policy, data analysis, program planning, and emergency preparedness to improve and protect the health of populations through evidence-based initiatives. There are 120 clinical practice hours in this course.
Corequisites: Take NUR 832, NUR 834, NUR 836.
Offered: Every year, Spring

NUR 838. Applied Finance and Healthcare Economics.   **3 Credits.**
This course provides students with a comprehensive foundation in healthcare economics, finance, and resource management as they relate to advanced nursing practice and complex healthcare systems. With a focus on economic principles, fiscal management methods, and business strategies, students will analyze market drivers and payment models that shape healthcare delivery. This course prepares students to evaluate and advocate for processes that balance productivity with quality and safe care to design effective and realistic care delivery systems that optimize value and cost-effectiveness.
Corequisites: Take NUR 830.
Offered: Every year, Fall

NUR 840. Quality Improvement and Safety.   **3 Credits.**
This course aims to empower nurse leaders to drive systemic change and enhance healthcare delivery through quality improvement methods. With a major focus on translation models and frameworks, students will appraise scientific evidence and consider cost implications to create evidence-based sustainable innovations to achieve quality and safe care across diverse populations. This course includes 20 clinical practice hours.
Corequisites: Take NUR 835 or NUR 837.
Offered: Every year, Summer

NUR 840PBL. DNP Project I.   **3 Credits.**
This is the first DNP project-based learning (PBL) course that provides students with advanced knowledge, skills, and experiential learning to analyze the background and significance of a problem, refine the local problem using quality improvement methods, and synthesize high-quality research findings with clinical expertise and patient preferences to identify feasible interventions for the scholarly project. There is a focus on project leadership at the clinical site, scholarly writing, and beginning the DNP evidence-based quality improvement project proposal. There are 100 clinical practice hours in this course. The course is graded on a pass/fail basis.
Prerequisites: Take NUR 840.
Offered: Every year, Fall

NUR 841PBL. Dnp Project Continuation.   **1-3 Credits.**
This project-based (PBL) learning course is intended for Doctor of Nursing Practice (DNP) students who have not yet completed the required work of either NUR 840PBL, NUR 842PBL, or NUR 844PBL. This continuation course allows students to finish the requirements of the related DNP project course, including writing of chapters and clinical practice hours. Students will collaborate with course faculty to establish specific goals and a timeline for completion of the required work. A student may enroll in this course a total of three times with one allowed enrollment for each related course (NUR 840PBL, NUR 842PBL, NUR 844PBL). This course is graded on a pass/fail basis.
Prerequisites: Take NUR 840PBL, or NUR 842PBL, or NUR 844PBL.
Offered: As needed, All

NUR 842PBL. DNP Project II.   **3 Credits.**
This is the second DNP project-based learning (PBL) course that provides students with advanced knowledge, skills, and experiential learning. In this course, students develop a robust and sustainable quality improvement plan to improve an identified quality gap. Students focus on leadership change theory, quality improvement methods, ethical data collection and security, process and outcome measures, and data analysis plan. There are 120 clinical practice hours associated with this course. This course is graded on a pass/fail basis.
Prerequisites: Take NUR 840PBL.
Offered: Every year, Spring

NUR 844PBL. DNP Project III.   **2 Credits.**
This is the final project-based learning (PBL) course for the Doctor of Nursing Practice (DNP) project. Students continue experiential learning and focus on data analysis, project sustainability, and project dissemination. Students complete an oral DNP doctoral defense of their project and submit the written final manuscript. Additionally, project outcomes are disseminated to key stakeholders at the clinical practice site using a variety of media. There are 20 clinical practice hours in this course. This course is graded on a pass/fail basis.
Prerequisites: Take NUR 842PBL.
Offered: Every year, Summer

DNP Project

The DNP evidence-based quality improvement project is a scholarly work that aims to improve clinical practice and is therefore required of students completing a practice doctorate in nursing. It contains the following key elements: Problem identification; Search, analysis, and synthesis of the literature and evidence; Translating evidence to construct a strategy or method to address a problem; Designing a plan for implementation and actual implementation; Evaluation of the outcomes, process, and experience.

During the project, the student identifies a quality gap through analysis of de-identified aggregate data that is of interest to the student and of value to the organization. Students conduct an organizational assessment using quality improvement methodology and tools to identify opportunities for improvement, map the process and conduct root cause analysis. The DNP student uses advanced skills to search for the best evidence to inform practice, to appraise and synthesize that evidence, and to use implementation models and implementation science to translate that evidence into a feasible, robust improvement plan. The student uses change theory and a valid implementation model to guide the project. The student evaluates outcomes, plans for sustainability of the improvement, disseminates findings of the project, and defends their doctoral work at Quinnipiac University. Each step is guided and evaluated by the faculty (DNP Project Chair).