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The information provided is to clarify and supplement the new student orientation guide from the Office of Graduate Studies. Reference the Graduate School catalog at: http://catalog.uta.edu/graduateschool/
SECTION I
PROGRAM OVERVIEW

A. CONHI VISION AND MISSION

Vision
We provide innovative, exceptional education, research and practice opportunities to those committed to advancing health and the human condition.

Mission
Our mission is to advance health and the human condition by working across disciplinary boundaries to prepare diverse populations of students to engage in critical inquiry and high quality practice.

B. COLLEGE OF NURSING MISSION AND PHILOSOPHY

College of Nursing Mission Statement
As an integral component of the University of Texas at Arlington, the College of Nursing subscribes to the mission of the University. Additionally, the College of Nursing seeks to provide quality health care for the people of Texas through excellence in education, scholarship and service.

College of Nursing Philosophy
The College of Nursing is an integral component of The University of Texas at Arlington and subscribes to the mission of the University. The College of Nursing prepares quality nurse health care providers through excellence in education, scholarship, and service. The academic programs prepare individuals for professional nursing roles in education, research, clinical practice, leadership, administration, and health care policy. Graduates collaborate with other professionals and consumers in the delivery of safe holistic health care and advocate for the improvement of health outcomes.

The faculty believes learning is a continuous lifelong process and a personal responsibility. Students must be actively engaged in the learning process to acquire clinical proficiency and to be socialized into professional roles. Learning experiences are implemented to achieve sequence, continuity and synthesis of knowledge and expertise as defined by the educational outcomes. Teaching and learning are dynamic processes involving curriculum evaluation and revision based on research evidence, the needs of a multicultural society, and the changing health care system. The educational process facilitates the development of each person’s potential and promotes cultural competence and assimilation of ethical principles.

The College of Nursing believes in collaboration and partnerships with stakeholders that include education, community and health care organizations, as well as individuals who are impacted by each of the undergraduate, graduate and continuing education programs. Feedback from the community is used to strengthen the programs and ensure that the
graduates are regarded as employees of choice. Innovation and positive change are outcomes of strong collaboration between the college and its alumni and other constituents.

Faculty and students foster an educational climate of mutual respect, honesty, intellectual inquiry, creativity, and effective communication. We contribute to the development of our profession through the conduct of research, implementation of advanced technology, and the dissemination and application of evidence-based knowledge. Faculty and students provide service to the community through clinical practice and leadership.

Undergraduate nursing education builds on a foundation of studies in the sciences, humanities, and arts. The baccalaureate program prepares competent, self-directed generalist nurses (Registered Nurses) who can assume increasing responsibility and leadership in the delivery of evidence-based nursing care.

Master’s education builds on a foundation of undergraduate nursing education and provides specialty practice with an expanded theoretical and empirical knowledge base. The Master of Science in nursing programs prepares Registered Nurses for advanced functional roles including nurse practitioners, administrators, and educators that require increased accountability, expertise, and leadership. NP graduates are prepared to provide evidence-based health care in collaboration with other health care providers and consumers. Administration graduates are prepared to lead and manage care in a variety of health care settings. Education graduates are prepared to teach in schools of nursing and health care organizations.

Doctoral education develops, advances, and uses empirical knowledge to promote evidence-based practice in the discipline of nursing. Research-focused graduates have a background to develop theories and conduct research with vulnerable populations and to assume academic, research, and leadership roles. The research doctorate provides a basis for future research programs and other scholarly activities. Practice-focused graduates have a background to develop and lead patient-centered delivery systems, conduct clinical research projects, and assume professional leadership roles. The practice doctorate provides a basis to translate research findings into practice for future population focused quality improvement and other evidence-based activities.

Lifelong learning is the responsibility of each professional nurse. Continuing education programs developed by the College of Nursing are sensitive to the influences of a changing society and respond to the continuing education needs of professional nurses in Texas.

Approved by GEPC and UEPC, March, 2011
Approved by Faculty Assembly, April, 2011

C. PROGRAM HISTORY AND ACCREDITATION

In October of 2008, the Texas Higher Education Coordinator Board approved the Doctor of Nursing Practice program at UT Arlington. The first students were admitted in the fall semester of 2009.

The UT Arlington College of Nursing and Health Innovation (CONHI) is accredited by the Commission on Collegiate Nursing Education (CCNE). The Doctor of Nursing Practice (DNP) degree was accredited by CCNE in 2011 with reaccreditation in 2017. The DNP includes
competencies consistent with The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), The DNP Current Issues and Clarifying recommendations (DNP White Paper, August 2015), and the Practice Doctorate Nurse Practitioner Entry-Level Competencies (NONPF, 2006). These documents and the NONPF Domains and Core Competencies of Nurse Practitioner Practice provide the foundation for the curriculum. Graduates of the DNP program will demonstrate additional leadership, clinical expertise, and innovation in problem recognition and resolution using evidence based practice. Courses that focus on clinical inquiry/research, translation of evidence into clinical practice, vulnerable populations, and advanced knowledge of the health care delivery system are included in the curriculum.


D. PROGRAM ADMINISTRATORS

Elizabeth Merwin, PhD, RN, FAAN. Dean, College of Nursing and Health Innovation. Dr. Merwin Faculty Profile

John Gonzalez, DNP, APRN, ACNP-BC, ANP-C. Chair, Graduate Nursing Programs. Dr. Gonzalez Faculty Profile

Margarita Treviño, PhD, RN, CHN. Associate Chair for Nursing Education, Nursing Administration, Doctor of Nursing Practice, PhD in Nursing Programs and PhD Advisor. Dr. Trevino Faculty Profile

Donna L. Hamby, DNP, RN, APRN, ACNP-BC. DNP Program Director. https://mentis.uta.edu/explore/profile/donna-hamby

E. CURRICULUM

1. Program Outcomes

The DNP program prepares advanced practice nurses who will demonstrate leadership, clinical expertise, and innovation in problem recognition resolution. The program outcomes are:

- Translate clinical and/or administrative science to transform practice
- Demonstrate organizational and systems leadership in promoting interprofessional collaboration and quality improvement
- Appraise and synthesize the evidence for translation in advanced nursing practice
- Apply knowledge of information systems and technology in the evaluation and use of data to improve healthcare outcomes
- Analyze and advocate policy to improve healthcare outcomes
• Evaluate issues and trends in global and population health to improve healthcare outcomes

2. Courses and Descriptions
   The courses of the DNP curriculum provide knowledge of science, translational science, and societal factors that affect health. The courses are designed to facilitate the development of skills that will prepare the graduate for a career of scholarship and advanced practice. These skills include leadership in healthcare systems, analyzing data, leading in policy changes, disseminating scholarly work, advanced practice nursing, and clinical information systems. Course descriptions for all courses may be found in the University Catalog, available online.

Course Number NURS 6320        Course Name: Leadership in Healthcare Systems
(This is the required first course)
Semester Credit Hours: Total __3__   Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Leadership in HealthCare Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This course focuses on the DNP nurse influencing health systems change at any level (local, regional, national, or global).</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>Doctoral Standing</td>
</tr>
</tbody>
</table>
| Outcomes                  | 1. Analyze the DNP role and contribution of DNP prepared nurses to the healthcare system  
2. Analyze personal leadership styles, traits, and characteristics that influence strategic decision-making and delegation.  
3. Apply selected leadership and change theories to the DNP role  
4. Assess the factors necessary to develop a comprehensive change plan  
5. Complete a thorough risk/needs assessment |

Course Number NURS 6322        Course Name: Translational Research
Semester Credit Hours: Total _3__ Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Translational Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This course provides a review of core research concepts as a foundation for evidence appraisal and translation. New practice-based clinical inquiry methods and strategies are explored to promote translational science for application in the DNP role.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>NURS 6320; Doctoral standing</td>
</tr>
</tbody>
</table>
### Outcomes

1. Demonstrate application of core research concepts to evidence appraisal.
2. Apply design and measurement concepts into practice-based clinical inquiry.
3. Analyze practice-based clinical inquiry and translation to DNP practice.
4. Compare and contrast Evidence Based Practice, Quality Improvement, and Research (knowledge generation).

---

#### Course Number NURS 6382  Course Name: Health Care Policy
Semester Credit Hours: Total _3___  Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Policy</td>
<td>Critique policies and processes to provide leadership in developing and implementing policies and/or regulations that influence institutional, local, state, federal, and/or international healthcare outcomes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Doctoral standing; PhD or DNP program</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1. Analyze health policy proposals and policies influencing healthcare outcomes from different stakeholders’ perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Analyze the economic dimension of current and proposed policies.</td>
</tr>
<tr>
<td></td>
<td>3. Influence policy stakeholders by using the science of persuasion and relationship management</td>
</tr>
<tr>
<td></td>
<td>4. Advocate for the nursing profession through policies and healthcare communities.</td>
</tr>
<tr>
<td></td>
<td>5. Develop ethical policies that align with the principles of social justice and equity</td>
</tr>
</tbody>
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#### Course Number NURS 6321  Course Name: Epidemiology
Semester Credit Hours: Total _3___  Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidemiology</td>
<td>This course introduces the basic principles and biostatistical methods of epidemiology and demonstrates their applicability to population health. Prerequisite: Doctoral standing. PhD or DNP program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Doctoral standing</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>1. Using appropriate biostatistical methods, calculate incidence,</th>
</tr>
</thead>
</table>

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prevalence, rate, ratio, risk, and exposure using data provided.
2. Calculate the sensitivity, specificity, and predictive values of diagnostic and screening tests.
3. Interpret epidemiological findings considering the potential effects of bias, confounding power, and attrition on validity, reliability, and generalizability.
4. Select an appropriate design for an epidemiological study based on the strengths and weaknesses of the major study designs such as cross-sectional, case control, cohort, and clinical trials.

Course Number NURS 6307  Course Name: Population Health
Semester Credit Hours: Total __3__  Course is Didactic

Title | Population Health
Description | This course focuses on analyzing determinants of health, then designing health strategies to improve outcomes of populations.
Prerequisites | Doctoral standing
Outcomes
1. Synthesize current theory and empirical research on health problems affecting diverse populations.
2. Examine social and economic disparity as determinants of health among individuals and populations.
3. Analyze social capital and its relationship to building healthful environments.
4. Design an intervention that will address improvement of a population

Course Number NURS 6324  Course Name: Clinical Information Systems
Semester Credit Hours: Total __3__  Course is: Didactic

Title | Clinical Information Systems
Description | This course focuses on the selection, assessment, and use of information systems, technology, and data to evaluate and
monitor outcomes of care, care systems, and quality improvement.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>NURS 6320; Doctoral standing</th>
</tr>
</thead>
</table>

| Outcomes               | 1. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.  
|                        | 2. Analyze critical elements necessary in the selection, use, and evaluation of health care information systems and patient care technology.  
|                        | 3. Critique resolution strategies for ethical/legal informatics/technology issues within healthcare systems.  
|                        | 4. Interpret practice based data and identify important trends  
|                        | 5. Develop interventions based the analysis of data to improve outcomes. |

Course Number NURS 6323 Course Name: Evidence Appraisal  
Semester Credit Hours: Total _3_ Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Evidence Appraisal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>In this course, students will use analytical methods to critically appraise existing research and literature to select and implement the best evidence for practice.</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>NURS 6320; 6621; 6622; 6307; 6382; 6324; Doctoral standing</td>
</tr>
</tbody>
</table>
| Outcomes               | 1. Analyze the DNP role in scholarship  
|                        | 2. Critique research and literature for applicability to synthesize evidence in order to develop a foundation for evidence-based practice  
|                        | 3. Analyze various evidence-based practice models and justify a selected model. |

Course Number NURS 6326 Course Name: Project Proposal Development  
Semester Credit Hours: Total _3_ Course is Didactic

<table>
<thead>
<tr>
<th>Title</th>
<th>Project Proposal Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>This course provides the student an opportunity to design an evidence-based process and intervention to improve practice and the practice environment.</td>
</tr>
</tbody>
</table>
| Prerequisites          | NURS 6320; 6321; 6322; 6323; 6324; 6307; 6382  
|                        | Doctoral standing |
### Outcomes
1. Design a proposal for an evidence-based scholarship project.
2. Develop an evidence-based scholarship project process and management plan.

<table>
<thead>
<tr>
<th>Course Number NURS 6620</th>
<th>Course Name: DNP Practicum I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours: Total 6</td>
<td>Course is Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Practicum I</td>
<td>During this course, students implement evidence-based solutions that influence health outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of all DNP didactic course work.</td>
<td></td>
</tr>
<tr>
<td>Good academic standing (GPA 3.0).</td>
<td></td>
</tr>
<tr>
<td>Grade: F,R,P,W.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement an evidence-based scholarship project.</td>
<td></td>
</tr>
<tr>
<td>2. Evaluate transformation of understanding and perception of the student’s new role as DNP prepared nurses.</td>
<td></td>
</tr>
<tr>
<td>3. Complete practice hours.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Number NURS 6621</th>
<th>Course Name: DNP Practicum II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Credit Hours: Total <em><strong>6</strong></em></td>
<td>Course is Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Practicum II</td>
<td>During this course, students evaluate evidence-based solutions that influence health outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of all DNP didactic course work and DNP Practicum I.</td>
<td></td>
</tr>
<tr>
<td>Good academic standing (GPA 3.0).</td>
<td></td>
</tr>
<tr>
<td>Grade: F,R,P,W.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate the outcomes of an evidence-based scholarship project.</td>
<td></td>
</tr>
<tr>
<td>2. Disseminate the findings of an evidence-based scholarship project.</td>
<td></td>
</tr>
<tr>
<td>3. Evaluate transformation of understanding and perception of the student’s new role as DNP prepared nurses.</td>
<td></td>
</tr>
<tr>
<td>4. Complete practice hours.</td>
<td></td>
</tr>
</tbody>
</table>

3. **Admission Criteria**
   Applicants may apply to enter the DNP program with a Master’s Degree in Nursing from
a National League for Nursing Accrediting Commission (NLNAC) or American Association of Colleges of Nursing’s Commission on Collegiate Nursing Education (CCNE) accredited school of nursing or equivalent. Eligible applicants include Board certified Advanced Practice Registered Nurses (APRN’s), Board certified Nurse Midwives (CNM); Certified Registered Nurse Anesthetist (CRNA); Board certified Clinical Nurse Specialists (CNS); and Nurse Administrators who completed a Master’s of Science in Nursing with a Nursing Administration specialty (MSN-ADM) or Informatics.

The GRE requirement is waived for applicants with a masters in nursing/nursing science

Additional admission criteria are:

- Current Vita
- Current CPR, ACLS, or PALS if required for their specialty area
- 3.5 GPA on master’s course work (unconditional)
- 3.2 to 3.49 on master’s course work (conditional)
- TOEFL,TSE-A or IECTS for international students - see University Catalog
- Master’s Degree in Nursing
- Current unencumbered RN license in any US State or Territory
- APRNs: Current certification
- Non-APRNs: Verification letter from institution of clinical hours in master program
- Graduate level statistics course with a “B” or 3.0 equivalent or higher

Prior to enrolling in the course requiring project implementation, the student will be required to meet the following additional criteria:

- Professional liability insurance
- Immunizations required by the CONHI
- Clear criminal background check
- Negative drug screen

4. Program Formats

Courses in the DNP program are offered in two formats: 1) a traditional semester, blended online/face to face format, and 2) an accelerated course time format that is asynchronous online. Both program formats allow the full-time student to complete the program in two to two and a half years. The content for both program formats is identical.

The traditional semester program of 15 weeks is a blended online format. All course content is online using Canvas, a learning platform. The face to face contact may be in a classroom or a synchronous meeting utilizing web-conferencing. The face to face time with the faculty instructor is one to three times a semester.

The accelerated course time format has all course content online using Canvas, a learning platform. There is not a face to face time class meeting required for the instructor and
students. Each of the courses are eight weeks in length. The final two practicums are 13 weeks each.

5. **Enrollment Options**

Traditional Semester Format

Students may be enrolled full- or part-time. Full-time enrollment in the DNP program is 6 hours per semester. Part-time enrollment is 5 or fewer hours each semester. Full-time enrollment is a requirement for employment as a Graduate Teaching Assistant or Graduate Research Assistant.

Accelerated Format

Students may be enrolled in one course per eight week session with five sessions for year one and three sessions for year two. The practicums are their last two sessions at 13 weeks each. Students may step out for a session with the understanding that their degree plan will change, as well as their timing to graduation.

Transfer Credit

Transfer work is not accepted in the DNP program.

6. **Degree Plans**

The DNP program includes a total of 36 semester credit hours. The required courses identified for the DNP curriculum meet the AACN Essentials for Doctoral Education for Advanced Nursing Practice (AACN, August 2006). The number of clinical/practicum hours that a student applies to the DNP degree from their master’s degree is included in the degree plan.

The degree must be completed within 6 years. A full-time student should plan on 2 years minimum to complete required course work. A part-time student should expect 3-5 years to complete required course work.

<table>
<thead>
<tr>
<th>DNP Required Courses</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>N6382 Health Care Policy</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6307 Population Health</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6322 Translational Research</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6320 Leadership in Health Care Systems (first course)</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6321 Epidemiology</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6323 Evidence Appraisal</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6324 Clinical Information Systems</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6326 Project Proposal Development</td>
<td>3 Credit Hours</td>
</tr>
<tr>
<td>N6620 DNP Practicum I (270 Clinical Hours)</td>
<td>6 Credit Hours</td>
</tr>
<tr>
<td>N6621 DNP Practicum II (270 Clinical Hours)</td>
<td>6 Credit Hours</td>
</tr>
</tbody>
</table>
7. Program Expectations

All students will complete the DNP practicum courses and a DNP Project as evidence of program completion. The DNP Project is the ANCC recommendation for this final requirement. Capstone or dissertation is inappropriate and should not be stated as such by the students. The students are required to provide three deliverables for the DNP project:

1. Podium presentation to the academic community
2. Poster presentation
3. DNP Project Evaluation Report

Throughout the program, students will be evaluated according to achievement of program outcomes through successful completion of individual course objectives. All other coursework must be completed prior to enrolling in a practicum course.

SECTION II

DNP PROGRAM POLICIES AND PROCEDURES

This section of the Student Handbook contains general policies and procedures that apply to graduate students in the DNP Program within the College of Nursing and Health Innovation. Students are expected to follow the rules and regulations as indicated in the university catalog and the Student Handbook. The Rules and Regulations of the Board of Regents of the University of Texas System, the Handbook of Operating Procedures of the University of Texas at Arlington and the University Catalog of the University of Texas at Arlington supersede departmental, program, or college publications.

A. GENERAL POLICIES

1. Ethics

   Code of Ethics
   Ethical decision making embodies the values of the nursing discipline. As professional nurses and nurse leaders, DNP students are expected to maintain the highest standards of the profession. Students will be asked to read and sign the College of Nursing Student Code of Ethics attestation at the beginning of each course. Students are encouraged to keep one copy for their records.

   Academic Integrity
   Encompassed in the code of ethics is the component of academic integrity. Academic integrity is the accurate presentation of students’ work and the work of others. In contrast, academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.
Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. (Regents’ Rules and Regulations, Series 50101, Section 2.2).

**Plagiarism**

Copying another student’s paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. **If five or more words in sequence are taken from a source, students should place those words in quotes and the source referenced with the author’s name, date of publication, and the page number of publication.** If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, a student should attribute his or her idea to the author through proper reference by listing the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced in each paragraph. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are encouraged to review the plagiarism module from the UT Arlington Central Library via [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/).

Reusing any part of your previous work for a course or a paper you have submitted is considered self-plagiarism. The doctorate level student will discover that their area of interest will be the focused of many assignments throughout their program. It is important for the student to approach each assignment as a unique aspect of their area of interest and not reuse work previously written. If an aspect of a previously written paper is important to reference, then the student should reference themselves just as they do other authors. A plagiarism checker is used in this program.

**Cheating**

Falsifying any submitted assignments or submitting any assignments that someone else has completed for the student to submit is considered cheating. The assignments and papers that the student develops in their doctoral program will begin their professional life of scholarship. It is important for the student to consider this as they develop assignments.

In addition to the general rules of academic integrity, students are expected to comply with the following:

- Students may not collaborate with anyone else on assignments, quizzes, examinations, or any other academic work except as directed by the assignment/instructor’s directions.

- Students may not resubmit any assignment or part of a previous assignment – written, audio, or video recorded - for which they previously received a grade. This applies to courses from which a student withdrew and/or in which a failing course grade was achieved.
• Students may not submit the same assignment (written or recorded) or portion of an
assignment to more than one course unless specifically allowed or directed by the
instructor’s directions. This applies to both graded and non-graded assignments.

• Students may not resubmit any work which has previously been submitted for course credit
at any educational institution unless prior written approval is received. Written approval for
resubmitted work must be received from both the current course instructor and the instructor
of the course in which the work was previously submitted.

• Students may not copy or share any course materials or documents, past or present
assignments, nor quiz/examination questions on any social platform or publicly available
website.

• Students may not seek, acquire, receive, or provide unauthorized information or assistance
regarding an exam, quiz, or assignment (such as purchasing, using, or distributing any
unauthorized course materials in order to gain academic advantage).

• Students are expected to accurately and completely document and record clinical practice
hours completed and patient/client care activities. Falsifying any documents related to
clinical hours or patient/client care activities (including documenting as fact, information not
obtained through one’s own direct assessment and examination of a patient or falsely
recording clinical practice hours) constitutes dishonesty.

• Students are expected to accurately collect and submit data collected for completion of
course and program requirements. Falsification of data or data collection methods
constitutes academic dishonesty

Students suspected of committing academic dishonesty will be referred to the Office of Community
Standards. Students found responsible for academic dishonesty are subject to a grade penalty for the
assignment in question, which may include a point deduction up to and including a zero and/or
course failure. As noted in the University catalog, sanctions may include probation, suspension and
expulsion from the university. Procedures and additional information related to academic
dishonesty and violations of the University Honor Code may be found on the Office of Student
Conduct website.

2. APA Format

Correctly citing the source of information used to prepare papers and presentations is an
essential skill for a doctoral prepared nurse. The CONHI has selected the American
Psychological Association (APA) format for scholarly papers. Students are expected to write their papers, including citations, using the APA format. Please refer to the syllabus to determine the edition currently required for APA editing.

B. FINANCIAL ASSISTANCE

1. Scholarship and Fellowship Opportunities
   The CONHI offers a variety of scholarship opportunities. For more information please review the following link: Scholarships and Fellowships.

2. Graduate Assistantship Policy
   Graduate teaching and research assistantships may be available to full-time students through grant funding and other sources. If a student is admitted on a provisional basis, he or she is not eligible for an assistantship until all provisional requirements have been met. A student admitted on a probationary status may be considered for an assistantship provided he or she maintains a 3.0 GPA while enrolled as a doctoral student, conforms to admission conditions specified by the department or the University, and meets assistantship enrollment requirements.

   Students for whom English is not the native language must demonstrate proficiency in English before being appointed to an assistantship at UT Arlington.

   The University Catalog contains complete information on Graduate Assistantship and Associate ship Policies. For additional information, please refer to the University Catalog.

C. ACADEMIC PROGRESS

1. Degree Plan
   The Graduate Nursing Programs implement advisement via the Internet and/or in person with Academic Advisors. In the MSN and Post MSN Certificate Programs, students can reach an academic advisor via email at dnp@contactcenter.uta.edu or by calling 817-272-2776 and selecting option 3.

   Following admission, as part of new student orientation, a degree plan is developed that indicates the course and semester in which the student will complete each course. Students may access their degree plan at any time in their MyMav Student Center. Each semester, the student is expected to register according to their degree plan. Students needing changes in their degree plan must discuss their requested changes with an Academic Advisor prior to enrollment. Failure to follow the degree plan may result in delays in completing the degree in a timely manner.

2. Adds, Drops and Withdrawals
   Complete details on adds, drops, and withdrawals, all available in the University Catalog. Graduate students who wish to change their course schedule by adding or dropping/withdrawing from a course must first consult with an academic advisor.

   Students in traditional or accelerated programs should always consult the syllabus for the final
withdrawal date for each academic session or semester.

Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic advising department. Drops/withdrawals can continue through a point two-thirds of the way through the enrollment period. It is the student’s responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Students with questions regarding financial aid should contact the [Office of Financial Aid and Scholarships](#) for more information.

1. A student **may not** add a course after the end of late registration.
2. A student dropping a graduate course after the Census Date but on or before the last day to drop will receive a grade of W. Students dropping a course must contact a graduate academic advisor to obtain the drop form and further instructions before the last day to drop. **The student must contact an academic advisor by 4 pm Central Time of the final enrollment date of the enrollment period.**

**Dropping or Withdrawing after the Last Day to Drop**

Dropping a course after the Last Drop/Withdrawal Date requires the permission of the DNP Program Director and the Graduate Program Chair. Students seeking this permission must first contact an academic advisor. The academic advisor will work with the student to submit a "Graduate Withdrawal and Drop Policy Exception Form".

**Repeated Course Withdrawal**

A student may withdraw from the same course a maximum of 2 times. "Withdrawal” is defined as dropping a course after census date and is indicated by a “W” on the student’s academic transcript. The third time the student enrolls in the course they will not be permitted to withdraw from the course after census date. Students with extenuating circumstances may petition the Graduate Studies Committee in Nursing for permission to withdraw. Students in the accelerated online program, must repeat the course before enrolling in the next required course. Students in the traditional campus program must consult with the DNP program director prior to registering for a new course.

3. **Leave of Absence**

Under some circumstances, such as health-related issues or major financial issues, a student may request a leave of absence. Leaves may be granted for up to two long semesters in the traditional program and one year in the accelerated online program. A student, who wishes to request a leave of absence, should discuss the leave with the Graduate Advisor. A student requesting leave must complete the Leave of Absence Request form and obtain the approval of his or her Graduate Advisor who will forward the request to the Office of Admissions, Records and Registration (ARR) for final review and approval. Requests may be delivered to ARR before or during any semester in which the student is not registered for courses. Requests must be received by the ARR no later than Census Date in the semester in which the leave is to begin.
Students can review detailed information in the Graduate School Catalog.

4. **Grade Requirements**

A student is considered to be in good academic standing and making satisfactory progress in a degree program if he or she:

- meets all admission conditions within the time required
- has a B (3.0 GPA) or better on all coursework undertaken while in graduate school, and
- Has a B (3.0 GPA) or better grade-point average in courses prior to enrolling in their Practicums.
- A student that makes a “D” in a course must retake that course and achieve a 3.0 GPA to progress in the program.

**Course Grading Scale for Doctoral Programs**

- A: 92-100
- B: 83-91
- C: 74-82
- D: 68-73 Student cannot progress in the program
- F: Below 59 Student cannot progress in the program

- Students must meet the requirements of each practicum and pass to satisfy degree requirements.
  - Students who must withdraw from the practicum will not be able to apply the hours achieved to their final practicum hour requirement
  - Students who do not meet all the requirements of the practicum will receive a grade of “R” (repeat) and must reenroll in the practicum to continue. The student will be able to apply all work in this practicum to the course that they are reenrolling in. The “R” will not affect the student’s

A student must be in good academic standing by the end of his or her final semester in order to receive an advanced degree from UT Arlington. Policy information is in the University Catalog.

5. **Graduate Student Termination Policy**

It is the student's initial responsibility to recognize when he or she is having academic difficulties. The student is expected to initiate steps to resolve the problem. If a student is having academic difficulty, depending on the severity of the problem, he or she may receive an oral warning and/or written statement of the problem and be required to take corrective actions. Failure to take these corrective actions can result in termination from the degree program.

If a student who was admitted unconditionally has a grade point average in all graduate courses taken as a UT Arlington graduate student less than 3.00, he or she will be placed on academic probation. The student must attain a grade point average of at least 3.00 in the next semester in which he or she is enrolled or be subject to dismissal. Courses graded P, R, or W cannot be used to remove the condition of academic probation.

If a student admitted on probation earns a grade below a B during the first 12 hours of
coursework, he or she is subject to dismissal.

If a student has been dismissed from the program for failure to meet the 3.0 GPA requirements, he or she may be readmitted for further graduate study in the same or in a different program only if a Petition to the Graduate Faculty has been approved by the appropriate Committee on Graduate Studies.

Termination due to inadequate academic progress is a decision made by the DNP Academic Advisor and Graduate Studies Committee. The DNP Faculty Committee or DNP Academic Advisor may recommend termination for failure to prepare a DNP Scholarly Project proposal or any of the three DNP project deliverables in a satisfactory manner, or for failure to complete and submit work in an acceptable amount of time. The recommendation to terminate a student will be presented by the Academic Advisor to the Graduate Studies Committee for a vote, giving the specific reasons involved, all warnings provided to the student, and a description of the procedures and actions leading to the recommendation. A student who wishes to appeal the decision of the Graduate Studies Committee must submit the appeal in writing to the Associate Dean of Graduate Nursing Programs within one year of the date of the decision by the Graduate Studies Committee. The decision of the Associate Dean is final.

Students who lack a graduate level statistics course and are granted a probationary admission to the DNP program will be required to take a graduate level statistics course in their first semester. Any student without a graduate level statistics course will not be allowed to progress beyond their first semester in the DNP program until they have completed the course. Should a student take a graduate level statistics course while on probation and achieve a course grade that is less than a B they will be dismissed from the program.

6. **Petitions**

Students who wish to submit a petition to continue in the Graduate Nursing Program must meet with their Academic Advisor. During that meeting, students should be prepared to discuss how/why plans to regain good academic standing during the probation semester were not successful and develop a specific plan for improvement. The student is responsible for submitting the petition electronically. The petition form is available at the following link: [Petition Form](#). Students are also strongly encouraged to meet with the student success faculty (see information in previous section related to student success) to develop plans to support academic success.

The student’s petition to continue in the Graduate Nursing Program will be reviewed by a subcommittee of the Graduate Studies Committee in Nursing. If the subcommittee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment. If the subcommittee does not agree to approve the petition, the petition will be referred to the full Graduate Studies Committee in Nursing for discussion and action. The Committee meets monthly during the academic year and does not meet during the summer session. Students should be aware that they will be unable to enroll until the full Committee meets in regular session. Students should also be aware they may need to submit a “Readmission form” if they experience an
enrollment gap that includes a fall or spring semester. The readmission form is available on the UTA website.

In some cases, a student may need/wish to submit a second petition to continue. If the conditions of the first petition were met, the subcommittee of the Graduate Studies Committee in Nursing will review the petition. As above, if the subcommittee agrees to approve the student’s petition to continue, the Academic Advisor will work with the student to review/revise the student’s degree plan and assist with clearing the student for enrollment. If the conditions of the first petition were not met, the petition will be referred to the full Graduate Studies Committee in Nursing for discussion and action.

Students whose petitions to continue are approved by the Graduate Studies Committee in Nursing may enroll as stipulated in the requirements of the approved petition. If a student’s petition is not approved by the Graduate Studies Committee, dismissal from the University will stand. The student is not eligible for readmission to the Graduate Nursing Programs. A student who wishes to appeal the decision of the Graduate Studies Committee must submit the appeal in writing to the Associate Dean of Graduate Nursing Programs. The decision of the Associate Dean is final.

D. Resolution of Concerns

1. Grievances Other Than Grades
   In attempting to resolve any student grievance, the student must first make a serious effort to resolve the matter with the individual with whom the grievance originated. Grievances involving matters other than grades are appealed to the department chair or office director, then to the Vice Provost for Academic Analytics and Operations. Appeals to the Vice Provost must be submitted in writing on an appeal form available in academic departments. Policies regarding grievances other than grades may be found at online. Graduate Nursing’s policy on grievance other than grades may be found online: Student Complaints.

2. Grievances Related to Grades
   It is a student’s obligation when attempting to resolve any grievance regarding grades that the student first makes a serious effort to resolve the matter with the instructor with whom the grievance originated. Policies regarding grievances related to grades may be found online.
SECTION III
DNP PROGRAM GUIDELINES AND RESOURCES

A. CULTURE OF THE DNP PROGRAM

Faculty and administrators of the UT Arlington CONHI have created a community of scholars that includes PhD and DNP students. Within this community, we provide peer review and celebrate achievements such as grant funding, publications, and presentations. The culture promotes excellence in scholarly work in discovery, teaching, application, and integration (Boyer, 1990).

1. Professional Socialization

The DNP program prepares the advanced practice nurse to make or continue to make significant contributions to the nursing profession and health care. Participation in professional and college sponsored activities will provide students with opportunities to be socialized as doctoral prepared nurses. The Associate Chair asks that students submit (via email) any news of professional accomplishments such as awards, offices held in professional organizations, publications, and presentations for inclusion in program and CONHI newsletters. Students also are encouraged to attend the national level Doctor of Nursing Practice conference that is held annually as well as conferences related to growth and development of the Advanced Practice Nurse.

2. Joint Authorship with Faculty

When a student collaborates with faculty on a project or publication, decisions regarding who will be listed as the first author should be negotiated at the beginning of the project. If a student presents work or develops materials for publication as a part of doctoral course requirements, the presentation/publication should indicate the student’s affiliation with and status as a DNP student in the UT Arlington CONHI. Additionally, if a student uses faculty data or requests or obtains faculty assistance on a presentation or publication, he or she should work with the faculty to determine if the faculty member’s name should appear as a second author of the work.

*Authorship should be restricted to those individuals who have met each of the following three criteria:

- Made a significant contribution to the conception and design of the project, or the analysis and interpretation of the data, or other substantial scholarly effort;
- Participated in drafting, reviewing and/or revising the work; and
- Approved the final version for publication.

(Barbara Resnick, Editor, Geriatric Journal, 2018)

B. RESOURCES

1. Technical Support

MyMav, the online system for registration and payment, provides access to course grades and a record of all courses completed. A student’s net ID and password provides him or
her with secure access to MyMav and other electronic support programs including the UTA email system, the library, and the Canvas course management system. Students who have difficulty with electronic access should contact the Help Desk maintained by the University or by email at helpdesk@uta.edu.

2. **Academic Advising**

The student services has designated an Academic Advisor for DNP students. After acceptance into the DNP program and prior to class registration, students will work with the Academic Adviser to establish a degree plan or a plan of study. During the program, it is important that students discuss their academic plans with the Academic Adviser. Questions regarding performance in the program or factors that are affecting a student’s ability to progress should be discussed with the Director of the DNP program. The Academic Adviser and DNP program Director are available by email or by scheduling a web conference appointment. Faculty may also request that the Program Director meet with a student. Both the Academic Adviser and Program Director are available for questions about program requirements, policies, and resources within the CONHI and UT Arlington if the student is unable to locate in the syllabus, handbook, or online at the university website.

**C. DNP PRACTICE HOUR REQUIREMENTS AND GAP ANALYSIS**

The faculty of the CONHI value the varied experience of the DNP post-master’s students. This experience greatly enriches all students’ educational journey in the DNP program; however, it is important to ensure that all students meet the minimal practice hours’ requirements as outlined by the American Association of Colleges of Nursing’s (AACN) in the *Essentials of Doctoral Education for Advanced Nursing Practice* (2006). The *Essentials of Doctoral Education for Advanced Nursing Practice* (2006) requires that all Doctorate of Nursing Practice graduates have a minimum of 1000 post-baccalaureate clinical/practice hours. In accordance with this requirement the DNP faculty has developed a process by which to ensure that all students meet this requirement prior to graduation.

**Practice Hours Requirements, Verification and GAP Analysis**

1. The DNP post-master’s program requires students to complete a minimum of 500 to 1000 practice hours depending on the number of clinical hours achieved in their master program. **The practice hours do not allow direct patient care hours.** The students are provided a guide to establishing hours for their project and non-project hours prior to entering the first practicum. The degree plan at admission to the program will indicate the number of hours the student may apply to their DNP degree from their master’s degree program. The number of hours the student needs to achieve in their practicums is identified at the start of the first practicum. Students will work in collaboration with their DNP faculty project advisor to ensure the appropriateness of the practice hours and setting. The practice hours must be outside of the individual’s normal scope of paid employment.

2. The practicum hours are scheduled to be completed across the following courses: N6620 DNP Practicum I and N6621 DNP Practicum II. Students who are unable to
achieve all required practicum hours or have not completed their project and/or DNP project deliverables will be allowed to repeat one of the course according to need until all requirements are satisfied.

3. In order to help guide the practice hours the student will develop a set of objectives, have them approved by their DNP Faculty Project Advisor. Preceptors are not used in the DNP program. Students will maintain a log of their practice hours which specifies the activities completed within INPLACE. Students will document the amount of time for each activity, a total sum of the hours and document which of the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006) were met with each activity. The hours will be approved or denied by the student’s DNP Faculty Project Advisor. The student will place their summary of hours in their DNP E-Portfolio. Doctoral prepared (DNP/PhD) RN faculty may serve as DNP faculty project advisors and supervise the practice hours and project hours of APRN and Non-APRN DNP students.

4. As a culmination of the DNP program, students are required to demonstrate the knowledge and skills obtained in the program through the completion of a Scholarly DNP Project with deliverables. The time a student spends in the planning, implementation, and evaluation of their Scholarly DNP Project may be logged as practice hours. A total of 250 hours may be logged as practice hours.

5. Students are required to complete a total of 1000 post-baccalaureate practice hours in order to graduate from the DNP program. These hours may include a combination of clinical hours completed at the master’s level and clinical hours completed during the DNP program. Each student’s file will be individually reviewed and a plan to meet this requirement developed.

   a) Qualified Advanced Practice Registered Nurse (APRN) applicants with a current national certification as an APRN are expected to have had a minimum of 500 clinical hours in their APRN master’s program in order to meet requirements for APRN recognition and national certification. The DNP post master’s program provides a minimum of 500 clinical hours resulting in a minimum total of 1000 clinical hours for graduation with the DNP degree.

   b) Qualified applicants who hold a master of science in nursing (MSN) in administration or in another area of nursing are expected to have had some clinical hours in their master’s program. Clinical hours completed in the MSN program will be verified by requesting a written verification of hours from the MSN program. The number of clinical hours verified by the MSN program will be used to meet the 1000 post-baccalaureate clinical hour requirement. Each practicum offers up to 500 hours.

   c) The maximum number of clinical/practice hours that will be awarded from an MSN program, for all students, is 500.

   d) In accordance with The Doctor of Nursing Practice: Current Issues and Clarification Recommendations (August 2015) by AACN, students who hold an advanced nursing certification may be awarded post- baccalaureate clinical hours. An advanced nursing certification is defined as one that requires a master’s degree in nursing and
significant post-graduation clinical experience in the specialty area. Any student with a current advanced nursing certification will be awarded 500 post-baccalaureate clinical hours. A written verification of clinical hours completed in the MSN program will not be required if the student meets these criteria.

6. The Director for the DNP Program is responsible for conducting the practice hour reviews and gap analysis, approving appropriate practice hours as described herein, and determining any additional academic requirements indicated by the clinical/practice hour review.

D. DNP PROJECT

When obtaining/gathering evidence for the DNP Project, students are expected and required to adhere to ethical standards and guidelines set forth by the CONHI and by UT Arlington. Students should become familiar with those policies prior to conducting any project. The DNP Project will require institutional review board (IRB) approval through the Graduate Nursing Review Committee (GNRC) in order to proceed.

All students will be required to enter their project site into INPLACE at least four months prior to the final practicum. This will ensure a reasonable time for the University legal staff to obtain a contract with the project site. It is the expectation that the student will complete their project at their work site. Students should investigate the hospital or practice site requirements for completing this project. The site may require additional IRB or administrative approval. The student should plan this time when completing their studies.

Information related to conducting research is available at the Office of Regulatory Service. Forms related to research may be found online. Students are provided the forms for the GNRC in their project proposal course N6326 and in the DNP Student Organization Course (available January 2020).

After the DNP Scholarly Project proposal is approved by the GNRC, a student planning to conduct research with human or animal subjects will submit a protocol to the UTA Institutional Review Board (IRB). The protocol may also need to be submitted to the IRB of the institution/facility in which the student wishes to conduct the project. Each student will work with his or her DNP project advisor to complete and submit the appropriate IRB forms. The IRB protocol must be approved by the DNP project advisor as part of the IRB process. At the time a student begins the project, his or her human research subject training must be current. Along with the IRB, the student and the student’s project advisor must submit a financial relationship statement to avoid any threats to the integrity of the study. The student must understand that this may delay their graduation time if full IRB approval is needed.

E. GRADUATION REQUIREMENTS

1. Degree Requirements

Each graduate student must complete degree requirements in accordance with the catalog in effect at the time the student entered the graduate program in which the degree will be awarded or, at the student's option, the catalog of any subsequent year in which the
student was in residence. Students who wish to follow degree requirements in a catalog of a subsequent year must talk with and get permission from their academic advisor.

**Please note that changes in University regulations and policies become effective for all enrolled students in the year for which the catalog is in effect, regardless of the year of initial enrollment.** Thus, students may choose to satisfy degree requirements specified in an earlier catalog, but all must observe University regulations and follow graduation procedures prescribed in the catalog in effect in the intended semester of graduation.

Additional information is available at online in the [University Catalog](http://catalog.uta.edu/).

**Application for Graduation**

Graduating students must file an Application for Graduation by the deadline posted online at [http://www.uta.edu/records/graduation/deadlines.php](http://www.uta.edu/records/graduation/deadlines.php), typically 30 days after the first day of classes. Additional information and links to apply for graduation are available at [http://www.uta.edu/records/graduation/](http://www.uta.edu/records/graduation/). Please refer to the University Catalog for complete information at [http://catalog.uta.edu/](http://catalog.uta.edu/). Students with questions about graduation, please email the Academic Adviser.