



THE UNIVERSITY OF ARIZONA

Mel & Enid Zuckerman
College of Public Health

2017-2018

Environmental Health Sciences
PhD and MS Program
Student Handbook

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INTRODUCTION

The University of Arizona's Mel and Enid Zuckerman College of Public Health (MEZCOPH) was established in January 2000 and accredited by the Council on Education for Public Health in 2003. Under its administrative roof are academic programs that lead to five degrees - the Bachelor of Science (BS), with a major in public health; the Master of Public Health (MPH), with concentration areas in Biostatistics, Environmental and Occupational Health, Epidemiology, Family and Child Health, Health Behavior Health Promotion, Health Services Administration, One Health, Public Health Policy and Management, and Public Health Practice; the Master of Science (MS) degrees in Biostatistics, Environmental Health Sciences, and Epidemiology; Doctor of Philosophy (PhD) degrees in Biostatistics, Environmental Health Sciences, Epidemiology, Health Behavior Health Promotion; and a Doctor of Public Health (DrPH) degree with concentration areas in Maternal and Child Health and Public Health Policy and Management. Comprehensive information about all of the College's academic programs can be found in the [College of Public Health Academic Catalog](#).

Our graduates have established careers locally, nationally, and internationally. Of note, they include the 17th Surgeon General of the United States, Dr. Richard Carmona, as well as a state public health veterinarian, an assistant commissioner of the Chicago Department of Health, a program manager for an intertribal council, a Fellow in the Centers for Disease Control, a research director for violence-prevention program, and a health educator for a local AIDS program, to name just a very few. We are proud of the contribution we are making to build and maintain a competent public health workforce!

MEZCOPH MISSION STATEMENT

MEZCOPH is dedicated to promoting the health of communities in the southwest and globally with an emphasis on achieving health equity through excellence in education, research & service.

MEZCOPH VALUES STATEMENT

MEZCOPH acts with respect and integrity to continuously advance health and well-being for all through knowledge, collaboration, empowerment, advocacy, and sustainability. Our core values are: Fairness, Trust, Equity, Social Justice, Excellence, Innovation, Commitment, Collegiality, Diversity, Open Communication, Participation, Consensus, and Enhancement. We strive to foster an educational community that values innovation and excellence in teaching, creation and dissemination of knowledge, practice-based research and research-based practice to address the health needs and interests of individuals and communities.

SECTION I GENERAL INFORMATION FOR COLLEGE OF PUBLIC HEALTH GRADUATE STUDENTS

PURPOSE OF THIS HANDBOOK

The objective of this handbook is to provide straightforward guidance to MEZCOPH students about how to navigate through the academic programs of the College. The handbook is divided into two sections. The first section of the handbook includes general information for graduate students about MEZCOPH resources and operations, student organizations, events, and financial assistance. University and Graduate College rules are reiterated and linked to as appropriate. The information in this section is applicable to all students in MEZCOPH's graduate programs. The second section of the handbook outlines information specific to each of the graduate programs (i.e., MPH, MS, DrPH or PhD programs). Students should refer to the handbook often.

While students are held to the program requirements of the Academic Curriculum Guide for the academic year in which they were admitted, University and College of Public Health operational processes and policies do change. These changes in policies and procedures are reflected in the Student Handbook. Please refer to the most recent MEZCOPH Student Handbook (revised annually) for the most current policies. The [University of Arizona General Catalog of policies](#) and [Graduate College website](#) provide comprehensive details on current policies and procedures that pertain to all graduate students. **Much effort goes into communicating changes to students but it is the student's responsibility to be aware of these policies and to adhere to them.** Additionally, it is intended that faculty refer to this handbook when mentoring and advising students. This handbook works to promote expectations that are shared by students, faculty, and staff.

The staff members of the MEZCOPH Office of Student Services and Alumni Affairs look forward to helping students work toward their degrees. If, at any time, you have questions or concerns about specific MEZCOPH issues, do not hesitate to contact the staff member assigned to that area (see the "Who Does What in the Office of Student Services and Alumni Affairs" page found in the orientation folder and on the MEZCOPH Student Hub). Although the Office of Student Services and Alumni Affairs is here to support student progression through our degree programs, **keep in mind that completion of all degree requirements and paperwork is ultimately the responsibility of the student seeking the degree.**

Again, we welcome you and look forward to working with you during your time at MEZCOPH!

PHYSICAL RESOURCES AND FACILITIES TUCSON

DRACHMAN HALL

Roy P. Drachman Hall, MEZCOPH's home, opened for classes in January of 2006. MEZCOPH administrative offices are found on the 3rd floor and faculty offices are located primarily on the 2nd floor. Classrooms occupy the 1st floor of both sides of the building and are used primarily by the Colleges of Public Health, Pharmacy and Nursing. The College of Pharmacy occupies the

west wing of the building. MEZCOPH students, faculty and staff play a vital role in ensuring that the facilities of Drachman Hall are treated with respect and are asked to report any incidences of vandalism, theft, or questionable activities to the Assistant Dean of Financial Affairs and Physical Resources at 626-4596. Building security services are not available in the evening or weekends; therefore, students should not be in the building after regular business hours (8 AM-5 PM) or weekends unless they are taking a class or working in an assigned cubicle or office space.

Bicycles and Bicycle Parking

UA students, faculty, and staff who ride their bicycles to school are encouraged to register their bicycles with the University of Arizona Parking and Transportation Services. Bike registration provides the owner with discounts on selected bicycle supplies and services from participating bike shops, free lock cutting service for UA-registered bikes on campus, and a record of ownership and documentation for insurance carriers. Registration facilitates the return of stolen bikes to their owners.

For parking convenience, bicycle racks are located on the south side of both wings of Drachman Hall. Bicycles brought into the building or locked to stairwells or other architectural features will be impounded.

Computer Lab

MEZCOPH's computer lab, equipped with 21 personal computers, a printer, and projection equipment, is located on the third floor of Drachman Hall in Room A319. The computer lab is available for general use, Monday through Friday from 8 AM -5 PM, unless the lab has been scheduled for a class, study session, or other College activity. Information about courses scheduled in the computer lab will be posted outside the lab door. Students can also view the computer lab schedule via the [UA Health Sciences Scheduling System](#) (search by date for Drachman Hall Room A319).

Stata, SPSS, SAS, ArcGIS, R, EpiInfo, Matlab, Skype, Adobe Acrobat Pro and Microsoft Office are installed on each system. nVivo is available on lab computers in the first and half of the second rows. The systems revert back to an initial state after a reboot, so a thumb drive, cloud storage or CD/DVD is required to save any work. To use the systems students must login to the computers with their NetID. **Please make sure to logoff from the computer when done.** Students must provide their own paper for printing.

Lockers

Students may reserve a locker for use while a student at MEZCOPH. Requests for lockers are processed by the administrative assistant in the Office of Student Services and Alumni Affairs, Room A302 of Drachman Hall. A one-time, non-refundable user fee of \$5 is assessed. To reserve a locker, a student should identify the range of locker numbers in the first floor hallway in which the locker is desired and communicate this information to the administrative assistant, who will assign the locker number and provide the padlock combination to the student.

Students *may not* use their own padlocks on Drachman Hall lockers. Drachman Hall is *not* accessible in the evening or on the weekend, so needed items stored in lockers should be retrieved prior to the conclusion of classes.

Lost and Found

Items found in the east wing or “A” side of Drachman Hall should be brought to A302, the Office of Student Services and Alumni Affairs, where the Lost and Found repository is located. Likewise, individuals who are attempting to locate lost property should check with the Office of Student Services to determine if the item has been turned in. Individuals must provide adequate description of the item and in some cases, personal identification.

Policy for Posting Advertisements in Drachman Hall

Any paper advertisement, flyer, or announcement to be hung in either of the Drachman Hall buildings shall *first* be approved by the MEZCOPH Office of Student Services and Alumni Affairs in Drachman A302 (for postings hung in Drachman A) or the College of Pharmacy’s Office of Student Services in Drachman B107 (for postings hung in Drachman B). To gain approval, bring *an original copy* to the appropriate Office of Student Services. When approval is given, the announcement will be initialed and dated by the office. Copies of the announcement showing the initials and date can be made at this time.

Announcements may be hung indoors on plastic, metal, or bulletin boards **ONLY**, *not* on painted walls or glass/wooden doors unless special permission is granted by the appropriate Student Services Office. *Announcements may not be taped, nailed, screwed, or in any way attached to the outside metal or brick siding of the building. Announcements without approvals or on restricted surfaces will be removed.*

Removal of announcements is the responsibility of the organization or individual who hung them. Announcements must be removed no later than two days following the event. Failure to do so may result in denial of future postings.

Student Lounge

The MEZCOPH Student Lounge is located on the first floor of Drachman Hall in Room A102. Equipped with comfortable furniture, several study tables, a microwave oven, a computer and printer, MEZCOPH students are encouraged to use the Student Lounge on a regular and frequent basis to study or meet with peers. The room may not be reserved. Students from other colleges should use the lounge facilities in their respective colleges. Access to the Student Lounge is via CatCard. Students desiring to use the Student Lounge must complete a Drachman Hall Access Application, which outlines the guidelines for use. This form is found on the student Hub under Student Forms. The completed form must be turned in to the administrative associate in the Office of Student Services. It is then submitted to the Business Office for access approval.

Student Space

There are a limited number of graduate student cubicles on the second floor of Drachman Hall. These spaces are assigned in priority order. First priority for cubicle assignments is courses with teaching assistants. The cubicle space is assigned to the course and cubicle space must be shared if there are multiple TAs in the course. Doctoral students are the next space assignment priority. Students who are participating in a training grant follow in priority and finally, any graduate student who is employed as a research assistant by a Department that has space available may be assigned space. Access to the second floor of Drachman Hall after hours is only granted to students who have been assigned a cubicle.

Teaching assistants may arrange to meet with students in the breakout rooms (the small classrooms on the west side of the first floor). This reduces noise on the second floor and provides private space when needed. Teaching assistants may schedule these rooms by accessing the [UA Health Sciences Scheduling System](#). The course number, name and faculty member should be included in the request.

Student groups needing meeting space may request it by submitting a room schedule request through the [UA Health Sciences Scheduling System](#). The group's name and faculty advisor name should be included in the request. Advisors are expected to be present when student group meetings occur after hours. While individual students may not reserve a breakout room to study or meet with group members outside of course times, they may use unoccupied, unreserved rooms for these activities.

Third Floor Patio

Students are welcome to use the third floor patio adjacent to the south staircase, outside the Office of Student Services and Alumni Affairs.

Wellness Room

A Wellness/Activity Room is located in Drachman Hall A110. The room provides a safe and attractive space for faculty, appointed professionals, staff, and students to participate in a variety of physical activities for the enhancement and promotion of individual wellness. The room is equipped with exercise mats, small exercise equipment, a refrigerator, and sink. The Canyon Ranch Center for Prevention & Health Promotion, within the College of Public Health, is responsible for programming activities in the Wellness Room. These activities are advertised and promoted on the College's listservs. Those wishing to access the facility are required to sign a waiver (medical release form) and complete a Drachman Hall Access Application. These forms are found on the student Hub.

Wireless Internet Access

Wireless access is available throughout and around Drachman Hall via connection to the UAGuest and UAWiFi networks. UAGuest is for use by visitors to our campus. A temporary user id and password are texted back to the user for connection to this network. Additional information about UAGuest is available [here](#). UAWiFi, on the other hand, is a secure and fast wireless network that is available across most of our campus. Partially funded by the Student

Technology Fee, it brings roaming wireless access for all students, staff and faculty on campus. Connection to UAWiFi requires authentication using your NetID and password. The UAWiFi network, when connected, allows students to access on-campus networked resources that are generally unavailable over the public Internet, such as the libraries and [UAccess Student Center](#). Instructions for setting up wireless access can be found [here](#).

How to get help with UAWiFi

Help can be obtained through the [Office of Student Computing Resources \(OSCR\) Help Desk](#). Call 626-TECH (8324) to schedule an appointment, or stop by during walk-in hours. Limited support is available at OSCR computer labs and multimedia labs. The [UITS FAQ on UAWifi](#) is another source of help for UAWiFi. The MEZCOPH Information Technology staff can also help with the setup by contacting them [online](#) or calling 626-7417.

ANALYTICAL LABORATORY FACILITIES

The College has research laboratory space in the Medical Research Building (MRB, first floor west) and teaching/research laboratory space in the Biological Research Laboratories (BRL) at the north end of the Arizona Health Sciences Center campus. Some environmental health sciences courses will use laboratories in these buildings and students will receive specific information regarding time and place from the course instructor. Student research efforts will be assigned appropriate space by the student's Research Director depending on the nature and funding of the project. Students employed on faculty projects may be assigned to work in these laboratories.

PHOENIX BIOMEDICAL CAMPUS

The city-owned Phoenix Biomedical Campus (PBC) is a 28-acre urban medical and bioscience campus planned for more than six million square feet of biomedical-related research, academic, and clinical facilities. Students have access to the facilities through PBC Access Cards and cards must be displayed at all times when on campus. The MEZCOPH offices are located in Suite 119 of the UA Phoenix Plaza (Building 4) at 714 E Van Buren Street, Phoenix, AZ 85006. Students are also welcomed and encouraged to utilize the facilities in Building 1, 2, 3, and the Health Sciences Education Building (HSEB). Student access is limited to when Security is on site.

- Building 1, 2, 3, and 4: Weekdays 8:00 AM – 5:00 PM / No Weekends / No Holidays
- HSEB: Weekdays 6:30 AM – Midnight / Weekends 9:00 AM – 9:00 PM / No Holidays

Computers

The MEZCOPH Suite in Phoenix has two computers available for student activities. Computers may be used on site and can be checked out with the MEZCOPH administrative assistant in Building 4, Suite 119. Black and white printing is also available in the COPH Suite but students must provide their own paper. Students may also use the computers available in the Library located in HSEB. The systems revert to their initial state after a reboot, so a thumb drive is required to save any work. Printing is available in the HSEB Library for 10 cents per black and white page.

Phoenix Student Space

MEZCOPH students at the Phoenix Biomedical Campus are encouraged to use the central area in Building 4, Suite 119 as a meeting space, along with the student spaces in HSEB. Students may also use the lunch room located in Building 4. This area is equipped with a sink, microwave, and refrigerators. It is expected that students keep the lunch area orderly and clean and food that is no longer fresh is disposed of in a timely manner.

Wireless Internet Access in Phoenix

Wireless access is available throughout and around the Phoenix Biomedical Campus via connection to the UAWiFi and UAPublic networks. See the section above about the Wireless Internet Access to connect to the internet.

COMMUNICATING WITH STUDENTS

The Office of Student Services and Alumni Affairs communicates with students primarily through email, student listservs and the College's student intranet, the MEZCOPH Student Hub. The College hosts Facebook groups for prospective and current graduate students, as well as LinkedIn and Facebook groups for Alumni; however, these groups are not used to communicate official business.

Email Accounts

The University of Arizona requires that all students open email accounts through the University of Arizona. **Students are required to use these accounts for all University-related correspondence.** In turn, official University and College messages are communicated to students via this account. It is imperative, therefore, that all students keep the Office of Student Services and Alumni Affairs notified of any address changes. Failure to read the UA email account is not an acceptable excuse for not knowing important information. While forwarding one email account to another may be advantageous, there may be some risk of loss of information.

Listservs

Current information about new policies and procedures, program and college events, and course information is announced via the academic program listservs and then is posted on the MEZCOPH Student Hub. Job and internship openings are announced via separate listservs that students must request subscription to and these openings are posted to the Hub. New scholarship and fellowship information, if received, is announced once a week on the listserv and placed on our website. Each academic program or concentration within the College maintains a student listserv, as well, for communicating program or concentration business from its faculty and staff.

General announcements for all students related to academic business, e.g., speakers of interest, conferences, seminars, new courses, etc., should be sent to the Assistant Dean for

Student and Alumni Affairs for distribution. All attempts are made to eliminate email redundancy.

MEZCOPH undergraduate and graduate students have a listserv, PHAlliance, on which they may communicate information regarding student groups, events, community service activities, public health news, furniture for sale, etc. Listserv users must follow the College's Social Media Guidelines found below and on the Hub. Use the address phalliance@list.arizona.edu to send a message to all MEZCOPH students.

College of Public Health Social Media Guidelines

The College of Public Health strives to support a vibrant, respectful conversation and asks that all users of the College's social media platforms treat each other with respect and abide by the rules and responsibilities of each social media platform. **MEZCOPH reserves the right to block or unsubscribe abusive users, and remove comments that:**

- Are hateful, threatening, malicious or discriminatory
- Are libelous
- Harass, bully, or intimidate any user
- Engage in commercial activities not approved by the appropriate authority
- Contain profanity, nudity, or graphic or gratuitous violence
- Condone or encourage illegal activity
- May be considered spam or are irrelevant to the primary contents of the page
- Are repetitive (multiple identical or substantially similar posts by the same user)
- Cannot be translated into English using free online translation software
- Could compromise the safety of a member of the public or the individual who created the comment, post or discussion
- Reveal information in conflict with the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Accountability Act (HIPAA), or any other applicable laws or regulations

Student Intranet (Hub)

A student intranet, the Student Hub, on the College's website, has been developed to assist students in locating information that is relevant to their role in the college. It is important, therefore, to check this site frequently for information regarding events, college developments, and student news. In addition to creating an electronic student community and presenting diverse information, such as student calendars, forms, deadlines, policies and processes, the MEZCOPH Student Hub serves as the access point to a number of required electronic surveys. Currently, these include the Midcourse Evaluation, the Student Annual Progress Report, and the Graduating Student Exit Survey. MPH students must submit their internship abstracts and final reports through the Student Hub. A UA NetID and password are required to access this site.

Website

The MEZCOPH website, <http://publichealth.arizona.edu/>, is used as the College's primary point of information dissemination to the public, potential applicants and students. Research interests of faculty members, a college directory and news items are posted on this site.

Curriculum requirements, academic and student policies, internship and job postings, and scholarship and fellowship announcements are posted on the MEZCOPH Student Hub.

STUDENT SERVICES, RESOURCES & OPPORTUNITIES

Career Advising

An integrated approach to career advising continues to provide appropriate career exploration services and support related to finding a public health career position. These services utilize the expertise of the University of Arizona Career Services Office, professionals within the MEZCOPH Office of Student Services and Alumni Affairs, and public health faculty and practitioners. University of Arizona Career Services offers a broad range of programs designed to assist students and alumni in developing and implementing career plans, gaining career-related experience while enrolled in school, and pursuing post graduate career goals, whether that means permanent employment or alternate plans.

Various events and services occur on an ongoing basis. Most recently, these events have included résumé writing workshops at both the undergraduate and graduate levels, and the establishment of an Alumni Panel each semester that introduces students to alumni working in various areas of public health. The Office of Student Services and Alumni Affairs consistently shares information regarding public health internships, fellowships, career opportunities through its listservs. The Assistant Dean of Student and Alumni Affairs, the Doctoral/MS Coordinator, and the Phoenix Coordinator provide individual career guidance and résumé review.

Confidential Problem Resolution

Students who are experiencing difficulties of a sensitive nature are encouraged to make an appointment with the Assistant Dean of Student and Alumni Affairs who can provide assistance and guidance or can help the student find additional resources to solve the problem. Issues discussed with the Assistant Dean are held in confidence.

Students may also speak with the Graduate College. Please review the Graduate College's [Summary of Grievances](#) webpage for more information.

Disability Resource Center

The UA Disability Resource Center (DRC) is the campus department designated by the University to determine and provide access to University classes, programs and activities for disabled individuals. Through an interactive process, the DRC will facilitate access either through a reasonable accommodation or by redesigning aspects of a University experience. The DRC's processes are designed to be convenient for students.

When the design of the academic and campus experiences present barriers, accommodations may be necessary. At the DRC, students will find information on accommodations and other important campus resources to increase access on campus and enhance the overall UA

experience. Disabilities appear in many forms (visible or invisible) and each pre-qualified student can discuss accommodations with an assigned Disability Access Coordinator. Accommodations are available to any pre-qualified student (undergraduate or graduate including masters and doctorate). Accommodations may involve flexibility with test taking times, test locations, note taking, or course substitutions. For more information, contact the DRC or visit their website. The DRC's web site is: <https://drc.arizona.edu/> and a FAQs section can help you confidentially clarify how to get started <https://drc.arizona.edu/students/faqs-students>.

Helpful Student Resources

In addition to the information presented in the *New Student Packet*, distributed at New Student Orientation, the College has developed a list of Helpful Student Resources to assist students in navigating their life and time here at the University. Both the *New Student Packet* and the Helpful Student Resources are found on the [Student Hub](#).

The Graduate College [New and Current Students webpage](#) also has a number of resources for graduate students across campus including specific links to Graduate College policies and procedures, professional development, child care subsidies, staying safe on campus, and more! They also have a comprehensive [Frequently Asked Questions](#) page for all new and continuing graduate students.

Office of Student Services and Alumni Affairs

The MEZCOPH Office of Student Services and Alumni Affairs (frequently referred to as OSSAA) serves as the central point of coordination for student activities and provision of services to undergraduate and graduate students in all academic programs of the College. Each OSSAA student services professional has significant experience advising students, participates in numerous university wide taskforces and committees, and meets with MEZCOPH students on a daily basis to help them resolve issues related to their academic careers. These issues include, but are not limited to: admissions questions; course registration; meeting academic paperwork deadlines; college financial aid, scholarships, and fellowship application processes; internship processes; career placement questions; travel requests; and graduation requirements.

Student Input into MEZCOPH Operations

The administration of MEZCOPH is keenly interested in understanding the student perspective of the College and its operations. To that end, numerous avenues for students to provide input and share concerns have been developed. First and foremost, student members are sought for all MEZCOPH committees, with the exception of the Promotion & Tenure Committee and the admissions committees. In addition to the university-administered Teacher and Course Evaluations, where students are encouraged to fully access all aspects of a course, the College also administers a mid-semester online course evaluation to determine if there are ongoing course issues. All graduating students are required to complete a comprehensive Exit Survey.

Once each semester, the Dean hosts a "Dean's Dialogue" session for the purpose of hearing issues from the student perspective.

Ongoing student dialogues with faculty and staff provide a venue for proactive resolution of problems. When there are issues within a particular course, students should first speak with the instructor about their concerns. Course concerns that involve multiple students that are not resolved through meeting with the instructor may be addressed at the Student Affairs Committee Meeting where a plan of action for resolution of the issues can be developed.

Student Suggestion Box

An online Student Suggestion Box, accessed through the Student Hub, has been developed to provide students with an opportunity to share feedback and suggestions. A main objective of the online Suggestion Box is to get the suggestion/feedback in front of the appropriate College colleague, office, or committee for consideration. While not all suggestions and great ideas are implementable, often a follow-up dialogue about the suggestion brings greater clarity and understanding to the issue for all concerned parties.

Student Participation on MEZCOPH Committees

Membership on MEZCOPH committees provides students opportunities to participate in much of the college's decision making and governance process. Students are expected and encouraged to consider committee membership as a means of familiarizing themselves with college operations, faculty, and staff, and as a way to build their own leadership and collaborative skills. Students are invited to complete a Committee Membership Interest Form, on it indicating the committee(s) that they may wish to join. All attempts are made to accommodate as many committee membership requests from interested students as are received.

The Student Affairs Committee meets twice each semester. While student representatives from each program and student services personnel comprise the Student Affairs Committee, *all* students are encouraged and invited to participate in the Student Affairs Committee.

STUDENT AMBASSADORS

To aid MEZCOPH with outreach and recruitment of a diverse student body as well as assist with alumni activities, the Office of Student Services and Alumni Affairs coordinates undergraduate and graduate Ambassador Programs. With a competitive application process, ambassadors proudly represent the College's student perspective to prospective students and their families, the University of Arizona, the Tucson community, and other groups as called upon. College Ambassadors assist with undergraduate and graduate recruitment, participating in the following activities:

- Communication with prospective and admitted students
- Volunteer for AHSC-sponsored middle school and high school events
- Outreach to campus clubs and organizations
- Staff tabling events on campus, as well as at the American Public Health Association, Arizona Public Health Association, and Graduate School Fairs
- Student panels for visit days

- Lots of other fun outreach/recruitment activities
- Planning and facilitating alumni activities

STUDENT ORGANIZATIONS

Public Health Student Alliance (PHSA) – Tucson

The Public Health Student Alliance (PHSA) is the primary student organization of the college. All MEZCOPH students are members of PHSA. Established in 1997 by a group of committed MPH students, the initial charge of the group was to advocate for public health issues and to promote networking of students who work or wish to work in the field of public health. Since that time, the organization has matured and has expanded its scope of interest and activities to include participation in civic health promotion events, social events, intramural sports, and service projects. In addition to fundraisers, students have organized technical assistance workshops, advocacy trainings, and a student-to-student mentorship program. Although officer elections occur each year, the group has chosen to govern itself in a nonhierarchical fashion, giving each officer a programmatic area to oversee and sharing the task of meeting management. PHSA is open to all University of Arizona students who are interested in public health.

Public Health Student Alliance (PHSA) – Phoenix

The Phoenix Public Health Student Alliance (PPHSA) is one of the student organizations designed to involve the Phoenix-based University of Arizona students in the surrounding community. The organization was founded in 2011 in order to keep all students involved in the public health field who otherwise would not be able to partake in Tucson-based activities. All members in the MPH programs that are Phoenix-based are members of PPHSA, and other MPH students have the option of joining as well. The primary mission of the group is to promote student outreach in Maricopa County. PPHSA has built bonds with the community to promote not only the Phoenix-based University of Arizona programs, but also to establish connections with community members that will ultimately positively impact their health in all aspects.

American Indian and Indigenous Health Alliance (AIIHA)

The American Indian and Indigenous Health Alliance (AIIHA) is an undergraduate and graduate student organization established in 2012 by a group of MPH and DrPH students. The organization's goals are to enrich and foster the educational and professional experience of Indigenous students at the University by offering diverse avenues of support that are responsive, adaptive, and efficient to meet the needs of Indigenous students. By doing so, the organization also hopes to increase the representation of Indigenous students in public health disciplines.

The Environmental and Occupational Health/Industrial Hygiene Club

The EOH/IH club at the University of Arizona is a student run organization that aims to enhance student knowledge and involvement. Members share a common interest in the promotion of environmental and occupational health, safety, and industrial hygiene through the reduction of biological, chemical, and physical hazards. Activities include professional networking,

community engagement, and educational events that work in conjunction with current course objectives within the master's program. Educational and networking opportunities for members of the industrial hygiene and environmental and occupational health communities are provided through seminars, training opportunities, local tours, and roundtable discussions developed by the student group. This club also encompasses the student sections of the nationally recognized American Industrial Hygiene Association (AIHA) and American Society of Safety Engineers (ASSE) organizations.

Global Health Alliance (GHA)

As a student driven organization, the Global Health Alliance (GHA) aims to enhance students' knowledge of how public health functions in a global context. GHA engages in the following activities: providing opportunities for students and faculty to connect to local organizations and community service projects; facilitating discussion of global health and social justice issues and their relevance to the Southwest, and promoting internships that increase student experience in global health and multicultural interaction.

Graduate and Professional Student Council (GPSC)

The Graduate and Professional Student Council (GPSC) was founded in 1991. In its early years, the GPSC was a branch of the Associated Students of the University of Arizona (ASUA). Now the GPSC is independent from the ASUA and has its own officers, directors, representatives, and budget. The GPSC has played major roles in improving graduate student life by pushing for programs such as health insurance, child care, TA and RA benefits, travel grants, and national advocacy (the latter primarily via the NAGPS). To find out more about the scope of GPSC activities, visit the [GPSC website](#). Each College elects a representative to serve on GPSC.

University Student Organizations

The University of Arizona has over 600 student clubs and organizations, which play a key role in student life on campus. There are numerous undergraduate, graduate, and professional organizations fulfilling all aspects of student interests. For more information and contact information, follow our list of student clubs! The Associated Students of the University of Arizona (ASUA) [website](#) provides information about these student clubs.

STUDENT MANAGED EVENTS

Graduate Research Poster Forum

The MS, PhD, and DrPH programs of MEZCOPH host an annual research poster forum led by students. This event provides an opportunity for students conducting research within MEZCOPH to network with public health professionals from industry and regional and state governments. The goal is to promote future collaborations such as employment and research partnerships. The student planning group invites keynote speakers, develops promotional literature, maintains a website that provides guidance for poster creation and participant registration, and produces a forum program which includes abstracts. Both students and faculty are encouraged to present posters. Posters are judged, and a cash prize is awarded to the best student poster.

MPH Internship Conference

With minimal faculty and administrator guidance, MPH program student volunteers are responsible for planning and facilitating the college's MPH Internship Conference, held in the spring and fall semesters. This conference, to which public health professionals, university administrators, undergraduate students and the public are invited, showcases the outstanding accomplishments of MPH students in their internships and functions as an outreach event. The format of the Internship Conference is similar to that of a scientific meeting, with multiple sessions occurring at the same time. A good deal of event coordination and collaboration skills on the part of the student planning committee ensures that all details are effectively managed. In addition to selecting and inviting a keynote speaker (often a program alumnus or public health leader in the community), the students design a promotional poster, coordinate presentations, collect presentation abstracts from their peers, and format and print a conference program containing presentation abstracts. A larger group of student volunteers serves as session rehearsal coordinators, moderators, greeters and facilitators on the day of the conference.

Social Justice Symposium

Students of the Mel and Enid Zuckerman College of Public Health plan and host an Annual Social Justice Symposium in the spring semester. Initiated in 2007 by students in the Center for Health Equity/Project EXPORT Fellows program within the Mel and Enid Zuckerman College of Public Health, objectives of the one-day conference were and continue to be to showcase strategies and encourage activism to effect change in the realm of social justice and public health. Bringing together students, faculty, community activists and health professionals, the Social Justice Symposium aims to expand participants' awareness and abilities to critically analyze how social injustices affect health outcomes worldwide with the goal of inspiring action at a personal level. Since 2007, the planning committee has included both undergraduate and graduate students from diverse corners of public health study. Beginning with the initial Social Justice Symposium, student planners and attendees have realized a need for a multi-faceted approach to the alleviation of disparities and their underlying issues.

THE UNIVERSITY OF ARIZONA OFFICE OF SCHOLARSHIPS & FINANCIAL AID

To be eligible for any federal loans or scholarship awards, domestic students must file a FAFSA. To qualify for scholarship awards, International Students must complete a [Financial Aid Calculation for International Students](#).

Federal Financial Aid

Federal financial aid (i.e., loans and grants for MEZCOPH students) is awarded through the University of Arizona's Office of Scholarships and Financial Aid. Application requests for financial aid should be made in the semester prior to the anticipated funding needs. Further information can be found on the [OFSA website](#). The Office of Scholarships and Financial Aid can be reached by telephone at (520) 621-1858, or by email at AskAid@email.arizona.edu.

Qualified Tuition Reduction Benefit

Benefits eligible employees of the three state universities, their spouses and dependent children may be eligible for drastically reduced tuition rates. The qualifying employee must be employed on the first day of the semester or term for which the benefit is to be used and must apply through the employee's hiring department to access this benefit. Detailed information can be found on the [Human Resources website](#).

STUDENT FUNDING MANAGED BY MEZCOPH

The Assistant Dean of Student and Alumni Affairs manages the award process for the MEZCOPH scholarships and avenues of financial assistance listed below. A full listing of the College's scholarships, complete with criteria, application deadlines and forms can be found on the MEZCOPH Student Hub. The College's Scholarship Committee meets annually and on an ad hoc basis to select scholarship awardees. Students apply in spring semester for financial assistance for the following academic year via a Scholarship and Teaching Assistant Application, also found on the Hub. The process and timing will be announced by the Assistant Dean early in the spring semester.

Graduate College Dissertation/Thesis Tuition Scholarship

A limited number of awards that reduce nonresident tuition to what Arizona residents pay for tuition for 1 to 6 units are available. The award excludes the mandatory registration fees and differential tuition charges. This tuition scholarship is designed to reduce the tuition for nonresident students who are within 2 years of completing their degree and are only working on their thesis or dissertation research and writing. Students are eligible to apply if they are nonresident graduate (master or doctoral) degree-seeking students who are enrolled for one to six credits of 900-level units ONLY (no actual courses). This scholarship is not applicable to summer tuition. Students desiring more information about this scholarship should contact the Assistant Dean early in the semester prior to the one in which they will be requesting this scholarship.

Graduate College Fellowship Funding

The University of Arizona Graduate College allots MEZCOPH a limited amount of Graduate College Fellowship funding each academic year. Graduate Fellowships are cash awards that can be applied to tuition, health insurance or any other academic expense, the balance of which is paid directly to the student. MEZCOPH awards Graduate Fellowships to its students based on both financial need and academic merit. Awardees must establish and maintain at least a 3.0 cumulative GPA, be enrolled in six graduate units per semester, and have a current FAFSA on file to be eligible to receive and retain their award.

Additional merit based scholarships administered through the Graduate College are found on the Graduate College website.

MEZCOPH SCHOLARSHIPS

The following monetary awards have been established to assist MEZCOPH students in face-to-face programs in funding their required coursework or research/internship experiences in

specific areas of interest. Many of the MEZCOPH Named Scholarships can be applied for through [Scholarship Universe](#), which is the University's scholarship management system for students and departments. During the spring semester, applications for scholarships for the following academic year will be available. Each student will need to create a profile on Scholarship Universe and will be matched to scholarships for which they are eligible.

The Cliff and Penny Crutchfield Scholarship Endowment

This \$8,000 scholarship is for incoming doctorally bound students in the area of Occupational and Environmental Health. Students must demonstrate merit and/or financial need, and a commitment to public health, public service, and leadership.

Reva T. Frankle Scholarship

Need based scholarship that focuses on diabetes and/or Native American populations. Funding amounts vary.

Dr. Robert Garcia/The Victoria Foundation Scholarship

This scholarship recognizes meritorious Phoenix Program students who have earned a 3.0 GPA or higher and who have a commitment to complete 20 hours of community service. Three scholarships of \$2,000 are awarded annually.

General Scholarship Fund

MEZCOPH has a limited, but growing, General Scholarship Fund. Students are welcome to apply for funding through the Office of Student Services and Alumni Affairs during the spring semester for the following academic year. Scholarship funds are awarded based on a variety of criteria, including financial need and academic achievement. Students apply for General Scholarship Funding on the Scholarship and Teaching Assistant Application.

Hispanic Women's Corporation/Zuckerman Family Foundation/Victoria Foundation Scholarship

The Hispanic Women's Corporation, Zuckerman Family Foundation, and the Victoria Foundation have partnered to provide scholarship funding to MEZCOPH students who demonstrate an interest and commitment to serving our Hispanic populations, and whose professional goals include continuing service to those populations. Several awards are awarded annually.

Maureen Mangotich Scholarship

The family of Maureen Mangotich, MD, MPH, has provided a scholarship for full time public health students. Mangotich awards in the amount of \$1,000 are made each year.

Joel Meister Scholarship

Dr. Joel S. Meister, a founding faculty member of the Mel and Enid Zuckerman College of Public Health, was internationally known for his work with community health workers or *promotores de salud* and the development of comprehensive disease prevention interventions focusing on community mobilization for policy change. A scholarship honoring Dr. Meister's memory was established for MPH students. This award, in the amount of \$5,000, will be made to an

incoming MPH student who demonstrates merit, significant financial need, and a commitment to public health, public service and leadership.

Elbridge and Genevieve Morrill Memorial Scholarship

Mr. and Mrs. Elbridge Morrill established this scholarship to support academic related expenses of students in the Environmental and Occupational Health (EOH) Concentration of the MPH or BS Programs. EOH students who are US citizens and have graduated from Arizona high schools are eligible to receive this award. Morrill Scholarship award amounts vary.

Helen and Raymond Sarocco Scholarship

The Helen and Raymond Sarocco Scholarship supports MPH students with financial need who have achieved academic excellence. One to two scholarship awards are made each year.

SueBob Scholars Endowment

This scholarship is awarded to full-time undergraduate students in their junior or senior year or graduate students in the College of Public Health. Preference is given to students who demonstrate commitment to research and public service, are first generation college students, military students, and/or have previously obtained a bachelor's in nursing. Awards of \$2,000 are given annually.

Russell H. Swanson Scholarship

Dr. G. Marie Swanson, Founding Dean of MEZOPH, provides two \$2,500 scholarships in memory of her late husband, Dr. Russell Swanson. This scholarship is awarded to meritorious incoming MPH students who intend to pursue careers as public health practitioners.

Victoria Foundation/George H. Dean Scholarship

This scholarship recognizes full time students committed to serving African American communities of Arizona, who exhibit leadership experience and social awareness within African American populations. Two awards at \$2,500 are made annually.

Victoria Foundation/Dr. Erlinda Tejada-Rodriguez Scholarship

This is a merit based scholarship for a full time student with a 3.0 or higher grade point average who demonstrates commitment to service and leadership experiences within Native American populations in Arizona. Annually, two awards at \$2,500 are made.

Zuckerman Family Foundation Scholarships

This scholarship is intended to recognize meritorious fulltime students with a 3.00 or higher grade point average who show commitment to public health, public service and leadership within Native American, Hispanic, and African American Communities.

MEZOPH INTERNSHIP AWARDS

Kent and Liz Campbell International Public Health Internship Endowment

Dr. Carlos C. (Kent) Campbell, former Interim Dean of the College of Public Health and his wife, Liz, have provided an endowment that supports international (preference is Africa) internship

of a fulltime MPH student who has demonstrated a commitment to public health and global health.

Drachman Prevention Fellowship

The Drachman Prevention Fund was established to honor Mr. Roy P. Drachman, the founding Chairman of the College of Public Health Advisory Board and for whom the College of Public Health building is named. Mr. Drachman was involved in all aspects of community life and community building, and had a particular passion for healthy children and schools. The Drachman Fund provides fellowships to support students of public health who will further this work. A competitive award of \$2,000 is made up to three times a year to MEZCOPH interns and student researchers who best outline an internship or research experience designed to promote healthy behaviors, sound nutrition, and physical activity in children and/or to mentor at-risk children and youth.

Nichols Initiative Scholars Fund Awards

The Andrew W. Nichols Initiative provides funding to support internships, research experiences, and preceptorships for MPH students currently enrolled in MEZCOPH. Andrew Nichols, MD, MPH, sponsored and inspired significant positive changes to health care programs and public health policy. As a physician working in public health and as a teacher and as a member of the Arizona Legislature, Dr. Nichols spent his entire career instigating the development of programs to benefit populations living in rural and border areas of the Southwest. This fund helps support students of public health and medicine who will further this work. Awards of varying amounts are made to MEZCOPH interns, student researchers, or student preceptors whose proposals best outline an internship, research, or preceptorship experience designed to promote policy, advocacy, or innovative service delivery in rural or border health.

MEZCOPH RESEARCH AWARDS

Graduate students in the MS/PhD Epidemiology and Environmental Health Sciences, PhD Biostatistics, Health Behavior Health Promotion, and DrPH Programs are also eligible for available research funds. No more than one MEZCOPH research award can be awarded to the same student in a given academic year. These awards are designed to assist graduate students in the completion of their thesis or doctoral research and to provide them funds to purchase supplies, equipment, or laboratory tests that are not funded by other resources.

Announcement of these award opportunities will be distributed to graduate students via student listservs, as well as on the website.

TRAVEL AWARDS

Limited funding for student travel to scientific and public health meetings and for poster printing is available. Priority is given to applications of students who 1) are presenting their work (e.g., posters, abstracts) at a meeting, 2) have completed a significant portion of core curriculum, and 3) have not received previous travel funding. Travel awards will not exceed \$500 and poster printing awards will not exceed \$100. The Application for Student

Travel/Conference Funds is found on the MEZCOPH Student Hub. Applications are accepted by the Office of Student Services year round and are reviewed on a rolling basis. Students also are encouraged to apply for travel funding through the [Graduate and Professional Student Council \(GPSC\)](#).

MEZCOPH GRADUATE, RESEARCH, & TEACHING ASSISTANTSHIPS

Graduate Research Assistantships

Research assistantships are often available through the research grants of MEZCOPH faculty members or from other departments on the University campus. While the Office of Student Services and Alumni Affairs posts all opportunities of which it is notified on the Hub and shares this information via student listservs, these opportunities are best sought by speaking with individual faculty members who are conducting research. In general, these positions are awarded based on a competitive application that exhibits excellence in academic and/or professional endeavors and a strong indication that the candidate has the talents or abilities that the assistantship requires. In addition to a salary, these assistantships typically provide the recipient with a waiver of out-of-state tuition, partial remission of the registration fee (in-state tuition), student health insurance, and a 10% discount at the UA bookstores.

Graduate Teaching Assistantships

Based on class size and format, a limited number of MEZCOPH courses utilize teaching assistants (TAs). TAs who serve in mentoring, instruction, and administrative roles working with course instructor(s) in the classroom. TA job duties may include taking attendance, grading papers, preparing course materials, developing and holding study sessions, scheduling guest speakers, monitoring academic integrity, holding office hours and lecturing.

In addition to a salary, these assistantships provide the recipient with a waiver of out-of-state tuition, partial remission of the registration fee (in-state tuition), student health insurance, and a 10% discount at the UA bookstores.

The Assistant Dean for Student and Alumni Affairs manages the TA assignment process, utilizing an equitable process that considers three important factors: 1) instructor and department preferences, 2) the placement priorities established by the College, and 3) information regarding students' employment and scholarship status. Graduate students will be considered for placement as teaching assistants in the following order: 1) MEZCOPH doctoral students who are required, as part of the degree curriculum, to TA a course; 2) MEZCOPH doctoral students who have already met the TA requirement or do not have the requirement; 3) MEZCOPH master's level concentration or program students who have taken the course offered by their program that needs a TA; 4) students who have content area expertise in the course subject matter; 5) non concentration or program students who have taken the course. TAs are required to complete [two mandatory pieces of online training](#) before they are eligible for employment: FERPA Training and TATO. International students who serve as TAs must take a speaking

assessment test administered by the Graduate College. For detailed information, please see the Graduate College's [English Speaking Proficiency Evaluation](#) webpage.

The course instructor serves as the TA's supervisor and it is the instructor's responsibility to communicate job expectations to the TA. It is also the instructor's responsibility to hold the TA accountable for meeting these expectations. At the end of the semester, the instructor is expected to evaluate the TA through a university established process.

To be considered for a teaching assistantship, students must have completed the College's Scholarship and Teaching Assistant Application, speak with the course instructor early in the semester prior to the course offering, *and* notify the Assistant Dean of Student and Alumni Affairs of their interest in a particular assistantship.

Because of the limited number of assistantships and the growing number of graduate students, the demand for teaching assistantships far outweighs the positions available within the College. Efforts to equitably distribute the TA positions to qualified students require a limit to the number of times a student may serve as a teaching assistant in the College. Successful completion of duties as a TA does not guarantee future assignments. Students are encouraged to seek graduate research and teaching assistantships in other departments and units at the university. The salary and benefits available to graduate assistants are comparable throughout the university campus.

In addition to the requirements of assistantships through the College, all students should familiarize themselves with the [Graduate Assistant Manual](#). It is the student's responsibility to read the GA Manual and abide by all policies outlined through the Graduate College.

The Graduate College also offers resources designed to help students balance family, work and school including [GA Parental Leave](#) and [Temporary Alternative Duty Assignments \(TADA\)](#).

STUDENT HONORS & AWARDS

Outstanding Senior Award

This College award is awarded to a graduating senior who has demonstrated outstanding achievements in 1) academic performance, 2) internship performance, 3) commitment to the College of Public Health and/or 4) community service.

Delta Omega

The Alpha Nu Chapter of Delta Omega, the public health honorary society for graduate students, was established at MEZCOPH in 2002. Since then, 200 members have been inducted into the chapter. Graduating students who are academically in the top 10% of their graduating class are eligible for nomination by Delta Omega members.

Graduate and Professional Student Council (GPSC) Achievement Awards

Each year, during Graduate and Professional Student Appreciation Week, the GPSC recognizes graduate and professional students, staff, and faculty that have made outstanding

contributions to the campus and, in particular, to graduate education. See the [GPSC website](#) for more information.

Graduate Research Poster Forum Prize

A prize for the best student poster presented at the Graduate Research Poster Forum is awarded at the conclusion of the Forum.

Outstanding MPH Student Award

The Outstanding MPH Student Award recognizes a graduating student from the MPH Program who exhibits 1) outstanding academic performance, 2) outstanding internship performance, 3) commitment to MEZCOPH, and/or 4) commitment to community service. Faculty and staff members may nominate students for this award.

Student Life Award

The College of Public Health Student Life Award was instituted by the Office of Student Services and Alumni Affairs to acknowledge and recognize a graduating student who has made significant contributions to initiating, promoting and facilitating student activities and events across the entire college. Faculty and staff may nominate students for this award.

DEGREE COMPLETION INFORMATION

MEZCOPH Exit Survey

The MEZCOPH Graduating Student Exit Survey provides a mechanism for obtaining anonymous, continuous student feedback which is used by MEZCOPH to refine and adjust its operations. The perceptions of our graduating students provide valuable feedback to MEZCOPH faculty and administration.

All students are required to complete the Exit Survey as part of their graduation requirements. Final degree paperwork will be processed after the student has responded to the survey. Student answers are one-way encrypted, meaning that, while the computer will recognize that a student has responded, the responses will no longer be linked to the student's email address. The Exit Survey will be available on the Student Hub in the weeks leading up to graduation.

Please note that the MEZCOPH Graduating Student Exit Survey is in addition to and separate from the Graduate College Exit Survey that is requested of graduating students across the University.

Graduate Information Sheet

As part of the degree completion process, students are required to complete a Graduate Information Sheet, which provides the College with the student's forwarding address and future plans, if known.

MEZCOPH Convocation

Traditional Semester (Fall and Spring) Completion

Students who finish all degree requirements in spring may participate in the May convocation ceremony. Students who will not finish all degree requirements until fall semester may participate in the December convocation.

All students must notify the Office of Student Services and Alumni Affairs of their intent to participate in the MEZCOPH ceremony by April 1 for the May convocation or November 1 for the December convocation.

Non-Traditional Semester (Summer or Winter) Completion

Bachelor's students who are planning to complete their degree requirements by the summer graduation deadline may participate in the May convocation ceremony if they have no more than 6 (total) outstanding credits of upper division units remaining in the following categories of instruction: internship, track, or public health elective coursework. If any other degree requirements are outstanding, bachelor students may participate in a following semester ceremony only. Students must be enrolled in these outstanding units for summer at the time of convocation.

Master's students and doctoral level candidates who are planning to complete their degree requirements by the summer graduation deadline may participate in the May convocation ceremony if they have no more than 6 outstanding credits at the time of convocation. Students must be enrolled in these outstanding units for summer at the time of convocation.

Additionally, doctoral candidates with outstanding graduation requirements must secure their Chair's approval to participate in May Convocation and present documentation of approval to OSSAA by April 1.

All students must notify the Office of Student Services and Alumni Affairs of their intent to participate in the MEZCOPH ceremony by April 1 for the May convocation or November 1 for the December convocation.

University of Arizona Commencement

The UA university-wide commencement ceremony happens only once each year in May. December graduates are welcome to attend the Commencement ceremony either before or after their graduation date. Note, however, that a student's name will only appear in the commencement program after the student's degree has conferred

Per university rules (<http://commencement.arizona.edu/eligibility-requirements>), August graduates, on the other hand, are welcome to participate only in the preceding May commencement and will have their names listed in that commencement program

To view the university-wide commencement ceremony schedule, please see the University of Arizona academic calendar page: <http://catalog.arizona.edu/acadcals.html>

UNIVERSITY OF ARIZONA POLICIES

Academic Policies

MEZCOPH students are expected to adhere to all registration, enrollment, grading and academic policies outlined in the [University of Arizona General Catalog](#) and [Graduate College Website](#) found on the web.

Residency Classification

Residency classification standards and procedures at The University of Arizona are based on the Arizona Board of Regents Policy on Tuition Classification. Each student must be classified as a resident student or a non-resident student for tuition purposes. It is the responsibility of each student to provide the information necessary to obtain a correct residency classification and raise the issue of a disputed classification in a timely manner. For more information, please see the [UA Residency Classification Office website](#).

UA Smoking and Tobacco Policy:

The University's "Smoking and Tobacco Policy" is designed to promote the health and wellness of all members of the University community, including visitors to campus, and it will prohibit the use of tobacco and nicotine-containing products on property owned or controlled by the UA. This includes the main campus, the Arizona Health Sciences Center, the Phoenix Biomedical Campus, UA South, all satellite campuses, University vehicles, and any property leased by the UA. Smoking cessation aids, such as nicotine gum, patches, and nasal sprays, will be permitted, but all other forms of tobacco or nicotine - including pipes, cigars, cigarettes and e-cigarettes, all types of smokeless tobacco, and water pipes - will be prohibited. The latest version of the policy is available [here](#).

UNIVERSITY POLICIES GOVERNING ACADEMIC INTEGRITY, CONDUCT & NON-DISCRIMINATION

Academic Integrity Code

Integrity and ethical behavior are expected of every University of Arizona student in all academic work. This academic integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students.

The procedures for reviewing a suspected violation are found in the complete [Code of Academic Integrity](#), administered through the UA Dean of Students Office.

MEZCOPH students are provided with a number of online resources to assist them in understanding the concept of plagiarism and tools to build citation skills and strategies for

avoiding plagiarism. University sanctions may be imposed on a student following an academic integrity infraction. In addition, MEZCOPH financial support (scholarships and assistantships) will be withdrawn and future awards prohibited.

Student Code of Conduct

The University of Arizona Student Code of Conduct sets forth the standards of conduct expected of students who choose to join the university community. Students who violate these standards will be subject to disciplinary sanctions in order to promote their own personal development, to protect the university community, and to maintain order and stability on campus. [The UA Student Code of Conduct](#) outlines these standards and sanctions.

Disruptive Behavior in an Instructional Setting Policy

The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Faculty members and teaching staff have the authority and responsibility to effectively manage their classroom environments. Instructors may determine the time and manner for student questions and expression of points of view in the instructional setting. Accordingly, instructors should establish, communicate and enforce reasonable rules of classroom behavior and decorum via the syllabus and classroom discussion. This policy is not intended to discourage appropriate classroom expression, discussion or disagreement, but to promote respectful interactions. Please review the full description of the [Disruptive Behavior in an Instructional Setting Policy](#).

Non-Discrimination and Anti-Harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the link below on Reporting Complaints to University Offices. All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations. Please review the full description of the [UA Non-Discrimination and Anti-Harassment Policy](#).

Threatening Behavior by Students Policy

The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents' Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one's self. Threatening behavior can harm and disrupt the University, its community and its families. Please review the full description of the [UA Policy on Threatening Behavior](#).

COLLEGE OF PUBLIC HEALTH MATRICULATION STANDARDS

The College has developed matriculation standards to identify the skills and behaviors that are expected of students admitted to the MEZCOPH academic or certificate programs. During the period of enrollment, should the student's performance in any of the areas outlined drop below the acceptable standards, the student may be dismissed from the program to which he or she has been admitted. A student's performance against these standards will be assessed during annual academic progress reporting or at any time during his or her enrollment in the College should unsatisfactory performance be reported. Please review the full description of the College of Public Health Matriculation and Progress Standards, found on the MEZCOPH Student Hub and included in orientation packets.

GRADUATE COLLEGE & MEZCOPH POLICIES

Academic Deficiencies Noted at Admission

A deficiency is a lack of course work or knowledge in a basic area that may be critical to graduate and professional work. Deficiencies in a student's past academic work may be identified by program faculty during the admissions process. The program faculty has the authority to note that deficiency on the Admission Recommendation Form and to require completion of additional coursework prior to entry into the program or at the onset of the student's graduate study. The coursework required must be taken at the undergraduate level, can be transferred from another accredited institution, and must be graded "A", "B", or "C". Students should take steps immediately to address any deficiencies noted on their letter of admission. No student with academic deficiencies may hold a Graduate College fellowship, or graduate teaching or research assistantship.

Academic Probation at the Graduate Level

Students who have a cumulative grade point average of less than 3.00 will be placed on academic probation. Graduate College policy requires students who are on probation to meet with their Faculty Mentor/Advisor, discuss the steps to be taken to remedy the circumstances that caused the probationary status, and submit a written plan of action to the Graduate College. Graduate students who are on probation for two consecutive semesters will be disqualified by the Graduate College. Students can apply for readmission to a degree program as early as the semester after their disqualification if they achieve a cumulative grade point average of at least 3.0 through additional graduate course work. A re-admission request must be supported by the head of the major department and approved by the Graduate College. There is no guarantee of re-admission. The program can request termination of graduate studies for a student on academic probation. No student on academic probation may hold a Graduate College scholarship, fellowship, or graduate teaching or research assistantship.

GradPath

GradPath is the Graduate College's electronic degree audit process that makes tracking and monitoring student progress transparent to all involved. Students fill in and submit forms online through their UAccess Student Center. Forms have some automatic checking built in that will

prevent common errors (e.g., typos in course numbers, illegible faculty names, etc.). There is also some built-in logic to notify students when there is a problem with their form, such as courses outside our time limit. Such messages include links to policy. The automated workflow engine then routes the electronic forms to the faculty and Graduate College for their approval.

It is the student's responsibility to monitor the faculty members' and Graduate College's approval of all forms submitted through GradPath. Students can monitor the approvals by tracking the approval path at the bottom of any form in GradPath.

Incomplete Grades

The grade of I (for Incomplete) may be awarded with the instructor's concurrence only near the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The incomplete grade will not be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than incomplete must be assigned. Students must make arrangements with the instructor to receive an incomplete grade before the end of the term and will not automatically receive an incomplete simply because all course requirements were not met.

The course instructor will determine the conditions of the incomplete grade and set a date for completion of all required assignments at any point within the year following the end of the course. Those conditions will be outlined on a [Report of Incomplete Grade form](#), which serves as a contract between the student and the instructor. The Report of Incomplete Grade form will be kept on file in the Office of Student Services and Alumni Affairs until the conditions for completion have been met. When the instructor notifies the Office of Student Services and Alumni Affairs that the work has been completed, a Change of Grade form will be submitted for the course. If assignments are not completed, incomplete grades convert to "E" (Failure) on the last day of classes of the same semester, one year after the incomplete grade was awarded. Students will not be permitted to graduate until all incomplete grades are cleared.

Lapse in Enrollment

Students who have an interruption in their enrollment of one semester or more in the program and have not been approved for a Leave of Absence will be required to apply for readmission upon resumption of coursework. A Graduate College Admissions Application and Domicile Affidavit must be completed online.

Leaves of Absence

Academic Leave of Absence

Academic Leave of Absence (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student's department and the Graduate College.

Medical Leave of Absence

Graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be

granted retroactively for up to one year. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Personal Leave of Absence

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Leaves of Absence (LOAs) may affect the status of a graduate student's financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence.

Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the [Continuous Enrollment](#) policy requirements. The Leave of Absence form is found on the [Graduate College Forms page](#).

Graduate College Petitions

Students may petition the Graduate College if extenuating circumstances have prevented their compliance with any University or Graduate College policies and procedures. The student must complete the Petition Form and submit it to the Graduate College through MEZCOPH's MPH Coordinator or Doctoral/MS Programs Coordinator. The petition should explain all relevant facts. Such petitions must be accompanied by supporting documents and a letter of support from the Faculty Mentor/Advisor and/or the Director of the Program. If medical expertise is needed, Campus Health will be consulted. Petitions concerning a course must have the instructor's signature as well.

Responsible Conduct of Research Statement

Every graduate student must complete the Graduate College's Responsible Conduct of Research Statement. This statement verifies that the student agrees to follow responsible conduct of research compliance regulations and academic integrity requirements and will adhere to them in their research. This statement is electronically signed on the [UAccess Student Center](#) under the GradPath option. Students must sign the statement before they are able to access their Plan of Study and other Graduate College forms.

Exceptions to Policy and Grievance Processes

There are many different types of policies that govern your time with us. When a student experiences an unusual situation, typically outside of their own control, that the student believes merits an exception to a policy, it is important that the appropriate appeals process is followed. We highly encourage students to discuss and identify the appropriate process in consultation with their Graduate Coordinator. Some examples include:

- Program Specific policies should be addressed initially with the Faculty Mentor/Advisor. If necessary, the Program Director and/or the full Program Faculty may need to be consulted.
- MEZCOPH-specific policies have a structured process and form that must be completed. This document allows for the student to explain the reason for requesting an exception to a MEZCOPH-specific policy and requires the student's request to be reviewed by multiple College administrative channels. Graduate students please see your Graduate Coordinator. Undergraduates please see your Academic Advisor.
- [Grade Appeals](#) have specific timelines and processes.
- Graduate College policies have their own [petition process](#).
- Issues related to the Registrar's Office or the Bursar's Office should be directed to those offices.
- For a listing of different grievance categories, please see the Graduate College's [Summary of Grievance Types and Responsible Parties](#).

All appeals require a clear explanation of relevant facts and are strengthened by supporting documentation. In some cases, a letter of support from key faculty or staff may also be requested.

Again, your Graduate Coordinator is available to help you identify the most appropriate process for your particular situation.

SATISFACTORY ACADEMIC PROGRESS

To be considered as maintaining Satisfactory Academic Progress, a student must:

- Maintain continuous enrollment
- Maintain a GPA of 3.0 or greater
- Meet Program Milestones in a timely manner
- Complete and receive a satisfactory faculty review of Student Annual Progress Report
- Complete required courses satisfactorily – no grades of D, E or F

Continuous Enrollment

According to [Graduate College Policy](#), graduate students must be continuously enrolled each fall and spring semesters in a minimum number of graduate units from original matriculation until all degree requirements are met. (See table below.)

Unless excused by an official Leave of Absence (which may not exceed one year throughout the student’s degree program), all graduate students are subject to the Continuous Enrollment Policy and must pay tuition and fees in order to remain in the program. If the student fails to maintain continuous enrollment or obtain a Leave of Absence, s/he will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. Tuition or registration waivers cannot be applied retroactively.

See the table for the minimum number of units required.

	<i>Full-time Status without assistantship</i>	<i>Full-time Status with assistantship</i>	<i>Part-time Status (has implications for financial aid and visa status)</i>
Graduate student	9	6	3
Graduate student with all course work, unit requirements, steps and milestones completed except internship (MPH), thesis (MS) or dissertation (doctoral).	3*	6	1*

*International students need to work with the International Student Office to get special endorsement for this minimum number of units.

Additionally, master’s students planning to complete degree requirements in the summer must register for a minimum of 1 unit of graduate credit in either Summer I or Summer II. If not graduating in the summer term, master’s students do not have to register for graduate units during summer sessions *unless* they plan to make use of faculty time. If they do plan to use faculty time, they must enroll for a minimum of 1 unit of graduate credit in the summer term(s) in which they are using faculty time. If the student is working at the internship site during the summer, the student must register for a minimum of 1 unit of 909 in Summer I or Summer II.

If an MPH student has completed all course requirements and is only finishing the internship, she/he must be enrolled in at least 1 unit of 909, Master’s Report, during their final semester(s) in the program. Similarly, MS students who have completed all course requirements and are only completing the thesis requirement, must enroll in at least 1 unit of 910, Master’s Thesis, during their final semester(s).

For doctoral students, if the program degree requirements such as the comprehensive exams or final oral dissertation defense are to be completed in the summer, they do not have to register for graduate units during the summer session. However, they must contact the Doctoral Programs Coordinator so that the Graduate College can be notified that the milestones will be occurring.

Once a doctoral candidate has completed the minimum 18 dissertation units, they may consider enrolling in 3 units (to remain full-time) or 1 unit (to remain part-time) of 920, Dissertation, during their final semester(s) in the program.

Part-time students need to be aware that there are implications for financial assistance, loan repayment, and/or visa status. It is the responsibility of the student to verify this with the Office of Financial Aid and Scholarships before requesting/finalizing enrollment with their Graduate Coordinator.

Minimum GPA

In accordance with Graduate College standards, all degree program students must take at least 3 credits or more per semester and maintain a B (3.00) grade point average (GPA). Failure to maintain a B average for two consecutive semesters will result in dismissal from the program, as outlined by the [Graduate College's Academic Probation policy](#). If a student is in danger of falling below a 3.0 GPA, he or she should contact the MPH or Doctoral/MS Programs Coordinator to create a plan of action.

Students can earn a C in a course and still complete the graduate Program. However, to maintain a 3.0 GPA, the student would need to earn an A in another course to balance out the C. Additionally, all courses required for your program (i.e. those on your plan of study), must be passed with a grade of C or better.

Program Steps and Milestones to Completion

Progress of the Program Steps and Milestones to Degree is assessed at the time of students' annual progress report in conjunction with their Faculty Mentor/Advisor and Program Faculty. When it is determined that a student is not making timely progress, the student and Faculty Mentor/Advisor will meet to create a Remediation Plan using the MEZCOPH form, *Graduate Student Remediation Plan for Failing to Meet Satisfactory Academic Progress*. Please see the Steps and Milestones for your degree in the second portion of this handbook below.

Continued Program Progress and Annual Progress Report

Of major importance to program faculty and to the College is the student's successful progression toward fulfilling all degree requirements. The process of monitoring student progress is outlined below.

Students are required to complete an Annual Progress Report that describes their progress and accomplishments for the previous academic year. This report is completed early in the spring semester of each year; the Office of Student Services and Alumni Affairs notifies students of the process and deadlines related to the Annual Progress Report. In a timely manner, students are responsible for completing the report, printing a copy, and making an appointment to review the report with their Faculty Mentor/Advisor. After this meeting, the student should take the signed report to the Graduate Coordinator. The Graduate Coordinator forwards these reports to the appropriate Program Director. The student is also asked to attach a résumé and a copy of

the current Plan of Study (either draft or final version). Students who do not comply with the requirement for filing the Annual Progress Reports will be notified in writing of their failure to document satisfactory progress with a copy also sent to their Faculty Mentor/Advisor. These students are at risk for potential dismissal from the program.

The program faculty will review the reports, completion of required coursework, course grades, and timeliness of progress. When academic progress issues are identified, the program faculty, in consultation with Student Services, will provide the student with a remediation plan. A copy of the Annual Progress Report with faculty recommendations will be kept in the student's file in the Office of Student Services and Alumni Affairs. If issues were identified, the original Annual Progress Report, with official recommendations, will be returned to the student for review with the recommendation that the student consults with his or her Faculty Mentor/Advisor.

Grades of D, E or F

Only courses in which the student has earned a grade of A, B, C, S or P may be counted on the Graduate Plan of Study. A course may be repeated for inclusion on the Plan of Study or to improve the GPA; however the original grade will be included in the GPA calculation and remain on the student's transcript. Please be aware that students must have a cumulative GPA of 3.0 to graduate. Students who fail required course work are at risk for dismissal from the program.

Failure to Meet Satisfactory Academic Progress – Remediation Planning

When a student has been identified as not making satisfactory academic progress through the Student Annual Progress Report process, due to failing a required course or being placed on academic probation, not meeting other guidelines as specified by the program handbook, the student will be notified in writing by their Program. The student is then required to meet with their Faculty Mentor/Advisor and complete the MEZCOPH *Graduate Student Remediation Plan for Failing to Meet Satisfactory Academic Progress* form found on [the Hub](#).

When a student has been identified as not making progress, the student will be notified in writing via the student's official UA email account using the College's Graduate Student Remediation Plan Form. The student's Faculty Mentor/Advisor and the appropriate Graduate Coordinator should be copied on that communication. According to [Graduate College guidelines](#), students must be given an opportunity to appeal or rebut items of unsatisfactory progress. The Graduate Student Remediation Plan Form will outline the means by which the student is not meeting satisfactory academic progress, provide the student with the opportunity to explain the situation, and allow the student and the Faculty Mentor/Advisor to determine an agreed upon remediation plan and timeline of completion. Signatures of agreement from the student, Faculty Mentor/Advisor and Program Director are required.

Students who do not fulfill their remediation plan requirements by the agreed upon timeline, may be dismissed from the program. In this eventuality, the program may send a formal request to the Associate Dean of the Graduate College requesting the student's dismissal from

the program and the Graduate career. The Graduate College then decides whether or not to dismiss the student.

REGISTRATION, ENROLLMENT, & CREDIT REQUIREMENTS

Only 500 level courses or higher will receive graduate credit, and only 500 level (or higher) courses count toward the minimum enrollment.

Registration and Payment Deadlines

Registration for UA courses can be accomplished using the [UAccess Student Center](#). Please be aware that it is the student's responsibility to be informed of the payment deadlines. The student must pay in advance of these deadlines to avoid late penalties. The Office of Student Services and Alumni Affairs cannot negotiate the removal of late fees. It is advisable that initially a student should pay for the number of units that she/he anticipates taking, even though the schedule may change later.

When changing the course schedule following the first registration and payment deadlines, the student must always drop and add at the same time. Failure to do so will result in late registration fees levied by the university.

ENROLLMENT IN FIELDWORK

Many students undertake field work in support of independent study, internship, thesis or dissertation efforts. While in the field working on any class or research projects for course credit, the student must be registered for appropriate credit hours. When working in the field, students may encounter risk. University of Arizona course enrollment ensures liability coverage by the University. Students may not travel to countries for which the U.S. State Department has issued a Travel Warning to complete academic requirements.

UNIVERSITY OF ARIZONA INTERNATIONAL TRAVEL PROCEDURES

All students planning an internship or research project or completing a course outside of the United States must register their itinerary and complete the *Travel Description Questionnaire* in the University International Travel Registry – <http://ua-risk.terraddotta.com>, as soon as your travel is known. At least 30 days prior to travel students must complete the Travel Authorization (TA) and obtain necessary signatures. Submit all original paperwork to FCO-Operations Travel Office, USB 402, P.O. Box 210158. Submit a copy of the Travel Authorization to the MPH Coordinator with the Internship paperwork.

CAMPUS HEALTH SERVICE AND STUDENT HEALTH INSURANCE

[University of Arizona Campus Health](#) is committed to promoting health, wellness and safety at the University of Arizona and in the surrounding community by providing quality medical and mental health care, outstanding health education, while assisting the institution in health-

related policy development. Campus Health is fully accredited by the Accreditation Association for Ambulatory Health Care, Inc.

The University offers one major medical health insurance policy, which meets the Affordable Care Act requirements and is rated as a gold level plan. Coverage extends nationwide and has an emergency benefit worldwide. All three State of Arizona university health centers serve as primary care providers for the main subscriber and it is available to: UA Students, Graduate Assistant and Associates, Post-Doctoral Fellows, J1 Visiting Scholars and J1 Student Interns.

Campus Health Service sends out three “Open Enrollment” notices each major semester (fall & spring) through the student’s official University of Arizona email address. The Student Health Insurance is ordered, cancelled, or changed through [UAccess Student Center](#) only during an “Open Enrollment” period, unless one qualifies for a prorated. When the insurance is ordered you are ordering a specific amount of time.

ATTENTION INTERNATIONAL STUDENTS

The University of Arizona requires that all international students on non-immigrant visas, regardless of classification or number of units, carry the Student Health Insurance unless one qualifies for an [exemption](#). Exemptions must be requested each semester. Enrollment for Post-Doctoral Fellows, J1 Visiting Scholars and J1 Student Interns are handled directly through the Campus Health Service Insurance Office.

SECTION II – PROGRAM SPECIFIC INFORMATION AND POLICIES

INTRODUCTION TO THE ENVIRONMENTAL HEALTH SCIENCES PhD & MS PROGRAMS

The Discipline of Environmental Health Sciences

Environmental Health Sciences is an applied field focusing on human response to environmental agents. The multidisciplinary field has roots in a host of basic sciences evident from the varied backgrounds of faculty and students. As a discipline, practitioners develop the expertise to: identify/characterize potential hazards, mitigate harmful practices, identify behaviors and conditions that are linked to disease or injury, improve health status, and promote healthy lives. The practice of Environmental Health Science is applied to individuals, communities, and populations.

Our Environmental Health Sciences program incorporates the skills and interests of diverse faculty with substantial experience in applied science. Faculty research focuses on human exposures via inhalation, ingestion, dermal absorption, and injection. They have experience with multimedia (air, water, food, beverage, and dermal absorption), multi-pathway exposure, and quantitative risk assessment. Recent projects address public safety, mining, and the evaluation of microbial exposures; arsenic and pesticide exposures; disease processes; and health outcomes. Research projects evaluate cross-sectional populations as well as vulnerable populations including workers (e.g., miners, firefighters, and clinicians), children, and minorities (e.g., Latinos and Native Americans). Environmental Health Sciences faculty are internationally recognized and involved in numerous activities around the world in both developed and developing nations.

Students entering the Environmental Health Sciences program will possess a wide variety of degrees, expertise, and experience. Some will be recent graduates with undergraduate degrees, while others may have worked in the field of environmental science and discovered the need for additional education. Such diversity will enhance the learning experience.

Degree Programs

Currently, MEZCOPH offers the following graduate degrees addressing aspects of Environmental Health Sciences: Master of Sciences (MS) in Environmental Health Science in either an environmental or industrial hygiene track; Doctorate (PhD) in Environmental Health Sciences emphasizing research; PhD Minor in Environmental Health Sciences (for University of Arizona doctoral students); and the Master of Public Health (MPH) with a concentration in Environmental and Occupational Health (EOH) emphasizing practice.

How to Use this Handbook for PhD and MS Students

The objective of this portion of the handbook is to provide straightforward guidance to our students about how to navigate through the Environmental Health Sciences PhD and MS programs. This section is designed to help students create a degree plan with incremental goals (e.g., coursework, comprehensive exams, and thesis or dissertation). All of the Graduate

College and MEZCOPH policies and procedures discussed in the first part of the handbook apply as well. It is the student's responsibility to be aware of these policies and to adhere to them. Keep in mind that operational processes and policies change, and students are subject to the requirements described in the most recent handbook. Additionally, it is intended that faculty refer to the handbook when mentoring and advising students. The handbook works to promote expectations that are shared by students and faculty.

Questions or suggestions regarding the information provided in this handbook should be directed to the Office of Student Services and Alumni Affairs at 520-626-2112.

Welcome to the Environmental Health Sciences program at MEZCOPH!

GENERAL ACADEMIC AND RESEARCH POLICIES

Advising

Upon admission to the program, a Faculty Advisor is appointed for each incoming student to assist in the initial development of the plan of study. Please recognize the benefit of frequent communication with your Faculty Advisor. The graduate student has the responsibility of initiating these meetings. Students may opt to change their initial Faculty Advisor assignment as their academic and research goals evolve. If you cannot meet with your appointed Faculty Advisor, please contact the Environmental Health Sciences Program Director; s/he can work with you to identify an eligible Faculty Advisor that fits your interests and career goals. If the student wishes to change his/her Faculty Advisor, the student should follow the process outlined in the MEZCOPH Notification of Advisor/Mentor Change, found on the [MEZCOPH Student Hub](#), and submit it to the Doctoral/MS Programs Coordinator in the Office of Student Services and Alumni Affairs.

During the first semester in the Environmental Health Sciences program, students are encouraged to acquaint themselves with Environmental Health Sciences faculty members and their research interests. The list of Environmental Health Sciences faculty and their research profiles can be found on the MEZCOPH website. Students should visit the website at the beginning of each academic year.

It is also expected that the student will work with her/his Faculty Advisor within the first semester to create an initial Advisory Committee. There is no formal process for establishing this initial committee. However, members of this committee may later become official members of the Graduate Committee if appropriate. The purpose of the initial Advisory Committee is to review and inform the initial draft(s) of the student's Plan of Study and transfer work. Please see the "Transfer of Credits from a Master's Program to the Doctoral Plan of Study" below for additional details.

The advising responsibilities and roles for faculty in the Environmental Health Sciences program are listed below:

Faculty Advisor: Serves as the student's initial academic advisor. This person may also become a Thesis or Dissertation Director if an appropriate relationship exists between the student's research topic and the Faculty Advisor's area of interest. The student and Faculty Advisor plan the course work for the degree program (with final approval from the Graduate Committee). A Faculty Advisor must be a primary faculty member within the Environmental Health Sciences program.

Graduate Committee Chair: Is a primary Environmental Health Sciences faculty member who meets the Graduate College requirements. This person must be either tenured, tenure-equivalent, or tenure-track. The faculty member may also be the Thesis or Dissertation Director or Faculty Advisor for the student. This person's responsibility is to assure that the student meets the requirements of the Environmental Health Sciences

program and the University. For PhD students, the Graduate Committee Chair also oversees the student's written proposal development, comprehensive examination and the dissertation defense.

Thesis or Dissertation Director: Is a primary or affiliate faculty member within the Environmental Health Sciences program, with a PhD, who has agreed to direct the student in the completion of the thesis/dissertation requirements. This person will work closely with the student during the research and writing of the thesis/dissertation. The Thesis or Dissertation Director can be Chair of the Graduate Committee only if s/he is a primary Environmental Health Science faculty member who is tenured, tenure-equivalent, or tenure-track.

Mentor(s): Can be any faculty member who mentors the student regarding scientific or professional development. The student is responsible for seeking out mentors and developing those relationships.

Additionally, the Doctoral Programs Coordinator is the student's point of contact in the Office of Student Services and Alumni Affairs. The Coordinator conveys MEZCOPH and Graduate College policies and procedures to students, receives student paperwork for processing with the College and Graduate College, and coordinates MS and doctoral program activities with the Program Directors and the Assistant Dean of Student and Alumni Affairs.

Keep in mind that completion of all degree requirements and paperwork is ultimately the responsibility of the student seeking the degree.

Composition of Graduate Committees for Environmental Health Sciences Students

There are several types of Graduate Committees that serve different advisory and educational functions for the student. Students select these committees to maximize mentoring and practical project related advice. In certain cases, committee membership can be changed by the student until the committee function is underway. For instance, a Comprehensive Examination Committee can be changed right up until the written exam is started. Once the written exam begins, the same committee must be used by that student through both the written and oral comprehensive exams until the end of the process. The only exceptions include death and departure (from the University) of a committee member.

MPH Committee:

Specifications for the Internship Committee are the same for all concentration areas within the MPH including EOH and described in the MPH handbook. The EOH Research Project Committee conforms to the same criteria listed below for the MS Committee.

MS Committee:

By the end of the second semester in the program, the MS student selects faculty members for a Master's Thesis Director and Committee, in consultation with his/her Faculty Advisor. The Thesis Director must be a primary Environmental Health Sciences

faculty member. There must be at least two other members of the MS Committee drawn from the primary or affiliate Environmental Health Sciences faculty. If the student and Thesis Director believe an outside content specialist can contribute to the student's thesis, the person can serve once approved by the Environmental Health Sciences program faculty and the Graduate College. (Graduate College approval is not required for an MPH Research Committee.)

Each Thesis Committee must be approved by the Environmental Health Sciences Program Director and the Graduate College. Information about the Graduate College policy can be found [here](#). The student must complete the MEZCOPH Declaration of Committee Membership form (found on the [MEZCOPH Student Hub](#)) with all committee members' signatures and file the form with the Doctoral/MS Programs Coordinator. The student then gets Graduate College approval by completing the MS Committee Appointment Form found on the [UAccess Student Center](#) under the GradPath option.

PhD Committees:

Most PhD students have at least two committees during the course of their studies:

- (1) An initial advisory Graduate Committee that, with some potential changes, becomes the [Comprehensive Examination Committee](#), and
- (2) The [Dissertation Committee](#) (Note: see the hyperlinks for Graduate College policy regarding committee composition.)

The Graduate Committee is selected by the student in conjunction with his or her Faculty Advisor during the first semester in the program. The Graduate Committee evaluates past coursework and projects, recommends coursework providing the student with field expertise and specialized knowledge to achieve the dissertation, and may ultimately examine the student's comprehensive knowledge of the field in both written and oral formats as part of the Comprehensive Examination Committee. After the written and oral exams, the student may select committee members with more specialized knowledge to serve on the Dissertation Committee. The Comprehensive Examination and Dissertation Committees must be approved by the Environmental Health Sciences faculty and by the Graduate College.

After consulting with the Faculty Advisor, the student is responsible for inviting faculty members to serve on her or his Graduate Committee. This Graduate Committee consists of at least three faculty members from the major field of study and at least one faculty member representing each of the minor fields. The number of minor faculty members is determined by the requirements of the selected minor(s). The Graduate Committee Chair must be a primary Environmental Health Sciences program faculty who meets all [Graduate College requirements](#). At least one of the other two committee members representing the major must be from the primary Environmental Health Sciences faculty. The third member can be from the primary or affiliate faculty (with a PhD, MD, or other advanced terminal degree).

At least three months before sitting for the written portion of the comprehensive examination, the student must complete the MEZCOPH Declaration of Committee Membership form (found on the [MEZCOPH Student Hub](#)) with all committee members' signatures and file the form with the Doctoral/MS Programs Coordinator. In addition, the student must notify the Graduate College of the committee membership by filing a Comprehensive Exam Committee Appointment Form (found on the [UAccess Student Center](#) under the GradPath option). The comprehensive examination committee must have a minimum of three EHS primary or affiliate program faculty. (Please note that these forms are separate from the Dissertation Committee Appointment Form which the Graduate College requires after the student has passed his/her comprehensive exams.)

PhD Minor Committee Membership:

Students seeking a PhD minor in Environmental Health Sciences must have at least one primary Environmental Health Sciences faculty member on both their Comprehensive Examination and Dissertation Committees. Completion of a MEZCOPH form is required to declare the minor (found on the [MEZCOPH Student Hub](#) or send a request for the form to the Doctoral/MS Programs Coordinator in the Office of Student Services and Alumni Affairs). The Minor Faculty Advisor selection requires approval by the Environmental Health Sciences Program faculty. See the "THE PhD MINOR IN ENVIRONMENTAL HEALTH SCIENCES" section below for more details.

Human Subjects Protection Program

The Human Subjects Protection Program (**HSPP**), as the administrative and regulatory support program to the Institutional Review Boards (**IRBs**), works in collaboration with the research community to maintain an ethical and compliant research program. The IRBs are the independent review committee charged with the protection of human research subjects. An IRB must review all research and related activities involving human subjects conducted at the University of Arizona or by in which the University is a responsible participant.

The purpose of IRB review is to assure that appropriate steps are taken to ensure that the rights and welfare of humans participating in the research are protected, that risks to the participants are minimized and are reasonable in relation to anticipated benefits, and that the PI is qualified to conduct the study. IRBs review research protocols and related materials (e.g., informed consent documents). In accordance with federal regulations, an IRB has the authority to approve, require modifications in, or disapprove research. The IRB must review the research at least once a year to make sure that it is going as planned.

All studies involving human subjects or creation or use of Protected Health Information (PHI) must be reviewed and approved in advance by the UA HSPP/ IRB Office, in the Office of Research and Discovery (**ORD**), to determine if the research adheres to federal regulations. It is against Federal regulations to conduct research involving human subjects without prior IRB approval.

Human Subjects Approval Process for Dissertation/Thesis Projects

Human Subjects Training and Certification

All doctoral students must obtain Human Subjects training and certification before beginning their dissertation project, regardless of whether they are completing human research. This training may be obtained through the UA Research Gateway/ Institutional Review Board (IRB)/HSPP website: <http://rgw.arizona.edu/compliance/human-subjects-protection-program/HSPP-training>.

Each dissertation project must be reviewed by the Dissertation Director to establish whether the project will require HSPP/IRB review or not, and if so, determine which IRB form to submit for approval. If the project will require a full review by one of the IRB Review Committees, additional time must be built into the dissertation project timeline. There are several form options for seeking IRB approval of the doctoral research project and these forms are described below.

HSPP-IRB Forms

Determination of Human Research Form

All students should complete the **Determination of Human Research form** to assess whether or not their project will be considered “human research” or not. The **Determination** form clarifies if the proposed activities require additional review through the UA Institutional Review Board (IRB). The Determination Form must be completed and signed by the student and the student’s Dissertation Director (“Advisor” on the Determination form). Advisors and/or students may request an additional internal (MEZCOPH) review, but this is NOT required. In this case, the completed form is submitted to the MEZCOPH Research Office/Suzanna Trejo-Robinson for a secondary review: (suzanna@email.arizona.edu). On occasion, further clarification to assess human subjects’ determination will be sought by the MEZCOPH Research Office from the IRB office.

<http://rgw.arizona.edu/compliance/human-subjects-protection-program/human-subjects-protection-program-forms/applications-irb-review-and-approval-protocols>

Program evaluations and/ or **quality improvement** projects can often be approved using solely the Determination form and generally DO NOT require an IRB application. If the student will use/receive **de-identified data** for a secondary data analysis research project and does not nor will not have access to the original identifiers, the **Determination** form should be completed; however full IRB applications are generally not required.

All doctoral students should provide an original copy of the completed, signed Determination form to the MEZCOPH Student Services office as documentation of human subjects’ research evaluation. Electronic copies should also be forwarded to the student’s major advisor and the COPH Research Office (suzanna@email.arizona.edu)

If the proposed study is deemed Human Research, the student must also submit the appropriate IRB application for review and approval by the IRB prior to completing research project tasks.

<http://rgw.arizona.edu/compliance/human-subjects-protection-program/human-subjects-protection-program-forms/applications-irb-review-and-approval-protocols>

The HSPP will provide a written determination which can be used to provide sponsors, collaborators, journal editors, and others with verification from an impartial source as to whether or not the proposed activities require IRB approval.

Special Research Project HSPP-IRB Applications for review:

In addition to the required Determination form, other forms are required to report special research projects as described below:

- **F200 Application for Human Research** – Application for review of a proposed study involving collection of data from or interaction with human subjects.
- **F203 Application for Retrospective Review of Data or Specimens** – Application for review of a proposed human subjects study involving existing records review, data abstraction and analysis
- **Previously IRB Approved and Ceded IRB:**
If the project has been previously approved by the IRB committee, and the student’s proposed research will not go beyond the scope of the original approval (in other words, the student will only be conducting activities which were already approved), then, at the discretion of the project’s PI, the student may be added to the currently ongoing study via an **F109 Amendment of Key Personnel** form. This form needs to be completed and submitted by the project PI. This form can be found at the following link:
<http://rgw.arizona.edu/compliance/human-subjects-protection-program/human-subjects-protection-program-forms/amendments-and-reportables-irb-protocols>.
**Note that this form only applies to UA-IRB approvals!

If another agency and/or institution has approved a project through their own IRB, then the **F204 Application for Ceded IRB Oversight** form should be used. This form is used when a student/PI requests to be covered by an institution outside of The University of Arizona.) <http://rgw.arizona.edu/compliance/human-subjects-protection-program/human-subjects-protection-program-forms/applications-irb-review-and-approval-protocols>

It’s important to note that a Ceded IRB form can also require an additional **Institutional Agreement** (IA) Ceded Review form, which can be found at the following link under “Institutional Agreements:” <http://rgw.arizona.edu/compliance/human-subjects-protection-program/HSPP-forms/multi-site-research>.

MEZCOPH Review & Approval and Submission Process:

For all IRB required applications, the student should work with their Advisor (and research PI as indicated) to complete the IRB documents and the advisor’s approval and signature. MEZCOPH review and approval process proceeds as follows: **(1) the IRB packet is forwarded electronically to the MEZCOPH Research Office/Suzanna Trejo-Robinson for a preliminary review. (**Do not**

pay attention to the HSPP submission instructions, which say the PI should submit directly to the IRB Office!) Suzanna Trejo-Robinson will conduct a pre-review of the application and if complete the signed application will be routed to the **(2) MEZCOPH Scientific Review Committee** for review and approval. (**Please note that these two steps can take 2-4 weeks, depending on projects already in the queue.) Once approval is received by the Scientific Review Committee, it is then sent back to the Research Office for **(3)** review and approval by the Associate Dean for Research (ADR) for Departmental Review and approval. Finally, Suzanna Trejo-Robinson will submit the MEZCOPH-approved application on to **(4)** the **ORD-IRB Office**, who will provide the final review. The ORD-IRB Office will send official approval notification to the PI to activate the research.

Planning Ahead for Proper Approval

It is the student's responsibility to plan ahead and seek the necessary IRB approval and complete the associated documents. The student must plan far enough in advance to complete the IRB approval process prior to her/his desired research start date. Although there is no set timeframe for IRB approval, the student should plan approximately 2-4 weeks at the MEZCOPH level and an additional 30 days once received by the UA Office of Research and Discovery/ Human Subjects Protection Program (HSPP/IRB/VPR Office). Questions about the MEZCOPH process should be discussed with Suzanna Trejo-Robinson in the MEZCOPH Research Office (626-8315 or suzanna@email.arizona.edu). You can also send HSPP-IRB inquiries directly to the IRB listserv at: VPR-IRB@email.arizona.edu.

Research Project Closure Forms:

Research projects that require full IRB packet submission and approvals MUST be closed at the completion of the student's dissertation. This process is the responsibility of the individual graduate student.

IRB F212 and F212b Forms: Investigators are responsible for concluding human research activities as soon as possible after a project is completed and/or no longer involves human subjects. Projects not concluded after the expiration date of the project are considered administratively closed by HSPP. Use the **F212b: Concluding/Admin Resolution** form to inform HSPP when your study is completed or a decision has been made not to conduct the study. If you need to renew your study for another year, then you need to complete the **F212 Renewal Progress Report**. These forms can be found at the following link under "renewals": <http://rgw.arizona.edu/compliance/human-subjects-protection-program/human-subjects-protection-program-forms/renewals-irb-protocols>

Student Services Requirements:

Students should turn in the following documents to the Doctoral/MS Programs Coordinator in the Office of Student Services and Alumni Affairs:

All students:

- 1) CITI Training Completion report
- 2) A signed copy of the approved **Determination** form

Select students engaged in Human Subjects' research:

- 3) A copy of the approved **F200 Application for Human Research** form approval letter **OR**
- 4) A copy of the approved **F109 Amendment of Key Personnel** form **OR**
- 5) A copy of the approved **F204 Ceded IRB Oversight form** (with **IA** if necessary)
- 6) A copy of the approved **F212 or F212b form**

GUIDELINES FOR ENVIRONMENTAL HEALTH SCIENCES DOCTORAL STUDENTS

Student Commitment

Upon entering the doctoral program in Environmental Health Sciences, students are committing themselves to the completion of a doctoral dissertation that contributes important, original research to the field. This will require the student to become an expert in the subject matter, which takes time. Therefore, students can expect to spend a minimum of 4-5 years working toward this degree (from MS entry to PhD completion). This time span varies based on a number of factors, but students should not plan to graduate any sooner. Historically, some students have left the university when they are “All But Dissertation (ABD)”, and have worked on their dissertations from afar after having taken jobs at other institutions. While permissible, doing so almost always results in increased complications and extra time needed to complete the dissertation, which may be considerable.

Please become familiar with the financial aid options available through MEZCOPH. These opportunities enable students to focus on the degree.

During the doctoral studies, students learn to work both independently and with faculty members. Successful students have the following traits:

1. Excitement for learning,
2. Self-motivation expressed as an effective written plan or timeline to degree,
3. Initiates contact,
4. Clarifies needs prior to visiting the mentor and arrives prepared,
5. Ability to listen to advice and feedback and use information in a positive manner,
6. Respect for the mentor (they have been down this road, too!),
7. Willingness to think independently and take responsibility for his/her learning experience, and
8. Goal-oriented.

Not everyone possesses all of these traits on entry into the program. Successful students work at self-improvement and development of these qualities.

Faculty Commitment

Faculty members are dedicated to ensuring that individuals develop from a “student” to a PhD level “investigator” during the course of doctoral studies. The faculty have many responsibilities including: teaching classes, guiding (and checking!) research, and occasionally providing a shoulder to cry on. Faculty will treat students with respect, and expect the same in return.

Good faculty mentors have the following traits:

1. Dedicates time to mentoring,
2. Facilitates problem solving without solving the problem for the student,
3. Provides opportunities for the student’s career advancement,
4. Encourages the mentee to identify his or her own professional path,
5. Employs excellent communication skills,

6. Advertises the student's work with full attribution,
7. Commits to plan work-load management with the student, and
8. Supports the student's academic career.

Intellectual Independence

One of the hallmarks of a student who is ready to launch independent research is the ability to effectively solve problems and perform independently. A demonstration of initiative and intellectual curiosity is expected and encouraged in doctoral students. Students should attempt to find answers independently using all available resources. The faculty will appreciate it, and the student will have taken another step toward career independence.

THE PhD IN ENVIRONMENTAL HEALTH SCIENCES PROGRAM

The PhD in Environmental Health Sciences is intended to educate incoming students with highly varied backgrounds and promote leadership for industry, government, and academia. The program is committed to research, education, and the practice of environmental health science. The PhD has a research focus and will build on skills attained in MS or MPH environmental health science programs, or closely related fields. The program is designed for strong, self-motivated students with a high level of intellectual curiosity and a desire to conduct environmental health science research.

Time to program completion is dependent on the student, the complexity of the project and varies among individuals. A highly motivated student with a focused, well thought through project can usually complete a PhD in 2-3 years following a well-executed Master degree. Slow MS performance usually predicts slow PhD completion. Plan accordingly. The program is research oriented and centers on a major research project.

Students moving from a MEZCOPH MS to PhD program may finish somewhat faster than those who come in from outside the University of Arizona. Students lose some time getting acquainted with new program strengths and faculty.

For complete information about University of Arizona Graduate College policy for PhD students, please see the [Graduate College website](#).

New Student Activities

All new students are expected to participate in the Doctoral and MS Student Orientation, scheduled in August prior to the beginning of fall coursework.

All new doctoral students must enroll in the fall semester, one-unit course HPS 609, Evaluating Public Health Literature. This one credit course is team-taught and designed to enhance the student's critical thinking skills, especially as related to public health research.

Competencies

A set of [competencies](#) specific to the PhD Environmental Health Sciences degree have been developed which will allow students and the faculty to determine progress. It is recommended that this list be used by students to help assess training needs and progress.

Program Steps and Milestones to Degree

Typical time to completion: 3-5 years (2-3 years for coursework, 1-2 years for dissertation work) for full-time students. 5-8 years for part-time students.

Average time to completion: 4.19

Program Steps to Completion (Full-time student timeline):

- Attend mandatory new student orientation
- Students are expected to serve as a Teaching Assistant at least once during their time in the program
- First year is devoted to course work (No failing grades allowed for required courses.)
- Work with Faculty Advisor to form an initial Graduate Committee
- With the Graduate Committee, develop a tentative Plan of Study
- Each Spring, complete an Annual Progress Report with Faculty Advisor
- Second year is devoted to course work and forming Comprehensive Exam Committee
- Formalize Plan of Study by end of second year
- Second/third year formalize Committee Chair and Comprehensive Exam Committee
- Develop a Dissertation Research Proposal and gain Committee approval
- If necessary, begin process for human subjects approval for dissertation
- Take and pass Comprehensive Exams (written and oral)
- Form and formalize Dissertation Committee
- Third/fourth year, research, develop and write dissertation
- Fourth/fifth year, successfully defend dissertation and finalize revisions

Progress of the Program Steps and Milestones to Degree is assessed at the time of students' annual progress report in conjunction with their Faculty Advisor and Program Faculty. When it is determined that a student is not making timely progress, the student and Faculty Advisor will meet to create a Remediation Plan using the MEZCOPH form, "Graduate Student Remediation Plan for Failing to Make Satisfactory Academic Progress."

Degree Requirements

The PhD course requirements are determined by the Environmental Health Sciences program. Please see the Academic Curriculum Guide for the year you were admitted to your current program found on [the Hub](#). The overall course of study will be developed by the student and the Faculty Advisor and approved by the student's Graduate Committee and Environmental Health Sciences Program Director.

Doctoral Plan of Study

In collaboration with the Faculty Advisor and initial Advisory Committee, each student is responsible for developing a Doctoral Plan of Study during the first year in residence. In addition, the plan of study is used during the oral comprehensive exam where it serves as a baseline identifying courses from which exam questions may be drawn. Following the exam, faculty may suggest adding additional courses to the Plan of Study. The Plan of Study form is completed on [UAccess Student Center](#), under the GradPath option.

The initial Advisory Committee is an unofficial committee that may later become the student's Graduate Committee. The student and the Faculty Advisor work together to identify EHS faculty to participate in this informal committee.

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at the University of Arizona which the student intends to apply

toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements (excluding dissertation units which are not listed on the Plan of Study). The Plan of Study must have the approval of the Faculty Advisor, Environmental Health Sciences Director, Minor Faculty Advisor, and chair of the minor program or department. The Plan of Study is usually the basis for the initial Graduate Committee meeting. A copy of the Plan of Study, either in draft or final form depending on the student's progress, should be attached to each student's Annual Report.

Once a student has completed about 75% of the coursework as specified in the Plan of Study, completion of the dissertation research proposal and comprehensive exam begins.

Prior to scheduling their oral comprehensive examination, the student is required to have an approved Plan of Study on file with the Graduate College. As stated under the GradPath description (see "GradPath" section above), it is the student's responsibility to monitor the faculty members' and Graduate College's approval of all forms submitted through GradPath. Students can monitor the approvals by tracking the approval path at the bottom of any form in GradPath.

Transfer of Credits from a Master's Program to the Doctoral Plan of Study

Up to 30 units of graduate credit earned at other approved institutions may be counted toward the requirements of the PhD degree, if accepted by the student's Graduate Committee and approved by the Environmental Health Sciences program.

Per Graduate College [policy](#), transfer of credit toward an advanced degree may be considered if the grade earned was A or B, corresponds to a similar course offered at the University of Arizona, and was awarded graduate credit at an approved and accredited university. Seminars, thesis, and independent studies cannot be used for transfer credit. Grades of transfer work will not be used in computing the student's UA grade-point average.

The student must apply to transfer course credit during the first semester of the PhD program. The student's first step is to make an appointment with his/her Faculty Advisor to have the transfer request reviewed. The student should bring a transcript highlighting the classes to be transferred and a syllabus for each class. The student and Faculty Advisor generate a proposal of transfer that will be reviewed by the student's Graduate/Advisory Committee for incorporation (or not) in the Plan of Study.

Two forms must be completed in addition to the ultimate incorporation on the Plan of Study: The MEZCOPH Course Substitution form (see below for information about this form) is used to evaluate the course for content and appropriateness within the Plan of Study. For approved transfer coursework taken at an accredited institution outside of the University of Arizona, the student must also complete the Graduate College's Transfer Credit form (found on the [UAccess Student Center](#) under the GradPath option). The purpose of the Graduate College evaluation is to verify that the requested transfer credit is graduate level and is from an approved and accredited institution. The Graduate College defers to the Environmental Health Sciences

program to determine whether or not the courses are actually suitable for substitution or elective credit.

The final decision for transfer of credits for non-University of Arizona courses, whether used as a substitution for a required course or as an elective, is made when the Plan of Study is submitted to the Graduate College.

Course Substitutions

If a student has already completed a course similar to a program required course, then the student can apply to have the earlier course substituted for the required course. A course substitution can only be approved by the University professor/instructor of the required course. The course professor/instructor will review documentation from the student (i.e., course syllabus) for comparability to the required course and the student's grade. If approved for substitution, the course professor/instructor signs the Course Substitution Form that the student provides (found on the [MEZCOPH Student Hub](#)). The Faculty Advisor, in consultation with the Advisory Committee, must concur, and sign on the appropriate line. The student then submits the form to the Doctoral/MS Programs Coordinator. The substituted course fulfills the content requirement, but the student must take another course of equivalent credit hours toward the degree requirement, unless the course is approved for transfer credits.

Independent Study Registration Policy

A student who wishes to enroll in independent study (EHS 599/699) must complete the Independent Study Registration form found on the [MEZCOPH Student Hub](#) before being registered for the units. The form serves to establish the scope and focus of the independent, provide a permanent record for the student's academic file, and facilitate the assignment of final grades at the end of each semester. After the student has completed the form, and received approval from the faculty member serving as Instructor (person responsible for overseeing the student's work and assigning credit) and Faculty Advisor, the student submits the signed document to the MS/Doctoral Programs Coordinator who registers the student for the units.

Research and Dissertation Registration Policy

A student who wishes to enroll in research units (EHS 900) or dissertation units (EHS 920) and have met all program requirements to do so (see "Dissertation Unit Enrollment" below), must complete the 900-Level Course Registration form found on the [MEZCOPH Student Hub](#) before being registered for the units. The form serves to establish the scope and focus of the work to be completed that term, provide a permanent record for the student's academic file, and facilitate the assignment of final grades at the end of each semester. After the student has completed the form, and received approval from the faculty member serving as Research Instructor or Dissertation Director (person responsible for overseeing the student's work and assigning credit), the student submits the signed document to the MS/Doctoral Programs Coordinator who registers the student for the units.

Minors for the PhD Degree

According to Graduate College policy, PhD students must choose at least one supporting minor subject, in addition to the major subject. The selection of a minor subject area is the responsibility of the student, in consultation with his or her Faculty Advisor and/or Graduate Committee. At least one faculty member from the minor will serve on the student's Graduate Committee, although this number may be modified by the graduate faculty responsible for the oversight of the minor. Declaration of the minor(s) will be made on the Plan of Study when submitted to the Graduate College.

With committee approval, a minor may be selected from any program of study at the University of Arizona that offers a doctoral degree, and the academic requirements for the minor are determined by the selected academic department. The student is responsible for knowing and meeting the requirements of her/his chosen minor area of study.

Minors that may interest students in the Environmental Health Sciences program include Biostatistics, Epidemiology, Water Quality, Global Climate Change, Environmental Planning, Applied Mathematics, Engineering, Atmospheric Science, and Environmental Science, just to name a few.

Students can also customize minors (with committee approval) when no formal minor exists. These "focus-area minors" will be listed on the Plan of Study as a "Multidisciplinary Minor" and not with the specific focus area name. Students interested in this minor option should discuss it with the Faculty Advisor and Graduate Committee Chair before taking the courses that they hope to include. Furthermore, these focus area minors must meet the following criteria and be approved by the Environmental Health Sciences program faculty: the proposed minor is not available at the University of Arizona through an official major program, the minor must contain at least 9 credits that would not be taken by the student as part of the major, and all coursework must be outside the Environmental Health Sciences program. In addition, the student needs to identify a Minor Faculty Advisor who has expertise in the focus area. The student may also need to pass or complete a culminating experience as identified by the Minor Faculty Advisor (i.e., examination, research project, or internship).

Residence Requirement

To meet the minimum Graduate College residence requirement, the student must spend two regular semesters of full-time work or complete a minimum of 30 units of graduate credit in residence at the University of Arizona (18 units of dissertation plus 12 units of regular graded coursework taken at The University of Arizona). "In residence" is defined as taking credits offered by the University of Arizona, whether or not they are offered on campus.

Required Teaching Experience

All PhD students are expected to serve as a Graduate Teaching Assistant for at least one Environmental Health Science course. This experience is arranged with the course instructor in collaboration with the Assistant Dean for Student and Alumni Affairs and Environmental Health

Sciences Program Director. Students are encouraged, however, to seek other opportunities to gain experience with teaching environmental health sciences and related fields.

Students serving as Graduate Teaching Assistants are required to participate in the University's Graduate Assistant and Teaching Assistant Orientations (GATO and TATO) once, as well as in the MEZCOPH Teaching Assistant Orientation, held each semester.

The UA Office of Instruction and Assessment offers a ['Certificate in College Teaching'](#) program that you may be interested in taking advantage of while completing the teaching assistantship assignment.

See the "Graduate Teaching Assistantships" section above for additional information about teaching assistantships.

Dissertation Research Proposal

Completion of the written proposal helps the student develop a comprehensive knowledge of literature addressing a topic that interests the student deeply. This knowledge may serve as the basis for a long term research career. The importance cannot be over-estimated!

Students should use the development of the proposal to learn absolutely all they can about the dissertation topic. A dissertation must show great depth investigating a topic and can literally determine future career options.

The information learned should be communicated in a complete literature review contained in the proposal prior to collecting data. A complete review of the literature helps the student avoid pitfalls in original research.

The student should analyze the literature to determine what is not known in the area (identify knowledge gaps). To do this they must integrate or synthesize data from different reports. This analysis identifies areas for new original research that advances the field including hypotheses to be tested, action plans and identification of new methods that need to be developed.

The Environmental Health Sciences dissertation research proposal is a two-step process that precedes the comprehensive exam. The first step is the development of a "prospectus." The second step is the development of a full proposal (following the NIH RO1 guidelines). The two-step approach differs from some of the other programs in MEZCOPH, so Environmental Health Science students should use the following information as guidance. Prior to developing the dissertation proposal, the student should become aware of faculty expectations of the dissertation (read below).

Near the end of a student's coursework (~75% complete), and prior to the comprehensive exams, the student writes a "prospectus" (≤ 5 pages) outlining the proposed research/dissertation topic, and submits it to his/her Graduate Committee. The student then convenes a committee meeting to discuss and seek approval of the research plan and the

writing of a dissertation research proposal. The Graduate Committee reviews this information and helps the student formulate an approach or consider alternate plans as appropriate. This is the point at which the committee provides input and answers any questions posed by the student.

Next, the student writes a full, original proposal addressing the topic. In addition, the student will need to provide an abstract of the proposal (350 word maximum, 12 point font, 1 inch margins). At the bottom of the abstract, the student should have a sufficient number of blanks allowing each Graduate Committee member to initial for approval.

Per Graduate College policy, after the proposal is approved by the Graduate Committee, the student should send an email (copying the Graduate Committee) to the Doctoral/MS Programs Coordinator with an electronic copy of the full proposal and signed abstract attached. The Doctoral/MS Programs Coordinator notifies the Graduate College that this requirement was met. The student should note that the Graduate College needs to be notified of this milestone concurrently with the student's successful passing of his/her comprehensive exams.

The faculty strongly emphasizes that the responsibility for the quality of the proposal, its originality, approach, and significance, rests completely with the student. The student selects the area, secures approval of the topic and methods during the aforementioned Graduate Committee meeting, prepares the written proposal, submits it to the committee for approval, and defends the approved proposal at the oral examination (15 minute presentation and 15-20 minutes of faculty questions). This defense including questions should take no more than 30 to 40 minutes of the wide ranging three-hour oral comprehensive exam.

The format of the dissertation research proposal should mimic that of a Public Health Service, National Institutes of Health/National Institute of Environmental Health Sciences RO1 grant application. Grant application formats and guidelines for an NIH RO1 are available online.

For most students, the dissertation research proposal and comprehensive exams are completed within six months.

Dissertation Unit Enrollment

With permission from the Dissertation Director, Environmental Health Science PhD students may enroll in EHS 920 dissertation units the same semester that they plan on completing the comprehensive exams.

All students who wish to enroll in dissertation units (EHS 920) must complete a 900- Level Course Registration Form (found on the [MEZCOPH Student Hub](#)) before they can be registered for the units. The form serves to establish the scope and focus of the work to be completed, provides a permanent record for the student's academic file, and facilitates the assignment of final grades at the end of each semester. After the student has completed the form, and

received approval from the Dissertation Director who serves as the “Instructor”, the student turns it in to the Doctoral Programs Coordinator who registers the student for the units.

Comprehensive Examination

The comprehensive examination consists of a written and oral portion. Students must pass the written examination before the oral examination takes place. Both written and oral comprehensive examinations must take place within two consecutive semesters. The comprehensive examination is usually scheduled by the student when approximately 75% of the course requirements are met. The student must be in good academic standing. Generally, the comprehensive examination is taken within three years from the date of admission to the Environmental Health Sciences program. This milestone will be reviewed by the Student Progress Committee for evidence of academic progress.

The student needs to remember that prior to beginning the comprehensive examination; s/he must have an approved Comprehensive Exam Committee Appointment Form on file with the Graduate College. (See the “Composition of the Graduate Committees for EHS Students” section above.)

Written Portion of Comprehensive Examination:

The written portion of the comprehensive examination must occur prior to the oral examination. The dissertation research proposal (see above) must be written and approved prior to sitting for the written comprehensive exam.

Comprehensive exam questions will be written specifically for the student and will come from Comprehensive Examination Committee members representing the Environmental Health Sciences major, the student’s minor (as appropriate), and coordinated by the student’s Graduate Committee Chair. The written exam will be graded (pass/fail) as a whole, with responses to all questions reviewed by all members of the exam committee. Within two weeks of receiving the written exam responses, the student will be notified of the exam score (pass or fail).

The student may retake the written portion comprehensive examination once if necessary. If the student is unsuccessful at passing the exam the first time, then at least 3 months (but no more than 12 months) must pass before taking the exam again. This time should be used to do additional reading, take additional courses and improve in directions discussed with the committee members. If a student fails the written comprehensive a second time, the student will be dismissed from the program.

Oral Portion of the Comprehensive Examination:

The oral portion of the comprehensive examination (commonly referred to as the “oral comps”) consists of a presentation and defense of the original dissertation research proposal (not to exceed 40 minutes total), in addition to examination of the student’s breadth of knowledge of the literature and methodology of the field of environmental health sciences.

The [Graduate College](#) summarizes the goal of the examination:

“Before admission to candidacy for the doctoral degree, the student must pass a written and an oral Doctoral Comprehensive Examination. This examination is intended to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization... This is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization. Discussion of proposed dissertation research may be included. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague.”

The Environmental Health Sciences faculty make the following recommendations:

- No more than 15-20 minutes should be spent on the formal presentation by the student, with no more than 15-20 minutes for questions on the presentation.
- The remaining period will consist of general questions to test whether the student has “a broad knowledge of the chosen field of study.” Students should expect this portion to last 1-2 hours.
- Students should be encouraged to meet with each committee member individually before the exam to discuss the exam.
- Students should be encouraged to “practice” both the presentation and answering general questions with other students.
- An outside faculty member who is not on the committee may be asked to manage the exam.

The student is responsible for scheduling the oral comprehensive examination with the members of the Comprehensive Examination Committee and must inform the Environmental Health Sciences Program Director and the Associate Dean for Academic Affairs. Committee members’ schedules must accommodate the entire scheduled exam period. The student also needs to notify the Doctoral/MS Programs Coordinator. If needed, the Doctoral/MS Programs Coordinator will assist the student in scheduling a room for the examination.

The student is responsible for completing Announcement of Doctoral Comprehensive Exam form found on the [UAccess Student Center](#) under the GradPath option. This form completion notifies the Graduate College of the date and time of the exam and should be submitted a minimum of two weeks prior to the exam date.

The Comprehensive Examination Committee Chair (aka Graduate Committee Chair) is responsible for submitting the results of the exam to the Graduate College via the GradPath form, Results of Comprehensive Exam.

The student may retake the oral portion comprehensive examination once if necessary. If the student is unsuccessful at passing the exam the first time, then at least 3 months (but no more than 12 months) must pass before taking the exam again. The time should be used for

additional reading, completion of additional courses and improvement in directions discussed with the committee members.

If a student fails the oral exam the first time, then the Environmental Health Sciences Program Director will assign a faculty member, who is not part of the student's Graduate Committee, to serve as an outside representative at the oral examination for the second and last exam. A second failure of the oral exam results in dismissal from the EHS PhD program.

Once the student has successfully passed their comprehensive exams, s/he transitions from a doctoral 'student' designation to a doctoral 'candidate' designation. In light of this status change, degree candidacy charges will be added to the student's Bursar's account. A copyrighting fee is optional. Check the [Graduate College website](#) prior to your anticipated completion to determine the charge amount.

Time Limitation

Per Graduate College [policy](#), all requirements for the degree of Doctor of Philosophy must be completed within five years of passing the comprehensive exam. Should a student not finish within that time period, s/he may be allowed to re-take the comprehensive exam with permission of the program, and then proceed to complete other requirements, e.g., the dissertation.

Dissertation Expectations

This section describes some minimal faculty expectations for every dissertation regardless of topic, committee membership or formatting choice. Students should follow [dissertation formatting guidelines](#) by the Graduate College. Formatting will be discussed in the context of content expectations below. Always use the latest format instructions. The format covers two options: the traditional dissertation and the "submitted paper" option. Students and their committee members will determine the best option for any individual dissertation.

Students have posed some questions addressing dissertation content. The following section has been reviewed by all members of the EHS faculty and represents a consensus view about general content regardless of the formatting option that a student might choose. The following Q & A may prove helpful.

Why do I need to do a dissertation? I took all the classes...this is just another hoop!

The dissertation exhibits the research skills developed by the student and indicates where their passion lies in terms of future intellectual development. The dissertation should reflect the student's ability to dig deeply into a topic, feature their creativity in identifying knowledge gaps and ways to address them, illustrate the care with which they assemble and analyze data, reflect the ability to assemble information and interpret results in light of baseline data, and show the strength of their well-reasoned convictions as they defend conclusions against all comers.

What is a dissertation and how does it differ from a thesis?

A dissertation is a body of work that addresses a central goal or theme and contributes to advancing the field. The investigator conducts original research and assembles the new, original information with all previously identified information into a cohesive work. The key components of a dissertation definition are *originality* and *integration* of information found in the literature review.

What is meant by integration or synthesis of information?

Example: Jones (1927) observed that dogs are brown. In 1933 J.R. Smith found black, gray, white and mixed color dogs. From this researchers can conclude that dogs come in many colors.

Some students will only present the first two factual sentences. That is not enough. A researcher needs to synthesize the information and be able to express a factually accurate observation (the third sentence) and identify the "gap" in knowledge. Gap: Does this mean dogs come in only 4 colors? If not, what other colors do dogs have? Are there a finite number of colors dogs can be or is the number limitless?

A dissertation is an original *body of original* work around a concept or a single theme. Frequently students discuss "three papers" with their committee. (Three papers represent a minimum *body of work*.) By themselves, three papers do not make a dissertation. The Graduate College notes: *"The published or publishable work must be logically connected and integrated into the dissertation in a coherent manner. Simply binding reprints or collections of publications together is not acceptable as a dissertation in either format or concept."* The student must *integrate* the information throughout the dissertation, describe the intellectual merit of the work and expound on the positive contributions to the field.

A thesis demonstrates that a student can undertake a project and follow it to completion. The thesis can be original research, but it does not have to be. A thesis may be a replication/ validation study of something already in the literature either following the precise protocol or varying it to evaluate the outcome under different conditions. A thesis integrates information within the discussion of a single experiment or assessment. A thesis needs to be complete (Identifies a problem, formulates a hypothesis, tests the hypothesis with new or existing data, presents the results and compiles an integrated discussion of how this single piece of work relates to the topic and science as a whole).

Each paper in the dissertation is analogous to a thesis. The three papers are the equivalent of three theses. It is only when the student integrates the body of work that a dissertation is born.

What has to go into the dissertation?

1. INTRODUCTION: All dissertations have an introduction that contains an exhaustive review of the literature on the topic. At the completion of the dissertation the student should know the topic to great depth and essentially be the world authority on the

topic. The student frames the goal of the research in the context of all prior work and identifies the major knowledge gaps. The student then describes how the selected knowledge gaps will be addressed (specific aims) and indicates any specific hypotheses that will be tested to fill the knowledge gaps (or at least some of them). The introduction provides the background and guidance to help the reader through the rest of the dissertation in the context of the overall goal of the dissertation. This section should be the same for either the traditional or “paper” formatted dissertation. (Subsequently, the introduction of any individual paper only contains background related to the specific aim or hypothesis addressed in that paper.)

2. **BODY:** The length and content of the “Body” of the dissertation will vary widely depending on the dissertation format.

Traditional: Work presented in this fashion usually has a separate chapter for Methods encompassing all approaches used for the body of work, and several chapters of results each focusing on some aspect of the problem addressed. (Some committees prefer a single results chapter with multiple subheadings for different aspects of the problem addressed.) It benefits the student to work out the specifics as an outline with the Committee Chair and members prior to writing-up the chapter(s). Each portion (chapter) of results will need to be discussed in the context of the broader literature. The discussion should feature strengths and weaknesses of the results, and most importantly, it should describe how the work fits into the science with a focus on the contribution made by the research in terms of intellectual merit and the broad impact on advancement of the field. This can be a comprehensive discussion chapter or a section following each major component of the results depending on the approach desired by the committee.

Paper Format: Each complete paper is attached as a separate appendix in the dissertation. The papers are formatted according to the instructions laid out by the journal selected by the author and advisor. Faculty are not interested in reading a complete regurgitation of the methods written up for the individual papers. The dissertation methods section is a synthesis of methods used to address the overall goal. Synthesize in a few sentences and refer readers to specific papers within an appendix for details. The METHOD section should be very short. The same approach should be used in the presentation of results. Indicate the major findings that address the knowledge gaps described in the introduction. Report the major finding and instruct the reader to refer to the specific appendix for details. Again, the faculty are not interested in a cut and paste out of the papers. Yet, the Graduate College wants a well-integrated presentation describing the major results (with reference to the papers).

Discussion: Each paper has its own discussion addressing the strengths and weaknesses related to the hypothesis of that paper and describing how the individual paper furthers the science as a whole for that topic.

The Graduate College notes:

" -Published/publishable papers should be included in the dissertation as appendices. Any paper or article that has been published or submitted for publication should reference the journal of submission so the reader can find the published article.

- However, in order to provide coherency, the dissertation must also include chapters that present a summary of the research, an explanation of the student's contribution if it was not individual research, and an explanation of how this research contributes to the student's field.

- The committee will guide the student in presentation of this summary material.

- If references are cited in the dissertation chapters, they should be reported in a References section that follows the chapters and precedes the appendices."

Both Formats: Regardless of format type, each dissertation must have a discussion section that integrates the body of work and relates the components outlined in the introduction to the literature reviewed and to the science as a whole. This is not a regurgitation of the topic subset discussion. Rather it is a comprehensive integration of the body of work presented and a philosophic discussion/conclusion of how the work advances the specific science and the discipline. It is this integration that separates the dissertation from a thesis.

Both Formats: Conclusion and next steps

Both Formats...References: The Graduate College requires a comprehensive list of all references following the dissertation chapters. This includes any citations found in the dissertation and all citations found in the appendices.

The individual committee has some latitude in what academic content must be covered in a dissertation. These general guidelines, in addition to the guidance provided by the Graduate College, are provided to help students complete the process.

Dissertation Committee Appointment

After successful completion of all coursework, teaching requirements, and passing the written and oral portions of the comprehensive examination, the student must complete the Graduate College Dissertation Committee Appointment Form. The completion of this form indicates the candidate has identified committee members for the next stage of their graduate career. The final Dissertation Committee must be composed of at least the three faculty members representing the major. The student should check with their Minor Advisor's program to determine whether or not the program requires the Advisor to participate on this committee.

The Dissertation Committee Appointment form is found on the [UAccess Student Center](#) under the GradPath option. The Dissertation Director reviews and approves the electronic form on

behalf of the Committee. In addition, the Program Director reviews and approves the form on behalf of the Environmental Health Sciences faculty. This form must be submitted and approved by the Graduate College prior to the Final Oral Dissertation Defense.

Dissertation

The PhD dissertation should involve innovative original research and demonstrate a sophisticated command of environmental health sciences literature and skills. If the dissertation research involves human subjects, even if it involves secondary data analysis, the student must have IRB approval before starting on this work. It is the responsibility of the student, in consultation with the Dissertation Director, to obtain the approvals and conform to ethical research standards. See the “Human Subjects Approval Process for Doctoral Dissertation” section above for more information on the Human Subjects approval process.

The Environmental Health Sciences program faculty currently approves two dissertation formats: a standard dissertation or a three-paper format. The student’s Graduate Committee must approve the format of the dissertation prior to the initiation of work and this should be noted on the proposal abstract signed by the committee. Actual preparation of the written dissertation follows the Graduate College rules. See the [‘Dissertation and Thesis Formatting Guides’](#) on the Graduate College website.

It is recommended that the student work with the Dissertation Committee to determine a communication plan and timetable for reviewing dissertation work. When the student and Dissertation Director consider the dissertation sufficiently complete, the student submits a complete copy of the draft to each Dissertation Committee member and negotiates a date for the oral defense with the Dissertation Committee members. This document should be submitted to the Dissertation Committee members at least one month prior to the agreed upon date of the final examination.

Final Oral Dissertation Defense Examination

No later than 15 working days before the proposed date of the defense, the student must work with the Doctoral/MS Programs Coordinator to schedule the examination in a MEZCOPH classroom and to publicize the open portion of the examination. The exact time, date, and place of this examination must also be scheduled with the Graduate College. The Graduate College notification occurs when the student submits the Doctoral Announcement of Final Oral Defense form. This form is found on the [UAccess Student Center](#) under the GradPath option. Be aware that for each semester there are official Graduate College deadlines related to the dissertation defense and eligibility for that same semester graduation. Visit the Graduate College website for [specific semester deadlines](#).

Formal defense of the dissertation research constitutes the final examination. This consists of a public seminar by the student of no more than one hour, followed by an oral examination by the Dissertation Committee. The entire exam must be completed within three hours. It is expected that the student will meet with the Dissertation Director to discuss the content of the public seminar prior to the scheduled presentation. The student must take the final draft of the

dissertation and three printed Approval Pages to the final defense for the Dissertation Committee members to sign.

The student needs to assure that all Dissertation Committee members can attend the final examination. The student also must inform the Environmental Health Sciences Program Director and the Associate Dean for Academic Affairs. The Dissertation Director presides over the examination. The initial seminar portion is open to the public; the remaining examination portion is closed to the public.

Possible Outcomes:

There are four potential outcomes to the Final Oral Defense that are determined by the Dissertation Committee.

- Pass, no revisions of the dissertation required. This option is rarely awarded in the experience of the Environmental Health Sciences faculty.
- Pass, with revisions that must be approved by the Dissertation Director. This option is used most often in the experience of the Environmental Health Sciences faculty.
- Pass, with revisions that must be approved by all Dissertation Committee members.
- Fail. In this instance, the Dissertation Committee will determine if a request for re-examination will be submitted to the Graduate College. The Graduate College Dean decides whether to approve such a request.

The Dissertation Director is responsible for submitting the results of the defense to the Graduate College.

When revisions are required, the student is responsible for meeting with the Dissertation Director to work out a timeline for completion and review of the revisions.

Completion of Doctoral Requirements

Following the successful completion of the Final Oral Defense Examination and completion of any revisions required by the Dissertation Committee, the candidate presents the final copy of the dissertation to his/her Committee for review of the format. The candidate makes any format corrections required by the program and submits an electronic copy to the Graduate College via the [electronic submission site](#) and must meet all Graduate College requirements. The student is also required to provide bound copies of the dissertation to the Environmental Health Sciences Program Director and Dissertation Director. If requested, copies are also provided to the other Graduate Committee members.

The University of Arizona Dean of the Graduate College then certifies that the candidate has fulfilled all requirements for the Doctorate of Philosophy and will recommend conferral of the doctoral degree by the Arizona Board of Regents. At that time, the Graduate College will post the degree completion date on the student's transcript and the diploma will be mailed to the student.

THE PhD MINOR IN ENVIRONMENTAL HEALTH SCIENCES

Minor Requirements

The PhD minor in Environmental Health Sciences (for majors outside of the Environmental Health Sciences) is administered by the Environmental Health Sciences program in MEZCOPH. A total of 15 course credits are required, as well as successful completion of written and oral questions during the PhD comprehensive exam and successful defense of the dissertation. See the MEZCOPH [Academic Curriculum Guide](#) found on the College's website for further details of the specific course requirements and schedule.

Declaration of Minor

The student should meet with the Environmental Health Sciences Program Director to discuss the minor. After identifying an Environmental Health Sciences Minor Faculty Advisor and receiving guidance regarding minor coursework defined in the MEZCOPH Academic Curriculum Guide, the student will need to complete the Declaration of the Environmental Health Sciences Minor Form (found on the [MEZCOPH Student Hub](#) or by contacting the Doctoral/MS Programs Coordinator to request the form). The form is reviewed and approved by the Environmental Health Sciences faculty through the Program Director. The form must be filed with the MEZCOPH Doctoral/MS Programs Coordinator in the Office of Student Services and Alumni Affairs (Drachman Hall Room A302). The Minor Faculty Advisor will then also serve as the Chair of the Minor for the student's Graduate Committees (i.e., Comprehensive Exam and Dissertation Committees).

Composition of Committee

The composition of the Environmental Health Sciences Minor committee shall consist of at least one primary faculty member from the Environmental Health Sciences program. Final selection will be approved by the Environmental Health Sciences program faculty. Environmental Health Science Minor Advisor/Committee Members may formulate questions for the written and oral comprehensive examinations.

Transfer of Credits

Graduate credit earned at other approved institutions may be counted toward fulfilling the PhD Minor requirements, if approved by the Minor Faculty Advisor, the Environmental Health Sciences Program Director, and the student's Graduate Committee. Two forms must be completed in addition to the ultimate incorporation on the Plan of Study: The MEZCOPH Course Substitution form is used to evaluate the course for content and appropriateness within the Plan of Study. For approved transfer coursework taken at an accredited institution outside of the University of Arizona, the student must also complete the Graduate College's Transfer Credit form.

THE MS DEGREE IN ENVIRONMENTAL HEALTH SCIENCES PROGRAM

The Masters of Science degree in Environmental Health Sciences is designed for individuals who wish to pursue training in applied environmental health science research. Graduates will occupy positions in industry, government, academic, and research institutions in need of program administration, basic analysis in support of compliance monitoring and investigation of potential hazards in conjunction with senior scientists.

On average, the MS program requires approximately two full years for completion. The first year is usually devoted to core coursework and method acquisition. The second year is focused on specialized coursework and development of the master's thesis research. The Environmental Health Sciences program is customized to address the type of career the student wishes to pursue. The required coursework grounds the student in study design, targeted sample collection, and the principles of epidemiology and biostatistics. The elective coursework and thesis are specific to the desired career focus.

For complete information about the University of Arizona Graduate College policy for MS students please see the [Graduate College website](#).

New Student Activities

All new students are expected to participate in the Doctoral and MS Student Orientation, scheduled in August prior to the beginning of fall coursework. Topics include: research and academic ethics, College and University policies and procedures, and an introduction to College faculty and their research. Orientation provides an opportunity to meet the other students.

Competencies

A set of [competencies](#) specific to the MS Environmental Health Sciences degree have been developed which will allow students and the faculty to determine progress. It is recommended that this list be used by students to help assess training needs and progress.

Program Steps and Milestones to Degree

Typical time to completion: 2 years full-time students, 3-4 years part-time students.

Average time to completion: 2.00 years

Program Steps to Completion (Full-time student timeline):

- Attend mandatory new student orientation
- First year is devoted to course work (No failing grades allowed for required courses.)
- Each Spring, complete an Annual Progress Report with Faculty Advisor
- Second semester, identify Thesis Chair
- Second year is devoted to course work and thesis research/development
- If necessary, begin process for human subjects approval for thesis
- Third semester, form thesis committee

- Begin research/thesis development
- Fourth semester, successfully defend thesis and finalize revisions

Progress of the Program Steps and Milestones to Degree is assessed at the time of students' annual progress report in conjunction with their Faculty Advisor and Program Faculty. When it is determined that a student is not making timely progress, the student and Faculty Advisor will meet to create a Remediation Plan using the MEZCOPH form, "Graduate Student Remediation Plan for Failing to Make Satisfactory Academic Progress."

Degree Requirements

The MS course requirements are determined by the Environmental Health Sciences program. Please see the Academic Curriculum Guide for the year you were admitted to your current program found on [the Hub](#). The overall course of study will be developed by the student, the Faculty Advisor, and the approved Thesis Committee selected by the student and approved by the Environmental Health Sciences Program Director.

Master's Plan of Study

In conjunction with the Faculty Advisor, each student is responsible for developing a Master's Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College in the second to last semester of the program. The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at the University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The Plan of Study form is completed on [UAccess Student Center](#), under the GradPath option. The Plan of Study must have the approval of the Faculty Advisor and the Environmental Health Sciences Program Director. As stated under the GradPath description (see the "GradPath" section above), it is the student's responsibility to monitor the faculty members' and Graduate College's approval of all forms submitted through GradPath. Students can monitor the approvals by tracking the approval path at the bottom of any form in GradPath.

Transfer of Credits

Per Graduate College [policy](#), transfer of credit toward an advanced degree may be considered if the grade earned was A or B, corresponds to a similar course offered at the University of Arizona, and if it was awarded graduate credit at an approved and accredited university. Seminars, thesis, and independent studies cannot be used for transfer credit. Grades of transfer work will not be used in computing the student's UA grade-point average.

In the MS program, a total of 12 units of graduate credit may be transferred. These include credits earned as an undergraduate senior (if not used toward the undergraduate degree), graduate credits with non-degree status, or credits transferred from an accredited institution. No more than 20% of the total coursework (9 credits) required for the master's degree can be transferred from other institutions. Non-degree seeking credits plus transfer credits may not total more than 12 credits.

The student must transfer credit during the first semester of the MS program. Transfer of credit must be approved by the Faculty Advisor. The process starts by making an appointment with the Faculty Advisor. The student brings a transcript highlighting the classes to be transferred and a syllabus for each class.

Two forms must be completed in addition to the ultimate incorporation on the Plan of Study: The MEZCOPH Course Substitution form is used to evaluate the course for content and appropriateness within the Plan of Study. For approved transfer coursework taken at an accredited institution outside of the University of Arizona, the student must also complete the Graduate College's Transfer Credit form.

The final decision for transfer of credits for non-University of Arizona courses, whether used as substitutions for a required course or as electives, is made when the formal Plan of Study is submitted to the Graduate College.

Course Substitutions

If a student has already completed a course similar to a program required course, then the student can apply to have the earlier course substituted for the required course. A course substitution can only be approved by the University professor/instructor of the required course. The course professor/instructor will review documentation from the student (i.e., course syllabus) for comparability to the required course and the student's grade. If approved for substitution, the course professor/instructor signs the Course Substitution Form that the student provides (found on the [MEZCOPH Student Hub](#)). The Faculty Advisor, in consultation with the Advisory Committee, must concur, and sign on the appropriate line. The student then submits the form to the Doctoral/MS Programs Coordinator. The substituted course fulfills the content requirement, but the student must take another course of equivalent credit hours toward the degree requirement, unless the course is approved for transfer credits.

Independent Study Registration Policy

A student who wishes to enroll in independent study (EHS 599/699) must complete the Independent Study Registration form found on the [MEZCOPH Student Hub](#) before being registered for the units. The form serves to establish the scope and focus of the independent, provide a permanent record for the student's academic file, and facilitate the assignment of final grades at the end of each semester. After the student has completed the form, and received approval from the faculty member serving as Instructor (person responsible for overseeing the student's work and assigning credit) and Faculty Advisor, the student submits the signed document to the MS/Doctoral Programs Coordinator who registers the student for the units.

Research and Thesis Registration Policy

A student who wishes to enroll in research units (EHS 900) or thesis units (EHS 910) must complete the 900-Level Course Registration form found on the [MEZCOPH Student Hub](#) before being registered for the units. The form serves to establish the scope and focus of the work to be completed that term, provide a permanent record for the student's academic file, and

facilitate the assignment of final grades at the end of each semester. After the student has completed the form, and received approval from the faculty member serving as Research Instructor or Thesis Director (person responsible for overseeing the student's work and assigning credit), the student submits the signed document to the MS/Doctoral Programs Coordinator who registers the student for the units.

MS Thesis Committee (see the "Composition of the Graduate Committees for EHS Students" section above.)

Thesis

A thesis is required for the MS degree. Prior to initiating the research for the thesis, the student must submit a one page written "prospectus" to his or her Thesis Committee outlining the approach to be taken, the methodology to be used, additional expertise that the student must develop to execute the project, the expected results and the source of project funding. The student then meets with the Thesis Committee to discuss the prospectus and to formulate any additional plans the committee deems appropriate.

Thesis: The thesis is undertaken after the first year of coursework. The student selects a mentor, writes a one-page document describing the proposed research, and identifies a three-person Thesis Committee. The committee meets with the student and examines the plan of study making recommendations regarding course work and discusses the one-page proposal with the student. The committee meeting occurs near the end of the second semester in the program. The scope of the hypothesis driven proposed research will be narrower than that for a PhD dissertation (see the "Dissertation Expectations" section above for further distinction). In the final semester, the student must circulate a written draft of the thesis: first it must be approved by the major advisor. When the Thesis Director considers the thesis sufficiently complete, the student submits a draft copy to Thesis Committee at least one month prior to the proposed defense date. The student makes all required changes with repeated reviews if required. Once the written draft is approved by the director and the committee, the student presents the thesis in a public forum. A defense of the thesis by the research committee follows the presentation. It is expected that the findings of the thesis project will be publishable in a peer-reviewed journal in the student's area of research.

If work included in the thesis involves human subjects, even if it involves secondary data analysis, the student must have IRB or college approval/exemption before starting on this work. It is the responsibility of the student in consultation with the Thesis Director to obtain the approvals, and conform to ethical research standards. See the "Human Subjects Approval for Dissertation/Thesis Projects" section above for more information on the Human Subjects approval process.

Preparation of the written thesis follows the Graduate College [guidelines](#).

Oral Defense of Thesis Research

The MS student is required to complete a formal defense of the thesis research in a public seminar, followed by an oral examination by the candidate's committee. Following the presentation, the examination can be no more than one-hour duration. The exam must be held prior to "reading day" in any given semester and prior to August 5th for any expected summer graduation. No later than 15 business days before the defense, the student needs to contact the Doctoral/MS Programs Coordinator to schedule the defense in a MEZCOPH classroom and to publicize the open portion of the defense.

Time Limitation

Per Graduate College [policy](#), all requirements for the master's degree must be completed within six years. Time-to-degree begins with the earliest course to be applied toward the degree, including credits transferred from other institutions or credits taken under non-degree seeking/certificate status.

Completion of Master's Requirements

After addressing comments on the thesis from the Thesis Committee and obtaining final approval for the written thesis, the student prepares the final copies of the thesis. The student makes any format corrections required by the program and submits an electronic copy to the Graduate College via the [electronic submission site](#) and must meet all Graduate College requirements. Bound copies are to be delivered to the Environmental Health Sciences Program Director and Thesis Director. If requested, copies are also provided to the other Thesis Committee Members.

Per Graduate College policy, after all requirements are met by the student, the student should notify the Doctoral/MS Programs Coordinator via email (copying the Thesis Director and Faculty Advisor). The Doctoral/MS Programs Coordinator will notify the Graduate College that all final requirements have been met. The student should note that the Graduate College needs to be notified of this milestone before the student is considered for degree conferral.

Be aware that for each semester there are official [Graduate College deadlines](#) related to completing the MS degree requirements and eligibility for that same semester graduation.

The University of Arizona Dean of the Graduate College then certifies that the student has fulfilled all requirements for the degree and will recommend conferral of the Master of Science degree by the Arizona Board of Regents. At that time, the Graduate College will post the degree completion date on the student's transcript and the diploma will be mailed to the student.