THE UNIVERSITY OF ARIZONA
Mel & Enid Zuckerman
College of Public Health

2023-2024
DrPH-MCH Program
Student Handbook

TABLE OF CONTENTS

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 seven degrees - the Bachelor of Science (BS), with a major in Public Health; the Bachelor of Arts (BA) with a major in Wellness and Health Promotion Practice, the Master of Public Health (MPH), with concentration areas in Biostatistics, Clinical Leadership (MD/MPH Phoenix), Environmental and Occupational Health, Epidemiology, Family and Child Health, Global 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; the Master of Science in Public Health (MSPH) degree in Health Behavior Health Promotion, Doctor of Philosophy (PhD) degrees in Biostatistics, Environmental Health Sciences, Epidemiology, and 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. The Bachelor of Science, Bachelor of Arts, and the Master of Public Health degree programs are offered through both the Main and Online Campuses.

Comprehensive information about all of the College's academic programs can be found in the College of Public Health Curriculum Guide.

Our graduates have established careers locally, nationally, and internationally. Of note, they include health department directors, CDC program managers, industrial hygienists, health promotion and wellness specialists, public health faculty, pharmaceutical industry biostatisticians, directors of community outreach programs, epidemiologists, clinical research coordinators, chief executive officers of health centers and community programs, as well as the 17th Surgeon General of the United States, Dr. Richard Carmona, to name just a very few. We are proud of the contribution we are making to build and maintain a competent public health workforce!

LAND ACKNOWLEDGEMENT

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

MEZCOPH MISSION STATEMENT

The Mel and Enid Zuckerman College of Public Health is dedicated to promoting the health and wellness of individuals and 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.

THE DrPH IN MCH STUDENT HANDBOOK

The **DrPH in MCH Student Handbook** ("the handbook") is available on the MEZCOPH Student Hub and is the source for MEZCOPH and DrPH in MCH policies. The handbook's operational processes and policies change, and it is updated annually. Students are subject to the most recent handbook requirements for each year of the program, regardless of the year the student matriculated.

DrPH students are also subject to the UA's Graduate College policies. These are posted on their website.

> **MEZCOPH provides specific information about the DrPH in MCH program requirements, while the Graduate College provides the University-wide requirements for a doctoral degree.**
>
> Familiarity with both entities' requirements leads to a smoother progression through the program.

Finally, DrPH students also follow the **Academic Curriculum Guide** found on the MEZCOPH Student Hub. This guide outlines degree requirements and students follow the curriculum guide that matches the year the student matriculates, i.e., a student entering the program in 2022 will follow the 2022 Academic Curriculum Guide. The Academic Curriculum Guide remains the same throughout the time the student is in their program unless the student decides to follow a more current Academic Curriculum Guide version and receives program approval to do so.

Handbook questions or suggestions for improvement should be directed to the Manager, MS and Doctoral Programs in MEZOCPH's Office of Student Affairs (520-626-2112).

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 campus based 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 at the university. **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 Affairs (OSA) 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 Office of Student Affairs staff list found on the MEZCOPH Student Hub). Although the Office of Student 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 CAMPUS

Campus COVID-19 Protocols

The University of Arizona provides comprehensive information, updates on the institution's response to the pandemic and plan for classroom instruction on the COVID-19 Response page. A robust list of resources, timely updates and President Robbins' most recent press conferences on the subject may also be found there.

DRACHMAN HALL

Information related to College of Public Health Facilities is maintained on our website. The east wing of Roy P. Drachman Hall, MEZCOPH's home, opened for classes in January of 2006. MEZCOPH administrative offices are found on the 1st and 3rd floors. Faculty offices are located primarily on the 2nd floor. Classrooms occupy the 1st floor of both wings 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 Drachman Hall. 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 Building Monitor at 520-626-3078 or via the Student Suggestion Box on the Hub if the issue is non-emergent. Building security services are not available in the evening or during weekends; therefore, students should not be in the building after regular business hours (8 a.m.-5 p.m.) or weekends unless they are taking a class or working in an assigned cubicle or office space.

Bicycles, Bicycle Parking, and Bicycle Valet Service

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. Additionally, there is a free bike valet service, open Monday through Friday from 7:45 a.m. – 6 p.m. (excluding University holidays and summer break), located on the north side of Helen Street just east of the Warren bike path and southwest of Drachman Hall. Check-in your bike with one of our friendly Bike Valet attendants who will give you a key tag. Your bicycle will be watched and monitored while it is parked. When you return to the valet station, hand the attendant the key tag to receive your bike. For more information, please visit the Bicycle Programs website. Bicycles brought into the building or locked to stairwells or other architectural features will be impounded.

MEZCOPH and UArizona Information Technology Resources

General Tech Support

- **MEZCOPH IT Resources:** Send a detailed email with your issue to coph-help@arizona.edu, or call 520-626-7417.
  MEZCOPH IT FAQs can be found at: https://hub.coph.arizona.edu/it-support
- **UA IT Resources:** Call 520-626-TECH (8324) or 877-522-7929, or chat with them at https://support.arizona.edu.
  UA IT FAQs can be found at: https://support.arizona.edu/sp?id=kb_view2

MEZCOPH Computer Lab

*Location***:** Drachman Hall Room A319

*General availability***:** Monday through Friday 8 a.m.-5 p.m. unless the lab has been scheduled for other College activities.

To access the Computer Lab, students must request CatCard clearance to the third floor each semester. Interested students should send their requests to Facilities Management at COPH-Facilities@arizona.edu. If a student has not used the Computer Lab within 60 days of requesting access, they will need to resubmit an access request.

MEZCOPH's computer lab is equipped with 21 Windows PCs, a printer, and a projector. Information about courses scheduled in the computer lab for the current week can be viewed via the UA Health Sciences Scheduling System (search by date for Drachman Hall Room A319).

To use the systems, students must login to the computers with their NetID. **Please make sure to log off from the computer when done.** Stata, SPSS, SAS, ArcGIS, R, EpiInfo, Matlab, Teams, Adobe Acrobat DC, and Microsoft Office are installed on each system. Qualitative data analysis software, MAXQDA, has recently also been added to the computer lab on every other computer. A maximum of 5 people can use the software at once.

Do not save your work on the lab computer. The systems are wiped after each reboot. Use a flash drive or cloud storage (e.g., Google Drive) to save your work. Printing is free, but students must provide their own paper.

Other Computer Labs Around Campus

There are several other computer labs available at the University of Arizona Tucson. They may not have the same software titles as the MEZCOPH computer lab.

UAHS Library - All computers have the basics (Office Suite, browsers, media players), plus specialty software for graphics, statistics, engineering, and more.

[OSCR](#) - Most labs feature Apple computers that dual boot into your choice of Mac or Windows operating system.

Software via University Licensing

The University Bookstores manages software titles that are available to students for free or at a discount. For a list of these software, please visit: https://softwarelicense.arizona.edu/students.

VCAT (Virtual Computing Access Technology)

Use a wide variety of software from home. [VCAT](#) is a virtual computing system for students and faculty that is accessible from anywhere with a broadband internet connection. You will find much of the same software that is installed in OSCR's physical computer labs, as well as any that may be provided by your academic department.

VPN (Virtual Private Network)

The [UA VPN](#) provides a secure connection from your home computer, laptop, or mobile device to the UA's network. It is also a valuable security tool when you are on an unsecured wireless network (e.g., coffee shops, airports).

Lactation Room

For nursing mothers, the College of Public Health established a Lactation Room, located in Drachman Hall, Room A107, around the corner from A112. To use the room, obtain the access code from the administrative assistant in the Office of Student Affairs (Room A110), enter the code on the keypad outside of room A107, lock the door using the manual lock while in use and when finished.

Lockers

Students may reserve a locker for use while pursuing a degree in the Colleges of Public Health or Nursing. Requests for lockers are processed by the administrative associate in the Office of Student Affairs, Room A110 of Drachman Hall. A one-time, non-refundable user fee of $5 is assessed (payment by cash only). 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 the administrative associate in the Office of Student Affairs, Room A110 where the Lost and Found repository is located. Individuals who are attempting to locate lost property should check with the Office of Student Affairs to determine if the item has been turned in. Individuals must

provide an adequate description of the item and in some cases, personal identification before being reunited with lost items.

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 Affairs, administrative associate in Drachman Hall, Room A110 (for postings hung in Drachman A-side) or the College of Pharmacy's Office of Student Affairs, administrative associate in Drachman Hall, Room B107 (for postings hung in Drachman B-side). To gain approval, bring an original copy to the appropriate Office of Student Affairs. When approval is given, the announcement will be initialed and dated by the administrative assistant in the Office of Student Affairs. 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 approval 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 Cubicle Space

Each department has a limited number of dedicated graduate student cubicles on the second floor of Drachman Hall. These spaces are assigned in priority order. Priority for cubicle assignments is for 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. Only those students who have been assigned cubicles will be granted access to the second floor of Drachman Hall after hours.

Teaching assistants may arrange to meet with students in the breakout rooms (the small classrooms on the west side of the first floor). Using these spaces 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 Group Meeting Space

Student groups needing meeting space may request it by submitting a room scheduling request through the UA Health Sciences Scheduling System. The group's name and faculty advisor's 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 Affairs. A room reservation is not required to use the patio.

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 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 UAWiFi wireless access can be found here.

How to get help with UAWiFi

Help can be obtained through the University Information Technology Service (UITS). Call 626-TECH (8324) to schedule an appointment or stop by during walk-in hours. There are also computer labs available around campus through the Office of Student Computing Resources (OSCR) Labs. Limited support is available at OSCR computer labs and multimedia labs. The MEZCOPH Information Technology staff can also help with the setup by contacting them online or calling 626-7417.

ARIZONA HEALTH SCIENCES CAMPUS RESOURCES

About the Arizona Health Sciences Campus

The Arizona Health Sciences Campus (UAHS) is home to the UA Colleges of Medicine, Nursing, Pharmacy, and Mel and Enid Zuckerman College of Public Health. The main UAHS campus is in Tucson and is North of Speedway Boulevard. In addition to the UAHS colleges, other units and resources found on the UAHS Tucson campus include The University of Arizona Cancer Center, and Banner – UMC Hospital, the UA Health Sciences Bookstore, and the Arizona Health Sciences Library. UAHS also has a downtown Phoenix location at the Phoenix Bioscience Core.

Eats, Treats, and Meeting Spaces

Opportunities for lunching and meeting with friends exist on and close to the Arizona Health Sciences campus. In addition to the full-service cafeteria within Banner UMC hospital, there is the Catalyst Café which is located inside the Basic Sciences Research Laboratories Building (to the west of Drachman Hall). The Catalyst serves coffee, lattes, cappuccinos, espresso, a variety

of teas, Italian sodas and a selection of paninis, sandwiches, pastries, and protein rich snacks. The neighborhood immediately south of AHSC offers convenient options as well, including Subway, Chipotle, Pizza Hut, Miss Saigon, Bruegger's Bagels, Noodies, Taco Bell, Wendy's, and McDonald's.

Several outdoor seating areas that are conducive to conversation and small group gathering are located throughout the University of Arizona Health Sciences campus.

Health Sciences Innovation Building (HSIB)

The newest addition to the Arizona Health Sciences Campus is the nine story, 220,000 sq. ft. Health Sciences Innovation Building opened in spring 2019. State-of-the-art instructional spaces offer simulated, real-life situations for teams of students, faculty and health professionals in medicine, nursing, pharmacy, and public health. The HSIB offers flexible large, medium, and small group/team learning areas and clinical labs and simulation centers for a broad spectrum of instructional applications. It also includes a number of multi-use spaces and several student lounges. Student study space is found on floors 3 through 6. The 7th floor is home to the Simulation Center (ASTEC) and the 8th floor houses Clinical and Professional Skills labs. Arizona Health Sciences administrative offices are found on the 9th floor.

HSIB Student Study Space

HSIB is open from 7:00 a.m. to 7:00 p.m., Monday through Friday. (The Health Science Library will be open on weekends and after 7:00 p.m. so students can always find a place to study.) The student study areas are located along the east side of the HSIB on floors 3 through 6. There is a librarian's office on each of the student study floors. Bookable study rooms include 1-person, 4-6 person, and 8-person sizes. All HSIB and library study rooms are bookable via the library reservation system libcal.

HSIB Student Lounge Space

A large student lounge and terrace are located on the 3rd floor of HSIB, as well as a smaller break area and terrace on the 6th floor. There are 2 terraces on the 4th floor. Both lounges have foosball tables, refrigerators, sinks and microwaves for student use.

HSIB Day Use Lockers

There are 500 day-use lockers throughout the HSIB building. The locks reset at midnight each night so articles must be removed prior to the building closing at 7:00 p.m.

Arizona Health Sciences Library

The Arizona Health Sciences Library is located within the College of Medicine Tucson and is available to all students, faculty and staff associated with the four colleges that comprise Arizona Health Sciences (Public Health, Nursing, Pharmacy and Medicine). The AHS Library is available to students at our Phoenix Campus as well.

Students can use the AHS Library for a myriad of services. The computer lab is comprised of desktop computers that are available on a first-come, first-serve basis. These computers have all the basic applications (Office Suite, browsers, and media players), plus statistical software such as SPSS, STATA, and SAS. Students can also utilize the library's scanners, print on the wireless WEPA printers using CatCard or debit card, or use the self-serve printer (cash only). The UAHS Library also rents out technology equipment like laptops, iPads, and cameras. To reserve a designated place to study alone or with a group, students should access the Online Reservation System.

Visit the library's website to find the current hours of operation. After the doors lock, UA Health Sciences students can enter the library with their CatCards. Learn more about library access on the website. The library is closed on all major holidays. All MEZCOPH enrolled students are provided access to the AHS Library after hours. If you have trouble accessing the library after hours with your CatCard, please email our building manager (rachelramos@arizona.edu) your first and last name as well as a copy of your CatCard (with the numbers being visible and legible). You may need a CatCard PIN for some card readers on campus, such as the AHSL. If you have not set up a PIN, please go to: https://www.fm.arizona.edu/dacportal/index.html#/. You will need your Net ID and password to log in. Once you are at the "DAC Portal" website click on "view personal access". Students also have the capability of accessing the UAHS online resources from off-campus by logging in with your UA NetID and password.

A few notes on library access and security:

- The library staff will be available from 8 a.m. to 5 p.m., Monday through Friday. Staff are not usually on site after hours, but student safety aides will monitor the building from 5 to 9 p.m. Monday through Thursday and 12-8 p.m. Saturday and Sunday. The library is always under video surveillance.
- If you need assistance with library resources or services after hours, please use the UA Libraries' chat service. A link is available in the top right of our website. Chat assistance is available whenever the Main Library is open (hours available here).
- If you have a safety concern after hours or observe any suspicious activity or people in or around the building, please contact the UArizona Police Department immediately **at 9-1-1 or 621-UAPD** (520-621-8273). Emergency call boxes are available on every floor near the elevator; calls go directly to UA Police dispatch.
- Don't leave belongings unattended. Lockers are available near the service desk on the second floor.
- Don't prop doors open or allow anyone to tailgate behind you into secured areas.
- When you enter or leave, please make sure the door closes securely behind you. Note that some double doors require one door to shut before the other.

The Arizona Health Sciences Library Liaison to the College of Public Health is Jean McClelland. Ms. McClelland is available to assist students, staff, and faculty library needs. She has

developed an [Information Resources website](#) specifically for students in the College of Public Health to help you be successful throughout your time in the program. Students may also reach out directly to Jean at [jmcc@arizona.edu](#).

Medical Research Building (MRB)

The College of Public Health has research laboratory space in the Medical Research Building (MRB), first floor west. Some environmental health sciences courses use laboratories in the MRB, and students receive specific information regarding time and place from the course instructor. Student research efforts are 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.

Safety

The safety and security of our students is of utmost importance. Safety issues of the students, faculty and staff of the University of Arizona Health Sciences campus are handled by the University of Arizona Police Department (UAPD), located just two blocks to the south of the College of Public Health. The department has 65 state-certified police officers and 49 civilian employees who are here to help and respond to calls 24 hours a day. Emergency Blue Light phones which automatically route calls to UAPD are located throughout the campus and in parking lots and garages. UAPD can be reached by dialing [520-621-UAPD (8273)](#). In an emergency, dial 9-1-1 for assistance. The hospital, Banner University Medical Center has around the clock security patrol.

Drachman Hall is monitored with the use of security cameras.

UA Alert is a free service that delivers emergency alerts to registered UA students, faculty, and staff – as well as their friends and family – via their cell phones, mobile devices and/or email accounts during a campus emergency. To register for this service, please visit this [webpage](#).

Safe Ride provides a safe, night-time method of transportation to all university-affiliated persons on and around the main campus. [Learn more](#).

LiveSafe, an app available for iOS and Android phones, was developed to provide real-time interaction for UA students and employees reporting security and safety concerns. All UA students and employees have access to the app's secure platform for free. [Learn more](#).

A comprehensive list of safety tips for students can be found on the [UAPD website](#).

PHOENIX BIOSCIENCE CORE

The city-owned Phoenix Bioscience Core (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 their CatCards and that identification must always be displayed when on campus. The MEZCOPH offices are located on the 3rd floor of Building 1 at 550 E Van Buren Street, Phoenix, AZ 85004. Students are also welcomed and encouraged to utilize the facilities in the Health Sciences Education Building (HSEB), and the AHSL Library located on the 3rd and 4th floors of the HSEB building. Student access is limited to when Security is on site.

Building 1, 2, and 3 (The Historics): Daily 7:00 a.m. – 7:00 p.m.
HSEB: Weekdays 5:30 a.m. – Midnight / Weekends 7:00 a.m. – 10:00 p.m. / No Holidays
Security is present on campus and the roving security officer can be reached at 602-827-2368.

Computers

The MEZCOPH Floor in Phoenix has two computers available for student activities. Computers may be used on site and can be checked out from the MEZCOPH administrative assistant in Building 1, 3rd Floor NE corner. 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 AHSL 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 Bioscience Core are encouraged to use the central area on the third floor of Building 1 as a meeting space, along with the student spaces in HSEB. Students may also use the lunchroom located on the 3rd floor of Building 1. This area is equipped with a sink, microwave, and refrigerator. 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 Bioscience Core via connection to the UAWiFi and UAPublic networks. See the *How to get help with UAWiFi* section on page 6 for assistance with connecting to UAWiFi.

Eats and Treats

There are many local spots near the Phoenix Bioscience Core that our students, faculty, and staff like to frequent. Coffee shops are numerous, as are local and chain restaurants. For a list of places to eat and things to do in the Downtown Phoenix Area, visit the following websites: Visit Phoenix and Downtown Phoenix.

COMMUNICATING WITH STUDENTS

The Office of Student 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, Instagram, 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 Affairs notified of any address changes. <u>Failure to read messages sent to the UA email account is not an acceptable excuse for not knowing important information</u>. While forwarding one email account to another may be advantageous, there may be some risk of loss of information, and we do not encourage this.

Listservs

Current information about new policies and procedures, program and college events, and course information is announced via the academic program listservs, Job and internship openings are announced via separate listservs that students must request subscription to, and these openings are posted to the Hub. 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 of Student Affairs for distribution. Graduate Coordinators also make every effort to reduce e-mail redundancy by compiling and sending out digest e-mails over the listservs.

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.

College of Public Health Social Media Guidelines

The College of Public Health strives to support a vibrant, respectful conversation and expects 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 Student Annual Progress Report, and the Graduating Student Exit Survey. MPH students must submit their internship abstracts, deliverables, and final reports through the Student Hub. A UA NetID and password are required to access this site. https://hub.coph.arizona.edu/

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 postings, and fellowship announcements are posted on the MEZCOPH Student Hub.

STUDENT SERVICES, RESOURCES & OPPORTUNITIES

Office of Student Affairs

The MEZCOPH Office of Student Affairs (frequently referred to as OSA) serves as the central point of coordination for student activities/events and provision of services to undergraduate and graduate students in all academic programs of the College. Each OSA student services professional has significant experience advising students, participates in numerous university wide taskforces and committees, and meets with MEZCOPH students daily 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 advising questions; travel requests; and graduation requirements.

Career Advising

An integrated approach to career advising, utilizing the expertise of the university's **Graduate Center,** the **Student Engagement & Career Development Office**, other university resources, and professionals within the Office of Student Affairs, is available to our students. The University of Arizona Student Engagement and Career Development Office 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. University career resources include large career fairs, employer info sessions, resume workshops and an online job board and interviewing system, called Handshake. The College hosts alumni panels, provides resume/cover letter workshops tailored for public health students, hosts a public health jobs listserv on which alums and college partners advertise positions and through which timely career guidance is provided. Review the Career Services page on the Hub, found under Career Services, to explore a comprehensive list of resources available to you.

The Office of Student Affairs consistently shares information regarding public health internships, fellowships, career opportunities through its listservs. College of Public Health students may request to join the internship or jobs listserv by contacting the administrative assistant in the Office of Student Affairs. Faculty, the Assistant Dean of Student Affairs, the Manager of MS and Doctoral Programs, and the Phoenix Coordinator provide individual career guidance and résumé review.

Student Problem Resolution

When students encounter problems, it is imperative that resources and solutions are identified to resolve these issues.

The Assistant Dean of Student Affairs is the designated administrator whose role it is to listen to student concerns and determine how these issues should be addressed. Student services professionals within OSA often are the first to hear student concerns. These concerns are discussed with the Assistant Dean, who triages the response to responsible administrators or to the full Dean's Council.

Students who are experiencing difficulties of a sensitive or confidential nature are encouraged to make an appointment with the Assistant Dean who can provide assistance and guidance or will work with the student to find additional resources to solve the problem. The student and Assistant Dean will work together to find a mutually acceptable "next steps" plan of action. 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.

Helpful Student Resources

In addition to the information presented in the *New Student Guide,* the College has developed a list of helpful student resources to assist students in navigating their life and time here at the University. The Helpful Student Resources are found on the Student Hub on the Graduate Students tab under the heading Additional Resources.

In addition, the College's Diversity and Inclusion page has an extensive list of College and University resources for students.

The Graduate College's 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.

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, except for the Promotion & Tenure Committee and the admissions committees. In addition to the university-administered Student Course Surveys, formerly called the Teacher and Course Evaluations, where students are encouraged to fully assess all aspects of a course, the College or individual faculty often administer 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.

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 involving 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

MEZCOPH students have great ideas, and we want to hear them! A physical Student Suggestion Box and an [Online Student Suggestion Box](#) are available to provide students with an opportunity to share feedback and suggestions. We appreciate the feedback, and we take suggestions seriously. A main objective of the Student Suggestion Boxes is to get the suggestion/feedback in front of the appropriate College colleague, office, or committee for consideration. Please remember, however, that not all suggestions and great ideas are implementable. Sometimes a follow-up dialogue about the suggestion brings greater clarity and understanding to the issue for all concerned parties.

The **Physical Student Suggestion Box** is located on the first floor of Drachman Hall next to the water fountain. This box is checked by the Office of Student Affairs every week. Students can submit anonymous suggestions to the physical box but must include their contact information if they would like someone to follow-up with them.

Student Participation on MEZCOPH Committees

Membership on MEZCOPH committees provides students opportunities to participate in much of the college's decision making and governance processes. Students are encouraged to consider committee membership as a means of familiarizing themselves with college operations, faculty, and staff, and 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.

Student Affairs Committee

The charge of the Student Affairs Committee is to act as a clearinghouse for issues related to students; plan, facilitate, and support student seminars, workshops, etc.; function as lobbying agent/advocate for resolution of student problems; and communicate concerns to college administration. This is an important committee as it supports the role of shared governance in college operations. The Student Affairs Committee meets twice each semester. While student representatives from each program are elected and help lead the committee, all students are welcome to attend and participate in the Student Affairs Committee.

STUDENT AMBASSADORS

To aid MEZCOPH with outreach and recruitment of a diverse student body, the Office of Student 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, 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 UAHS-sponsored events
- Outreach to campus clubs and organizations
- Assist with the College's social media and student blog accounts
- Develop and support the mentor mentee program
- 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

STUDENT ORGANIZATIONS

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 to keep all students involved in the public health field who otherwise would not be able to partake in Tucson-based activities. All MEZCOPH students are invited to participate. The primary mission of the group is to promote student connection and outreach in Maricopa County. PHSA-Phx 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. The organization also hopes to increase the representation of Indigenous students in public health disciplines.

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 AIHA and American Society of Safety Engineers (ASSE) organizations.

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, childcare, 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 representatives to serve on GPSC.

LUCHA

Learning, Understanding, and Cultivating Health Advocacy (L.U.C.H.A.) is a group collective in the UA Mel and Enid Zuckerman College of Public Health, which promotes health advocacy through policy education, service, and campus engagement amongst Arizona-local community and institutional settings. L.U.C.H.A. is composed of faculty, staff, community members, students, and alumni who are interested in supporting the L.U.C.H.A. mission.

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 international organizations and community service projects; facilitating discussion of global health and promoting internships that increase student experience in global health and multicultural interaction.

University of Arizona 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 Associate Students of the University of Arizona (ASUA) website provides information about these student clubs.

STUDENT MANAGED EVENTS

MEZCOPH Poster Forum

The graduate programs of MEZCOPH host an annual research poster forum led by students. This event provides an opportunity for students conducting public health research and community-based work to network with other 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. Students throughout the university are encouraged to present public health related posters. Posters are judged, and a cash prize is awarded to the best student posters.

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 (OFSA). 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@arizona.edu.

Educational Assistance Program

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

A College Scholarship Committee made up of faculty and staff appointed by the Dean manages the award process for the MEZCOPH scholarships. A full listing of the College's scholarships, complete with criteria, application deadlines and forms can be found on the MEZCOPH Website. The College's Scholarship Committee meets annually and on an ad hoc basis to select scholarship awardees. Students apply in the spring semester for financial assistance for the following academic year via the College of Public Health Named Scholarship Application on Scholarship Universe and via the Teaching Assistant Application found on the Hub. The process and timing will be announced by the Assistant Dean in the spring semester.

Graduate College Dissertation/Thesis Tuition Scholarship

A limited number of awards that reduce nonresident tuition to Arizona resident 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 for 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 in-person 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 must create a profile on Scholarship Universe and will be matched to scholarships for which they are eligible.

Anthony and Joan Vuturo Scholarship
This $2,000 scholarship is for a continuing graduate student with a commitment to public health and public health service and leadership.

Cliff and Penny Crutchfield Scholarship
This $8,000 scholarship is for incoming doctorate bound students in Occupational and Environmental Health. Students must demonstrate merit and/or financial need, and a commitment to public health, public service, and leadership.

College of Public Health Community Advisory Board Scholarship
The role of the Community Advisory Board is to support the mission of the College by increasing awareness of health promotion and prevention strategies through community collaboration, fund raising and advocacy activities. This scholarship was established to support the board's mission and is intended to recognize meritorious full-time students with a GPA of 3.25 or higher, are making sufficient progress toward completion of their degree, and show the greatest potential to contribute to the overall discipline of public health. Funding amounts vary.

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 of varying amounts are made each year.

Joel S. 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, which varies in amount, will be made to an incoming MPH student who demonstrates merit, significant financial need, and a commitment to public health, public service, and leadership.

Joel Valdez Scholarship/Zuckerman Family Foundation Student Scholarship

Mr. Barry and Mrs. Janet Lang established this $15,000 scholarship award to support meritorious full-time graduate students.

Mullis Native American Scholarship Endowment

These two $1,105 awards are given to either graduate or undergraduate students with a 3.0 or higher and a commitment to public health service and leadership. Preference will be given to students who are Native American with a commitment to their communities of Arizona and a social awareness of Native American culture.

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 $5,000 are made each year.

Russell H. Swanson Public Health Scholarship

Dr. G. Marie Swanson, Founding Dean of MEZOCPH, 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.

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 a commitment to research and public service, are first generation college students, military students, and/or have previously obtained a bachelor's in nursing. Several awards of $2,500 are given annually.

U.S. Surgeon General Richard Carmona Distinguished Public Health Preparedness Scholarship

One $4,000 award will be given to a graduate or undergraduate student pursuing research and/or career in public health preparedness to include pandemics.

Zuckerman Family Foundation Rotating Scholarships

This scholarship is intended to recognize meritorious full-time 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 on a rotating basis. Annually, eight awards at $6,250 are made.

Zuckerman Family Foundation Scholarship Endowment

This scholarship is awarded to students pursuing a degree in the College of Public Health who demonstrated merit and/or financial need and demonstrate a commitment to public health, public service, and leadership. Funding amounts vary.

MEZCOPH INTERNSHIP AWARDS

Arizona Prevention Center: Internship

Unpaid internship or research project in diabetes prevention on Native American Health, for graduate students.

Carlos "Kent" and Elizabeth "Liz" Campbell International 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 full-time MPH student who has demonstrated a commitment to public health and global health.

Donna and Tim Knight Family Internship

Awarded to full-time MEZCOPH graduate students who will complete an internship experience in a Native American community, along the U.S./Mexico border, or in Mexico. Applicants must demonstrate financial need.

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.

Reva Frankle Scholarship - Internship
Awarded to graduate or undergraduates for internship, research & outreach on Diabetes within Native American population.

Waldron-Herrera Scholarship – Internship
For undergraduate students enrolled in a 3 or 6 credit internship performing community-based internship in Arizona that address health disparities.

MEZCOPH RESEARCH AWARDS

Graduate students in the MS/PhD Epidemiology and Environmental Health Sciences, PhD Biostatistics, PhD 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.

MEZCOPH TRAVEL AWARDS/POSTER PRINTING

Limited funding for student travel to scientific and public health meetings, conference registration, and for poster printing is available. Priority is given to applications by 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 Affairs 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. When the Office of Student Affairs is notified of research assistantship opportunities, information about those positions will be shared with students via student listservs. However, 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 in-state tuition, student health insurance, and a 10% discount at the UA bookstores. Students are responsible for university fees and College of Public Health program fees.

Graduate Teaching Assistantships

Based on class size and format, a limited number of MEZCOPH courses utilize teaching assistants (TAs). TAs serve in mentoring, instruction, and administrative roles working with course instructor(s) in the classroom. TA job duties may include taking attendance, grading homework, quizzes, and 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 in-state tuition, student health insurance, and a 10% discount at the UA bookstores. Students are responsible for university fees and College of Public Health program fees.

Staff from the Office of Academic Affairs and the Office of Student Affairs working with department heads and program directors, manage 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, scholarship status, and financial need.

Graduate students will be considered for placement as teaching assistants in the following order of priority: 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 undergraduate or graduate 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. All TAs are required to complete two mandatory pieces of online training, as well as participate in the in person Graduate Assistant Teaching Orientation presented by the College of Public Health before they are eligible for employment: FERPA Training and TATOInternational 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 Teaching Assistant Application.

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. Presently, master's students (MPH and MS) may only hold a maximum of 3 TA positions through the College of Public Health. This policy does not apply to MEZCOPH graduate students who obtain assistantships outside of the College of Public Health. 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 Public Health Honorary Society

The Alpha Nu Chapter of Delta Omega, the public health honorary society for graduate students, was established at MEZCOPH in 2002. Since then, 326 members have been inducted into the chapter. Graduating graduate students who are academically in the top 25% of their graduating class are eligible for nomination by college faculty, students or they may nominate themselves.

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.

MEZCOPH Poster Forum Prize

Scholarship prizes for the best student posters presented at the Graduate Poster Forum are 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 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 is a mechanism for student to provide:

- feedback on services and student experiences
- assess skills and competencies gained while enrolled in the college
- a means to contact and network post-graduation

Exit Survey feedback is used to refine curriculum, operations, and provide inspiration for new initiatives. All students are required to complete the Exit Survey as part of their graduation requirements. Responses are aggregated when reported and do not influence your current or future standing with the college.

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. The link to complete the Exit Survey will be sent directly to the student via e-mail in the weeks leading up to their 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. This information is needed by the college to maintain its accreditation by the Council on Education for Public Health and is collected using the same link as the Exit Survey.

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 finish all degree requirements in the fall semester may participate in the December convocation.

All students must notify the Office of Student 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 the 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 Convocation and present documentation of approval to OSA by April 1 for the May ceremony or November 1 for December.

All students must notify the Office of Student Affairs of their intent to participate in the MEZCOPH ceremony by April 1 for the May convocation or November 1 for the December convocation. Prior to these dates via the college listservs, the Office of Student Affairs communicates with students outlining specific convocation information and the procedure for submitting their RSVP. It is the responsibility of the student to read these emails and follow any directions provided.

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. You cannot participate twice. Names in the printed program are by the semester of degree completion and when the application for degree candidacy was filled out in UAccess Student Center. Spring and Summer graduates have a deadline of February 1st

of the intended semester and Fall and Winter graduates have a deadline of September 1st of the intended semester.

Per university rules (https://commencement.arizona.edu), 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.

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 prohibits 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 Bioscience Core, 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.

Weapons Policy

Arizona Board of Regents policies 5-303 and 5-308 prohibit the use, possession, display or storage of any Weapons, Dangerous Instruments, Explosive Devices, or Fireworks, among other things, on The University of Arizona campus and on all land and in all buildings owned or under the control of The University of Arizona on behalf of the Arizona Board of Regents, except as provided in Section 12-781 of the Arizona Revised Statutes. No concealed carry permit exempts

a person from these policies. These policies apply to all University of Arizona students, employees, visitors, and guests.

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 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 all who believe themselves to have 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 oneself. 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 the student has been admitted. A student's performance compared to these standards will be assessed during annual academic progress reporting or at any time during the student's 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 under Student Forms.

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 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 in communications from the College of Public Health. No student with academic deficiencies may hold a Graduate College fellowship, or graduate teaching/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 devise a written plan of action. Per College of Public Health policy, students on Academic Probation must complete a [Retention Plan](). 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 coursework. 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 agreement only near the end of a term when all but a minor portion of the coursework 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 consult and reach agreement with the instructor to be granted 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 Affairs until the conditions for completion have been met. When the instructor notifies the Office of Student 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. Students should contact their Graduate Coordinator and the Director of Admissions to determine a plan for readmission. At a minimum, a Graduate College Application must be completed online, and additional application materials may be required. When a student leaves their graduate program and does not take a leave of absence, readmission is not guaranteed.

Leaves of Absence

Academic Leave of Absence
Academic Leave of Absence (i.e., leaves to take coursework 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. Under extraordinary circumstances, 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 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. A Leave of Absence does not pause or stop the clock on the allowed time to completion. Master's students have 6 years to complete their degree program starting with the first course that is applied to their degree. Doctoral students have five years from the time they passed the comprehensive exam to complete their degree. Some doctoral programs may have additional maximum time to completion requirements found in the program-specific information of the handbook.

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 UAccess Student Center under the GradPath option, petition forms.

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 or to request a leave of absence. The student must complete the Petition Form online through GradPath. The petition should explain all relevant facts. With some exception for leave of absence requests, 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 related to a course issue must have the instructor's approval 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.
- Exceptions to MEZCOPH-specific policies include structured process and form designed for that process that must be completed. Th document allows 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 to remain in the program. If the student fails to maintain continuous enrollment or obtain a Leave of Absence, the student will be required to apply for re-admission (including submitting application materials as determined by the program), to pay the Graduate College application fee, and pay all overdue tuition and fees. Tuition or registration waivers cannot be applied retroactively.

See the table below for the minimum number of units required.

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

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

**Doctoral or master's students who are making good progress toward their degrees and who are not hired as Graduate Assistants/Associates or on student wages may qualify to enroll for only one credit to maintain full-time status to defer/receive educational loans (federal/private), some institutional support (contact unit to verify), or to maintain F or J visa status. For the Office of the Registrar to determine qualification, the graduate student must complete the Application for Advanced Status each semester (for up to four semesters), be registered for the term requested and submit the form three weeks before the term to have full time status reported (the UA only reports enrollment status to the Clearinghouse beginning one week before a term begins).*

Additionally, <u>MPH students</u> planning to complete degree requirements in the summer must be registered in a minimum of 1 unit of graduate credit during the summer term. 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 be registered in a minimum of 1 unit of 909 in Summer 10-wk or Summer II.

If an <u>MPH student</u> has completed all course requirements and is only finishing the internship or final, the student must be enrolled in at least 1 unit of 909, Master's Report, during their final semester(s) in the program. Similarly, <u>MS students</u> 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 Manager of MS and Doctoral Programs so that the Graduate College can be notified that the milestones will be occurring.

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.

Deferment/Forbearance of Student Loans

Please visit the [Federal Student Aid website](#) to educate yourself on the federal requirements to defer or forebear your student loan payments. The "Continuous Enrollment" section of this handbook defines part-time and full-time status.

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) cumulative grade point average (GPA). Failure to maintain a 3.0 GPA 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, the student should contact the MPH Coordinator or Manager of MS and Doctoral Programs 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.

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 coursework are at risk of dismissal from the program.

Program Steps and Milestones to Completion

A student's progress toward meeting 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 Retention Plan using the MEZCOPH form, *Graduate Student Retention 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 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 retention plan.

A copy of the Annual Progress Report with faculty recommendations will be kept in the student's file in the Office of Student 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 the Faculty Mentor/Advisor.

Failure to Meet Satisfactory Academic Progress – Retention Planning

When a student has been identified as not making progress due to the following bulleted conditions, the student will be notified in writing via the student's official UA email account using the College's Graduate Student Retention Plan Form.

- Failing to complete and receive a satisfactory review of the student's Annual Progress Report
- Received a grade of D, E or F in a required course
- Placement on University Academic Probation for failing to maintain a GPA of 3.0 or greater
- Failure to maintain continuous enrollment
- Failure to meet program milestones in timely fashion
- Failure to meet other Academic Guidelines

The student's Faculty Mentor/Advisor and the appropriate Graduate Coordinator should be copied on that communication, as well. According to Graduate College guidelines, students must be given an opportunity to appeal or rebut items of unsatisfactory progress. The Graduate Student Retention Plan Form will outline how 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 retention 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 retention 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 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. Graduate students may not apply undergraduate units toward their graduate degree requirements.

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 Affairs cannot negotiate the removal of late fees. It is advisable that initially, a student should pay for the number of units that the student anticipates taking, even though the schedule may change later.

Enrollment in Fieldwork

Many students undertake field work in support of independent study, applied practice experience/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 travel with the university via UA Study Abroad Independent Global Experience (IGE) application. Students traveling abroad must also register for GeoBlue Insurance coverage at $3 per day. Per UA Study Abroad policy, students are also required to provide proof of a medical appointment with a Health Travel Clinic as part of the IGE application. Campus Health Travel Clinic (https://health.arizona.edu/immunizations-travel-clinic) or Find a Clinic Near You (https://wwwnc.cdc.gov/travel/page/find-clinic/).

The IGE application can be found here: https://arizona.terradotta.com/index.cfm?FuseAction=Students.Apply&Program_ID=10376

Before planning any international travel for internships or research, always communicate with your Graduate Coordinator to ensure the correct process is being followed.

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, canceled, or changed through UAccess Student Center only during an "Open Enrollment" period, unless one qualifies for a prorate through a qualifying life event. When the insurance is ordered, you are ordering for 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.

READMISSION POLICY

Occasionally, students encounter life events that lead them to discontinue their graduate studies for a number of reasons. In the event that you discontinue your graduate program while in good academic standing and wish to return to complete your degree, you will need to comply with the College of Public Health readmission policy.

Any student who requests readmission to their graduate program must submit an internal application. The readmissions policy and application process are outlined at https://publichealth.arizona.edu/graduate-students/admissions/how-to-apply.

SECTION II – DrPH INFORMATION AND POLICIES

The DrPH Degree

The Council on Education for Public Health (CEPH) articulates the DrPH as the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. These individuals are able to convene diverse partners; communicate to effect change across a range of sectors and settings; synthesize and translate findings; and generate practice-based evidence that advances programs, policies, services and/or systems addressing population health.

Student Commitment

During doctoral studies, students learn to work independently and with faculty and community partner guidance. Independent research and practice require problem-solving skills, initiative, and intellectual curiosity. Using available resources effectively, our students should learn to ask and answer practice questions grounded in scientific literature and experience.

A dedicated student:
1. Demonstrates enthusiasm and a passion for learning.
2. Is self-motivated and has a written plan and timeline for degree completion.
3. Initiates contact and schedules appointments regularly with faculty advisor.
4. Clarifies needs and comes prepared to meet with their faculty advisor.
5. Listens to advice and feedback and incorporates suggestions into action plans.
6. Shows respect to faculty, mentors, other students, and community members.
7. Thinks independently and takes responsibility for their learning experience.

Advising in the DrPH Program

At the time of admission, a Faculty Advisor is appointed for each student.

Faculty Mentoring and Commitment

Faculty members help students develop into DrPH leaders over the course of their studies. Faculty responsibilities include teaching, conducting research, scholarship, serving on review committees, and providing service to MEZCOPH, the University of Arizona, the state, nationally and internationally.

An effective mentor:
1. Dedicates time for student mentoring.
2. Shows respect for the student.
3. Facilitates problem-solving without solving the student's problem for them.
4. Provides opportunities for and assists with student career advancement.
5. Encourages students to identify their professional path.
6. Has excellent communication skills.
7. Advertises and disseminates student work with full attribution.
8. Helps students plan and manage their workload.
9. Serves as a role model to advance public health.

Each student is encouraged to meet and communicate regularly with their Faculty Advisor, at least once a semester. The student is responsible for reaching out and scheduling meetings with their Advisor. During the first year of DrPH studies, students are encouraged to make an effort to initiate meetings with their course instructors, HPS Departmental faculty, and other MEZCOPH faculty to learn about their research and practice interests and community organization connections. Information from these meetings can help inform the selection of faculty members that they will need to be part of their Comprehensive Exam Committee and Dissertation Committee Member. Faculty can also act in an informal capacity as an informal mentor (see descriptions below).

There are a number of individuals students communicate with during their time at MEZCOPH who can serve in the following advising roles:

Faculty

Advisor: The Faculty Advisor agrees to mentor a student, based on shared interests, prior to admission. This acceptance is *typically* (but not always) based on the assumption that they will also advise the student throughout the degree and will assume the role of Comprehensive Exam Committee and Dissertation Committee Chair (See pp. 13-15). The Faculty Advisor acts as the student's initial academic advisor and guides the student in course planning. They typically advise the student on how to obtain research and teaching experience. They may include the student in their research or practice activities, or they may connect the student to other faculty doing this work. They ensure the student meets the UA and DrPH requirements in consultation with the MS and Doctoral Program Manager. The Faculty Advisor must be a faculty member whose primary appointment is within the Health Promotion Sciences Department.

Comprehensive Exam/Dissertation Committee Chair: This is a primary Health Promotion Science faculty member who has Graduate Faculty status. This person's responsibility is to assure that the student meets the requirements of the DrPH program as it relates to the comprehensive exam and the dissertation. The Comprehensive Exam Committee Chair oversees the student's written and oral comprehensive examination. A student may continue with the same Chair for the Dissertation Committee or select a different one. The Dissertation Committee Chair coaches the student throughout the dissertation process from developing and completing the written dissertation proposal and defending the proposal, to approving the thesis and participating in the final oral dissertation defense. In most cases the Faculty Advisor is also the Comprehensive Exam and/or Dissertation Committee Chair or a committee member, but it is not required.

Mentor: Any MEZCOPH faculty member may provide advice or guidance to the student regarding their scientific or professional development. Students are responsible for seeking out and developing mentor relationships. Mentors may be within MEZCOPH or from other Colleges. Mentors do not hold an official title within the College like "Faculty Advisor" or "Dissertation Committee Chair."

FCH Program Director. This person is a faculty member who has several roles in the DrPH program (see the Family and Child Health Program website). They approve and sign forms such as Plans of Study and Comprehensive and Dissertation Committee member forms. With the Health Behavior Health Promotion Program Director, they coordinate the DrPH admissions process and TA assignment process. They help develop and approve curriculum changes and work with the HPS Department Chair to improve the quality of the program. They also work with the DrPH Program Director in Public Health Policy and Management.

In addition to these duties the Program Director is also a resource to all DrPH students. They can be a sounding board for students, and a person that students can talk to if they are having challenges with the program. We do encourage students to talk with course instructors first if they are having a course issue, and to talk with their Faculty Advisor first if they are having a mentoring issue, but we acknowledge that these can sometimes be difficult conversations, so students are encouraged to reach out to the Program Director if they need support.

Manager for the MS and Doctoral Programs:
- The point of contact for doctoral students in the Office of Student Affairs is the Manager of MS and Doctoral Programs. This person knows the ins and outs of the DrPH program, MEZCOPH, and the UA Graduate College. They receive student paperwork (such as annual progress reports) for processing with the College and Graduate College, and coordinate MS and doctoral program activities with the Program Directors and the Assistant Dean of Student Affairs.

Advanced Practice Mentor: This is a required mentor affiliated with the organization where the student will complete their dissertation. In most cases, the Advanced Practice Mentor will not be affiliated with the university. The individual must be a professional in the field of public health with the skills to evaluate performance related to the DrPH competencies. For more information, see the Advance Practice Mentor and Mentee Agreement on The MEZCOPH Student Hub.

Sometimes a student may want to choose a different HPS Faculty Advisor than the one they began working with at admission. This could be because they feel that their interests align better with another faculty member, or for some other reason. Since DrPH students are accepted into the program by their initial faculty advisor, the decision to request a change requires careful consideration by the student and entails several steps. First, students are advised to discuss this proposed change with their current Advisor. If they feel they cannot, or want to talk to someone else about a change, they are encouraged to talk with the Program Director about the process of matching with a different advisor. Students follow the process outlined in the MEZCOPH Notification of Advisor/Mentor Change form (found on the MEZCOPH Student Hub). Once the form is completed, students submit it to the Manager of MS and Doctoral Programs in the Office of Student Affairs (OSA) when changing advisors.

Faculty profiles are on the MEZCOPH website directory and updated regularly. While faculty and staff are available to assist, completion of degree requirements is ultimately the student's responsibility.

New Student Activities

All new students participate in the Doctoral and MS Student Orientation scheduled in August prior to the start of fall coursework.

Competencies

A set of competencies specific to the DrPH degree in Maternal and Child Health has been developed, which will allow students and the faculty to determine progress. A subset of these is listed here and tie directly to the course work required for the DrPH.

- Evaluate and present issues that would be appropriate for developing healthy childcare policies.
- Evaluate how national childcare policies and programs affect maternal and child health.
- Apply and integrate appropriate measures of maternal and child health with behavior change theory into a study design for research study or program evaluation.
- Demonstrate the ability to develop and present an advocacy plan about maternal and child health populations, issues, and/or services.
- Create a plan to use community based participatory research (CBPR) to develop a maternal and child health project.

Recommended Teaching Experience

If an admitted DrPH student does not have documented and substantial content-related college-level teaching experience upon entering the program, the student is encouraged to teach or be part of an instructional team for at least one course or educational offering related to health promotion if it fits with their career goals. The student is encouraged to seek opportunities for teaching experience if they plan to pursue a career that involves teaching.

Experiences include serving as a Graduate Teaching Assistant, assisting faculty in a Service-Learning Course, or some other type of teaching experience. The student should seek guidance from their Faculty Advisor or Graduate Committee Chair about appropriate teaching experiences and opportunities.

Students interested in a Graduate Teaching Assistantship should apply when applications are announced by the Office of Student Affairs. Positions are assigned by the HPS Department Program Directors in consultation with Assistant Dean for Student Affairs. Students serving as Graduate Teaching Assistants are required to 1) complete the UA's Graduate Teaching Assistant Orientation (TATO), and 2) participate in the MEZCOPH Teaching Assistant Orientation.

The UA Office of Instruction and Assessment also offers a Certificate in College Teaching. Graduate students can take advantage of this program prior to or while completing the

teaching assistantship assignment. See the "Graduate Teaching Assistantship" section above for additional information about teaching assistantships.

Program Steps and Milestones to Degree

Time to completion: Students typically take 3-8 years to complete the program. In general, it takes 3-5 years (2-3 years for coursework, 1-2 years for dissertation work) for full-time students and 5-8 years for part-time students. The average time is 6.0 years.

Program Steps to Completion (based on a full-time schedule):

- Attend mandatory new student orientation in August of the first semester
- Each Fall, complete the Individualized Development Plan (IDP) with the Faculty Advisor
- Each Spring, complete an Annual Progress Report with the Faculty Advisor
- Serve as a Teaching Assistant (TA) at least once during their time in the program or demonstrate previous teaching experience.

First year
- Course work. Students entering without an MPH must complete the MPH core courses in addition to degree requirements, plus the Maternal and Child Health course.
- Work with Faculty Advisor to form a tentative Plan of Study

Second year
- Course work
- Identify potential Comprehensive Exam Committee members (see Comprehensive Exam Committee section for details)
- Formalize Plan of Study on Grad Path by the end of the second year

Second/Third year
- Formalize Comprehensive Examination Committee
- Take the Comprehensive Exams (written and oral) by the end of second year and pass
- Form and finalize Dissertation Committee

Fourth/Fifth year
- Develop a Dissertation Proposal working closely with Dissertation Committee Chair
- Defend and gain approval for Proposal before Dissertation Committee
- If necessary, begin process for Human Subjects approval for dissertation
- Implement dissertation project and write the dissertation
- Successfully defend dissertation and finalize revisions

Program progress and milestone completion is assessed at the time of students' annual progress report in conjunction with their Faculty Advisor. If it is determined that a student is not making timely progress, the student and Faculty Advisor will meet to create a Retention Plan using the MEZCOPH form, "Graduate Student Retention Plan for Failing to Make

Satisfactory Academic Progress." The purpose of this form is to address student's challenges and identify strategies and resources to help the student achieve academic progress.

Each year, prior to pre-comprehensive exams:
- o By Sept 30, complete Individualized Development Plan with Faculty Advisor.
- o During January, complete an Annual Progress Report with Faculty Advisor.
- o During early April, send updated CV and IDP progress to Faculty Advisor.

Individualized Development Plan

To promote progress and mentorship, all HPS doctoral students who have not taken their comprehensive exam by fall of the current school year will participate in the development of an Individualized Development Plan (IDP). The IDP is a tool used to set goals for the school year. The student and their faculty advisor meet in August or September to complete and sign the plan. The completed IDP is then uploaded by September 30 to www.box.arizona.edu, to the student's assigned folder within the HPS Individualized Development Plan folder. Please note, although you may be able to see your colleagues' folders, access to each folder is restricted to the student, the Faculty Advisor, Program Director and Manager of MS and Doctoral Programs. From December to January, students complete the college-wide Annual Performance Report (APR). Please see "Continued Program Progress and Annual Progress Report" in Section I above for further details**.**

Degree Requirements

Students should review the Academic Curriculum Guide for the year they were admitted to the program for the specific curriculum applicable to them and plan their schedule carefully with their Faculty Advisor. A recommended course sequencing guide is available from the MS and Doctoral Program Manager and their Faculty Advisor. The sequencing guide is important as not all doctoral courses are offered every year. Students should also review course syllabi for courses in our program, and courses in other departments (e.g., minor courses or electives) to identify whether they have pre-requisites. MEZCOPH syllabi are available on the Hub for MEZCOPH classes and on request from other colleges.

DrPH Admission Prerequisites – 5 Core MPH Courses (15 Units)

Five MPH core courses are prerequisites for admission to the DrPH program (EPI 573a, PHPM 574, EHS 575, BIOS 576a, and HPS 577, or their equivalents). For equivalent coursework to be considered as fulfilling a requirement, a student must obtain faculty approval (described below). The five core MPH courses are DrPH prerequisites and are not included in the major section of the Plan of Study but must be completed during the first year. Students that have an MPH from a non-accredited CEPH program will need to provide syllabi from their MPH awarding institution for the 5 core courses. These syllabi are then given to the UArizona instructor who teaches the same course to review and ensure the competencies for that course have been met. The instructor communicates with the student's Faculty Advisor and Program Director that the syllabus content addresses the competencies satisfactorily. If not met, the student will need to complete the course(s) to fulfill prerequisite requirements.

Additional Course Notes

New DrPH students are required to enroll in the one-unit course, HPS 609, Evaluating Public Health Literature, during the first fall semester of the program. This course is team-taught and designed to enhance critical thinking skills related to public health research. This course must be taken again, ideally in the 2nd or 3rd semester of the program.

In addition, students need to complete HPS 586 Maternal and Child Health if they have not taken an equivalent maternal and child health course. This course does not count towards the major requirements for the degree but may be counted as an elective.

Doctoral Plan of Study

In collaboration with the student's Faculty Advisor, each student drafts a Doctoral Plan of Study during the first year. Advisors and students should refer to and modify the Plan of Study as an advising tool. During the second to last semester of coursework, the Plan of Study is formalized with the required electronic forms on UAccess Student Center, under the GradPath option.

The Plan of Study identifies: (1) completed courses from other institutions the student wants to transfer and count toward the graduate degree; (2) completed UA courses the student intends to apply toward the graduate degree; and (3) course work to be completed to fulfill degree requirements, including 18 units of dissertation (HPS 920). The Faculty Advisor, the FCH Program Director, Minor Faculty Advisor, and Director of Graduate Studies of the minor program or department must all approve the Plan of Study (minor selection and advisors are discussed below). 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 progress, should also be attached to each Annual Progress Report.

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

Graduate credit earned at accredited institutions may be counted toward the requirements of the DrPH degree, if approved by the student's Faculty Advisor and the FCH Program Director. Transfer credits may be considered for application towards elective units or to substitute for a DrPH program course. See below.

Per Graduate College policy, transfer credit may be considered if the grade earned was A or B. Grades of transfer work will not be used in computing the student's UA grade-point average. Per DrPH policy, the coursework being considered must be less than 10 years old. No more than 18 units can be transferred in and applied to DrPH degree requirements. (Note: The MPH 5 core prerequisites do not count toward the 18-unit maximum transfer limit.)

The student must apply to transfer course credit during the first year of the DrPH program. The student's first step is to make an appointment with the Faculty Advisor to request that the course(s) be reviewed and considered for transfer. The student should bring a transcript highlighting the course(s) to be transferred and a syllabus for each class.

For a course to be transferred and considered for elective credit, the student's Faculty Advisor and the FCH Program Director must approve. Then, for coursework taken at a CEPH-accredited institution other than the UA, the student should 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 FCH Program to determine whether or not the courses are suitable for substitution or elective credit.

The final decision for transfer of credits for non-UA 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 completed a course similar to a required course, the student may propose a course substitution. The student should first complete the Course Substitution Form (in the MEZCOPH Student Hub) and send it, and the syllabus for the proposed course substitution to the MEZCOPH course director/instructor of record for the currently required course. Then, the instructor will review the content, as well as whether the competencies (CEPH foundational and concentration-specific) in their course are adequately addressed in the proposed course substitution. If the UA instructor approves, they sign the Course Substitution form. Finally, the Faculty Advisor must concur and sign. The student then submits the form to the Manager for the MS and Doctoral Programs.

If the approved substitution is from a course taken at another institution, the student also needs to follow the transfer credit procedure above. If the course is from the UA (much less common), the substituted course will fulfill the content requirement of the required DrPH course.

Independent Study Registration Policy
A student who wishes to enroll in independent study (HPS 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 study, 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 Manager for the MS and Doctoral Programs who registers the student for the units.

Research and Dissertation Registration Policy
A student who wishes to enroll in research units (HPS 900) or dissertation units (HPS 920) and has met all program requirements to do so (see the "Dissertation Unit Enrollment" section below), must complete the 900-Level Course Registration form found on the MEZCOPH Student

before being registered for the units. The form serves to establish the scope and focus of the work to be completed that semester, 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 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 Manager for the MS and Doctoral Programs who registers the student for the units.

Minors for the DrPH

Graduate College policy requires doctoral students to 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 their Faculty Advisor and/or Graduate Committee. Typically, at least one faculty member from the minor serves on the student's Graduate Committee, although this number may be modified by the graduate faculty responsible for the oversight of the minor and by the student's Graduate Committee. Declaration of the minor(s) will be made on the Doctoral Plan of Study.

Although the Graduate College requires a minimum of nine units of course work for a doctoral minor, departments offering the minor determine specific requirements. Requirements vary significantly across departments and colleges. The student is responsible for knowing and meeting the requirements of the chosen minor area of study. A DrPH student may not minor in public health, but may select a minor from within the College, i.e., Biostatistics, Epidemiology, Environmental Health Sciences or Health Behavior Health Promotion.

A student can customize a minor area (with Graduate 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 or Graduate Committee Chair before taking the courses that they hope to include. Focus area minors must meet the following criteria: the proposed minor is not available at UA 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, courses must be from at least two disciplines and all course work must be outside the Health Promotion Sciences Department. 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, advanced practice or research project).

Change of Program within the HPS Department

Given the competitive nature of admission to our doctoral degree programs, students are expected to remain and graduate in the specific doctoral degree program into which they are admitted. The Health Promotion Sciences admissions committee and the faculty engage in substantial deliberation in evaluating faculty-advisee matches, and ultimately offering enrollment into our doctoral programs; students are expected to have a strong grasp of the expectations, goals and requirements of the doctoral degree they enroll in.

Students who pursue a potential switch from one doctoral degree to another after their admission and enrollment will be required to submit an application for admission to their desired doctoral degree program during the programs' standard admission deadlines. They will be competing for program openings with the next cycle of doctoral applicants. The Department of Health Promotion Sciences will not review applications outside this period.

Residence Requirement
To meet the minimum Graduate College residence requirement, the student must complete a minimum of 12 units of regular grades (A, B or C) taken in residence 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.

Graduate Faculty Status
Per the Graduate College's policy, "Members of the graduate faculty have special privileges and obligations within graduate education, especially related to thesis, dissertation and other culminating capstone project committee roles and membership, as well as graduate student advising and mentorship. Graduate faculty membership is automatically granted to tenured and tenure-track faculty and continuing-status and eligible academic professionals with faculty titles and may be granted selectively to career track faculty or others. The Graduate College, in coordination with the academic colleges and programs, oversees the criteria, processes, and procedures related to the granting, review, and in rare cases of unacceptable performance, the remediation or removal of graduate faculty membership to ensure the quality of graduate programs and delivery of graduate education."

Faculty members who have been granted Graduate Faculty status will be listed as such in the university's public phonebook.

Graduate Committees
Doctoral students will employ two important committees during the course of their studies:
(1) The Comprehensive Examination Committee, and
(2) The Dissertation Committee (See the "Dissertation Committee" section below for program specifications.)
(Note: see the hyperlinks for Graduate College policy regarding committee composition.)

Comprehensive Examination Committee
The Comprehensive Exam Committee is formed by the student in conjunction with their Faculty Advisor. The student is responsible for inviting faculty members to serve on their Comprehensive Exam Committee. The student documents faculty members' consent to serve on the committee by completing MEZCOPH's Declaration of Committee Membership Form found on the MEZCOPH Student Hub.

The 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. Three members must be MEZCOPH faculty with Graduate Faculty status. The Committee Chair must be a primary Health Promotion Science faculty. The committee must be approved by the Program Director for Family and Child Health:

Comprehensive Exam Committee

- Minimum of 3 members representing the major, 1 representing the minor (Graduate College requirement)
- Three of 4 members must have Graduate Faculty status* (Grad College requirement)
- Chair is a primary Health Promotion Sciences Department faculty with Graduate Faculty status*
- Total of 3 members must be primary MEZCOPH Graduate Faculty

*Please see the Graduate Faculty Status section above for a definition.

To keep the Graduate College notified about the comprehensive milestone, the student is also required to complete the university's Comprehensive Exam Committee Appointment Form (found on the UAccess Student Center under the GradPath option) a minimum of four weeks prior to the exam date.

Dissertation Committee
After successful completion of all coursework, teaching requirements, and passing the written and oral comprehensive examination, and before defending the dissertation proposal, the student must complete the Dissertation Committee Appointment Forms. The completion of these forms indicates the candidate has identified and gained consent for participation from all committee members for the next stage of their graduate career.

The final Dissertation Committee must be composed of at least three University of Arizona faculty Graduate Faculty members. The Dissertation Chair must be faculty members whose primary faculty appointment is within HPS. The student may also include one faculty member from the minor or additional Special Members. The student should check with their Minor Advisor's program to determine whether or not the Minor Advisor is required to be included on this committee. Briefly:

Dissertation Committee:

- Minimum of 3 members representing the major (Graduate College requirement)
- Minor Advisor may or may not serve depending upon the policy of the minor program
- Three members must be Graduate Faculty* (Graduate College requirement)

- Chair is primary Health Promotion Sciences Department faculty with Graduate Faculty status
- Two others are University of Arizona Graduate Faculty

*Please see the [Graduate Faculty Status](#) section above for a definition.

Comprehensive Written and Oral Examinations

Before advancing to candidacy for the doctoral degree and **before embarking on the dissertation process**, the student must pass a written and an oral doctoral comprehensive examination. Once a student completes 85% of the DrPH MCH course requirements and all, or almost all, of the minor course work, the student submits a request to the Manager for the MS and Doctoral Programs to take the comprehensive written and oral exams a minimum of 4 weeks prior to the start of the fall or spring semesters. Students are advised to take the comprehensive examination within 3 years of admission to the DrPH program to support retention of the material on the exam.

A student is required to file and obtain approval for a Doctoral Plan of Study with the Graduate College before scheduling their oral comprehensive exam. Students are responsible for making sure all forms have the required faculty and Graduate College approvals and are submitted through GradPath. Students can track the form's approval progress to completion in GradPath, summarized at the bottom of the online forms.

The written and oral comprehensive exams assess the student's 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 Public Health and Family and Child Health.

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

> *Before advancing 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.*

Written Examination

The written examination is administered on-site over a two-day period during the second week of the fall and spring semesters. The student must provide written notice of their intent to sit for the examination to the Manager for the MS and Doctoral Programs at least 4 weeks prior to the published examination date.

Day 1: "Closed Book Exam"
DrPH Foundational Competencies and MCH Required Curriculum
The first day students answer four multi-part questions with an optional minor question, depending on the minor requirement. Two questions are based on public health knowledge and two based on the MCH concentration.

Day 1 consists of a morning and afternoon session with breaks in between the eight-hour exam. Students must complete this examination under "closed book" conditions in a designated MEZCOPH location without internet access. Answers will be graded by the Comprehensive Examination Committee.

Day 2: "Take Home Exam" Policy Brief
The second day will task students to create a policy brief addressing the needs of the MCH population. In most cases, the content focus is on the student's area of interest. This question will be provided to students via e-mail on the morning of Day 2 and will be due eight hours later to the Program Director. This portion of the examination evaluates the student's ability to access, interpret, and deliver data to justify public health action to non-public health professionals that can lead to practice or policy change.
This examination will be administered as a "take home" exam with full internet access. The answer will be graded by the Comprehensive Examination Committee or by the Chair of the Comprehensive Examination Committee. If graded by the Chair, and the answer is deemed non-responsive, it will be reviewed by the full committee.

Grading
The Comprehensive Examination Committee has two weeks to grade the examination. The Chair disseminates the exam responses to the Committee members and the accompanying rubric. Committee members return their comments and assessment of each portion of the exam. The Chair synthesizes the results to send to the student. Students can earn a pass/fail/revise grade. Students earning a "pass" advance to the oral examination (see Oral Examination section). Students earning a "revise" grade follow the directions and timeline established by the Comprehensive Examination Committee. The Committee determines if the revisions should be graded by the Committee or the Chair. Students earning a "fail" grade may retake the examination within one calendar year of the initial comprehensive examination during a regularly scheduled examination period. If the reexamination results in a "fail" grade, the student is dismissed from the program and notified by the Associate Dean for Academic Affairs.

Oral Examination
The oral examination occurs during the fourth through seventh week of the semester, and after the written exam. The oral portion of the comprehensive examination, also known as "oral comps," evaluates the student's ability to integrate the core knowledge of their public health program to address real world problems and communicate ethical, evidence-based solutions. The oral comps should demonstrate the student's presentation skills and verbal competency as a doctoral-trained public health professional. The examination will be graded as a whole with

the final decision based on overall performance across the written and oral sections. The student may retake the oral portion of the Comprehensive Examination once. The reexamination must occur within one calendar year of the failed examination and must be scheduled during the first seven weeks of the fall or spring semester. If the student fails the reexamination, the student is dismissed from the program and notified of this decision in writing by the Associate Dean for Academic Affairs.

The oral examination consists of 1) a 20-minute prepared student presentation summarizing the policy brief developed during Day 2 of the written comprehensive examination; 2) 30 minutes for questions on the presentation; and 3) general questions to test whether the student has "a broad knowledge of the chosen field of study." The student should expect the third part of the oral exam to last at least an hour. The oral examination must be completed within three hours.

The student will be evaluated based on their ability to:

Integrate multiple sources of information to describe a specific public health problem.
- Synthesize previous work/information that describes the problem.
- Summarize the relevant contextual factors relevant to the development of an intervention or policy related to the problem.

Propose a comprehensive strategy to address the problem.
- Describe and justify the major components of the strategy including interventions, policies, and services.
- Address issues related to costs, the ethical and legal framework, health and/or socioeconomic disparities, and relevant cultural issues.
- Identify strengths and weaknesses of the strategy.
- Identify metrics to evaluate process and/or outcomes of the proposed strategy.

Communicate effectively to public (e.g., "lay") officials.
- Write clearly and logically using correct spelling, grammar and punctuation.
- Use language that is appropriate for the audience and sensitive to their unique perspective.

The oral presentation should effectively summarize the above points in a clear, concise, and compelling manner relevant to a policymaker.

The presence of a senior faculty member who is not on the committee to observe the examination as a neutral third party may be requested by the student or faculty. This faculty member is not to ask the student questions or to participate in the discussion with the Committee Members during the examination. If requested by the student or Graduate Committee, the Associate Dean for Academic Affairs will make the assignment of a faculty member, who is not part of the student's Graduate Committee, to serve as an outside program

representative at the oral examination and will ensure the person is present at the examination.

Student and Chair Responsibilities
The student is responsible for scheduling the oral comprehensive examination with the members of the Comprehensive Examination Committee and must inform the MCH Program Director and the Associate Dean for Academic Affairs. Students and Committee members should not assume that because an oral examination date has been set means the student has passed the written examination. Committee members' schedules must accommodate the entire scheduled exam period. The student also needs to notify the Manager of MS and Doctoral Programs. If needed, the Manager for the MS and Doctoral Programs 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.

DOCTORAL CANDIDATE

Students passing their comprehensive examination advance to candidacy. These students are now in the final phase of their doctoral program.

Once the student has successfully passed the written and oral portions of the comprehensive exam as well as all courses listed on the approved plan of study, the student transitions from a doctoral student designation to a doctoral candidate designation. In light of this status change, a charge will be added to the student's Bursar's account for degree candidacy. A copyright 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 Doctorate of Public Health requirements must be completed within five years of passing the comprehensive exam. Should a student not finish within that time period, the student may be required to re-take the comprehensive exam and some coursework before proceeding to complete the dissertation and degree.

Dissertation Unit Enrollment
A DrPH student may enroll in dissertation units (HPS 920) the same semester they plan to take the comprehensive exams, if approved by their Faculty Advisor.

All students who wish to enroll in dissertation units 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 Manager for the MS and Doctoral Programs who registers the student for the units.

Dissertation Proposal and Approval Process
The purpose of the dissertation is to produce a project with deliverables and scholarship that directly benefits an organization and will advance maternal and child health. A student must complete 18 dissertation credit hours to ensure that they are dedicating time and making progress on this substantial project. This equates to approximately 40 hours a week for 20 weeks.

A DrPH candidate is expected to spend at least one year and no more than five years conducting the dissertation project and writing the dissertation document.

Upon completion of the comprehensive exam, the student declares their Dissertation Committee and writes a dissertation proposal. While students are able to discuss all aspects of their proposal with their committee, the faculty strongly emphasizes that the responsibility for the quality of the proposal, its originality, approach, and significance, rests completely with the student. It is the student's responsibility to identify an organization, and an Advanced Practice (AP) Mentor for the dissertation. Once the AP Mentor is identified, the student, Mentor, and Dissertation Chair complete the Applied Practice Mentor-Mentee Agreement and the DrPH Dissertation Project Conflict of Interest Form. Both documents are found on the MEZCOPH Student Hub under Student Forms.

Additionally, students who are employed by the University of Arizona and plan to complete their project with the university, are required to complete a Conflict-of-Interest form through the [Office of Research, Innovation & Impact.](#)

Forming a Dissertation Committee
The student asks a Department of Health Promotion Sciences faculty member to serve as their Dissertation Chair. The Chair and student will discuss the proposed work and potential committee members. The Graduate College requires that Dissertation Committees have at least three members representing the major. Three members and the Chair must be Graduate Faculty. Two others may be University of Arizona TE faculty. The Minor Advisor may or may not serve depending upon the policy of the minor program. The student can discuss requirements with the Minor Department. If uncertain about a faculty member's TE status, ask the faculty member or the Manager of MS and Doctoral Programs.

If the AP Mentor is going to have a vote as other committee members or be present at the closed-door portion of the dissertation defense, then they would need to be on the committee.

If they are outside the University, a request for Special Member status will be needed. If the committee will consult with the AP outside of the closed-door defense, then the AP Mentor would not need to be a formal member of the committee.

When the student invites individuals to serve on the Dissertation Committee, the student provides a one-page abstract. The abstract should include background, rationale for why the proposed project is important to MCH, brief description of the partner organization or community partner, followed by 2-3 specific aims and implications of the project.

Once the student has formed a Dissertation Committee, the student should complete the MEZCOPH Declaration of Committee Membership form (found on the MEZCOPH Student Hub). The student must secure all committee members' signatures, the Program Director's signature and then file the form with the Manager for the MS and Doctoral Programs in the MEZCOPH Office of Students Services.

After filing the paper form, the student must also file the online GradPath Dissertation Committee Appointment Form. The GradPath form is found on the UAccess Student Center under the GradPath option. The Dissertation Committee Chair reviews and approves the electronic form on behalf of the Committee. In addition, the Associate Dean of Academic Affairs reviews and approves the form on behalf of the DrPH faculty.

Dissertation Proposal
Once the Declaration of Committee Membership is filed with the College, the student is responsible for finalizing a written proposal with the sections described in detail next. The format is no more than 6 single spaced pages, Arial or Times Roman font, 12 point, with one-inch margins throughout. The references, budget, and justification are not included in the page count.

- **Project Abstract** (1 page). The abstract should include rationale for why the project is important, a description of the organizational or community partner, methods including 2-3 specific aims and the implications of the project to MCH.

- **Project Narrative** (5 pages total)
  - **Need** – (~1/4 page) Explain how your project can address an important problem or barrier to progress in MCH. Explain the population intended to benefit from the project.
  - **Organizational or Community Partner** (1/4 to 1/2 page) In this section, the goal is to demonstrate the feasibility to complete the project with the community/ organizational partner by describing previous collaborative work between the student and the partner. Also, explain how the need aligns with the organizational or community partner. Demonstrate how working with the partner will allow you to accomplish the aims of the project.
  - **Methods** (3 – 3 1/2 pages) In this section, detail the project plan.

- ▪ <u>Detail</u> the specific aims of the project. What are the aims and how will they be achieved? Explain related theoretical frameworks and include a logic model as appropriate. Describe the anticipated deliverables, or work projects. ***Deliverables must directly benefit the MCH population, partners and/or partnering organization.***
  - In some cases, the specific aims will include the deliverable and in others it will not.
  - Aim with deliverable: To develop an organizational system with X agency to coordinate MCH services for first-time mothers in Northern Arizona.
  - Aim contributing to a deliverable: To conduct semi-structured interviews with 30 recently immigrated youth ages 14-17 years to assess their health needs. The deliverable associated with this aim contributes to a policy brief.
  - ▪ Include a GANTT chart.
- o **Competencies** (1/2 page) Describe how the dissertation will meet at least 5 competencies. At least one from the DrPH Foundational Competencies in the Leadership, Management and Governance domain, and at least two from the MCH Concentration Competencies. Competency assessment will involve evaluation of work products developed through the applied practice experience, which will be included as appendices in the dissertation. See next page for competencies.
- o **Reflection** (1/2 to 1 page): Specify how self-reflection will be integrated in the dissertation process. Note also that your completed dissertation will provide evidence of how you accomplished this. Self-reflect on your communication and leadership style taking into consideration cultural influences and your personal values and beliefs. Describe your leadership style and how you see it contributing to, and/or inhibiting progress. Self-assess and document the informal and formal methods you will use to receive feedback, and at what time points, related to the project to further your professional and personal development (see Advanced Practice Mentor Mentee Agreement for time points). Dissertation Committee Members, Advanced Practice Mentors, partners, and peers are all sources of feedback. As resources about self-reflection and competencies, access the Maternal and Child Health Leadership Competencies Version 4.0 by the Health Resources and Services Administration and the Doctor of Public Health Core Competency Model Version 1.3 by the Association of Public Health Schools Education Committee.

- **Budget and justification** (not included in page count)– develop a budget listing the costs for the project and include the anticipated period of the project, and a justification for the expenses. Sample budget https://bphc.hrsa.gov/programopportunities/fundingopportunities/continuation/fy-19-sample-budget-narrative.pdf

DrPH Foundational Competencies

Data and Analysis

1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
3. Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs to address a population's health

Leadership, Management and Governance (Choose at least 1)

4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
7. Create a strategic plan
8. Facilitate shared decision making through negotiation and consensus-building methods
9. Create organizational change strategies
10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
11. Assess one's own strengths and weaknesses in leadership capacities, including cultural proficiency
12. Propose human, fiscal and other resources to achieve a strategic goal
13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy and Programs

14. Design a system-level intervention to address a public health issue
15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
17. Propose interprofessional team approaches to improving public health

Education and Workforce Development

18. Assess an audience's knowledge and learning needs
19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
20. Use best practice modalities in pedagogical practices

DrPH MCH Concentration Competencies (Choose at least 2)

      1. Evaluate and present issues that would be appropriate for developing healthy childcare policies.

      2. Evaluate how national policies and programs affect MCH.

      3. Apply and integrate appropriate measures of MCH with behavior change theory into a study design for research study or a program evaluation.

      4. Demonstrate the ability to use MCH knowledge to develop and advocate for an MCH policy or program.

      5. Create a plan to use community-based participatory research (CBPR) to develop an MCH project.

The student works with their Dissertation Chair while developing the proposal. When the Chair considers the proposal sufficiently developed, the Chair sends the proposal to the full Dissertation Committee. The Dissertation Committee reviews this proposal and may offer suggestions for improvement.

The Dissertation Committee members will have two weeks to inform the Dissertation Chair if they agree the proposal is ready to defend or if the proposal needs additional work. If even one committee member indicates additional work is needed, that committee member must provide written feedback to the student and the student must consider the recommendations. The student can make modifications or explain why specific recommendations were not followed. The Dissertation Chair notifies the Dissertation Committee when the student is ready to defend the proposal.

Any subsequent changes to the proposal must be presented to and approved by the Dissertation Committee.

Dissertation Proposal Defense

The Dissertation Committee must be formally declared and approved via GradPath in advance of the proposal defense. The student is responsible for scheduling a two-hour, face-to-face meeting to present his/her proposal and gain feedback before the research begins. At the meeting, the student presents a brief overview of the study as outlined in the proposal. Dissertation Committee Members will then ask questions and engage in discussion with the student. Once discussion has finished, the student is asked to step out of the room. The Committee makes a decision that results in: 1) need for more proposal development and another defense of the proposal; or 2) agreement that the student can move forward with the project/research; or 3) agreement that the student can move forward with the project/research, pending approval of minor revisions to the proposal. If revisions are required, the committee will provide appropriate guidance, a deadline and will identify whether full committee approval is necessary or simply the Chair's. The student is invited back into the room where the Chair announces the decision.

The dissertation proposal defense must occur <u>within one year</u> of the date the student passed the oral comprehensive exam. Failure to successfully defend the proposal within that time limit may result in dismissal from the program. This determination will be based on the student's written explanation for the delay between comprehensive exam completion and dissertation proposal defense.

Once the dissertation proposal is approved, the student should develop and receive approval for a communications plan and timetable for the Dissertation Committee Members to review progress continuously throughout the research phase.

Per Graduate College policy, after Dissertation Committee approval, the student sends an email (copying the Graduate Committee) to the Manager for the MS and Doctoral Programs with an electronic attachment of the proposal. The Manager for the MS and Doctoral Programs notifies the Graduate College that this requirement was met.

Dissertation Content

The DrPH dissertation will be conducted within the context of a public health agency with the goal of developing a resource for the agency or general public. The advanced practice-based dissertation must investigate a significant public health problem in maternal and child health. While the collection of new data is not required, the candidate must demonstrate sophisticated independent analysis.

The final DrPH dissertation will be a single, unifying document that demonstrates the following requirements set down by the [Council on Education in Public Health](#) (CEPH):

DrPH Applied Practice Experience (Section D6 of the CEPH document)

Regardless of the amount or level of prior experience, all DrPH students engage in one or more applied practice experiences in which students are responsible for completion of at least one project that is meaningful for an organization and to advanced public health practice. The work product may be a single project or a set of related projects that demonstrate a depth of competence. It may be completed as a discrete experience (such as a practicum or internship) or integrated into program coursework. In either case, the student must document a reflective assessment of the student's personal and/or professional reactions to the applied practice experience. This may take the form of a journal or other written product, a professional portfolio, or another medium (e.g., audio or video recording) appropriate for the practical experience.

Relevant organizations may include governmental, non-governmental, non-profit, industrial and for-profit settings. The school or program identifies sites in a manner that is sensitive to the needs of the agencies or organizations involved. Sites should benefit from students' experiences. The intention of this criterion is that the applied practice experience should take place within an organization external to the student's school or program so that it is not merely an academic exercise, but application of learning to a

"real world" setting. The applied practice experience may be completed within a student's own work setting.

DrPH programs ensure that graduates have significant advanced-level practical experiences collaborating with practitioners, allowing opportunities to develop leadership competencies and contribute to the field.

During the Dissertation Proposal phase, the DrPH candidate identified a minimum of five foundational and concentration competencies. These are assessed through application and the DrPH Dissertation Rubric.

DrPH Integrative Learning Experience (Section D8 of the CEPH document)

As part of an integrative learning experience, DrPH candidates generate field-based products consistent with advanced practice designed to influence programs, policies or systems addressing public health. The products demonstrate synthesis of foundational and concentration-specific competencies.

The integrative learning experience is completed at or near the end of the program of study. It may take many forms consistent with advanced, doctoral-level studies and university policies but must require, at a minimum, production of a high-quality written product.

The student will follow the Graduate College's formatting guide for a contiguous document with chapters. At a minimum, the following components must be incorporated:

- Introduction
- Need/Background/Significance
- Project description including agency or community partner
- Methods
- Self-reflection
- Evidence of a minimum of five foundational and concentration competencies met within the experience
- Deliverables created by the candidate that demonstrate the CEPH criteria above

The candidate needs to work closely with all Dissertation Committee members and in particular the Dissertation Chair to develop the final draft. The student should develop, propose and receive approval for a communication plan and timetable from the Dissertation Committee for reviewing dissertation progress. The student needs to give the Committee Members at least five weeks to read the final draft.

Although they may not follow this format, many past dissertations may be accessed for review using the UA Thesis & Dissertation Repository.

Assessment of the Dissertation

Besides the formal presentation of the dissertation in a public forum and the subsequent closed-door examination described below, the student's dissertation experience will be evaluated by the following means:

- Feedback from the sponsoring agency using the DrPH Dissertation Rubric and any additional performance review. The DrPH Dissertation Rubric is created by the Program Director who bases it upon the approved dissertation proposal and the competencies identified within it. The Program Director delivers the rubric to the Dissertation Chair who ensures the student and Applied Practice Mentor also receives copies. The Chair asks the Applied Practice Mentor to complete and return the form, with any other internal evaluation that may have been done, prior to the public defense of the dissertation. The rubric is reviewed as part of the closed-door portion of the defense.
- The student's mastery of at least five competencies as demonstrated by the student within the content of the dissertation and measured by DrPH Dissertation Rubric.
- Overall relevance and meaningfulness of the dissertation experience to the sponsoring agency as demonstrated by the student.

Human Subjects Protection Program Information

The Human Subjects Protection Program **(HSPP)**, as the administrative and regulatory support program to the University of Arizona's Institutional Review Board **(IRB)**, works in collaboration with the research community to maintain an ethical and compliant research program. The IRB committees are the independent review committees 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 (UA) 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 Principal Investigator (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.

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, Innovation & Impact (RII), under the Senior Vice President for Research (VPR), to determine if the research adheres to federal regulations. It is against Federal regulations to conduct research involving human subjects without or prior to IRB approval.

The HSPP has launched a new portal submission system, **eIRB**, which is designed to make submitting human research protocols easier and faster. All IRB Application forms have been

revised, along with the launch of eIRB. The eIRB portal can be accessed through UAccess at the following link: https://uaccess.arizona.edu/. The student/investigator will need their UA NetID and password to gain access to eIRB. There is more information regarding eIRB and the link to access the site at the following link: https://research.arizona.edu/compliance/human-subjects-protection-program/eirb-information.

MEZCOPH students must initially submit their IRB application, and required supplemental documentation, to their Dissertation Director ("**Advisor**" for IRB purposes), to allow them to review and approve of the application and supplemental materials (as needed). It's imperative to work with the Dissertation Director and site preceptor, (if applicable), upon answering the questions on the IRB application, to ensure that enough information has been provided regarding the project protocol. Once approved, the Dissertation Director (Advisor), must then sign and complete the "**Advisor/Co-PI Attestation Form**." The completed Attestation Form is a part of the required supplemental documentation. The Advisor Attestation form must be uploaded into eIRB as part of the "Local Site Documents." Please note that the Committee Chair/Dissertation Director (Advisor), should also provide the review and approval for the required, "**Scientific/Scholarly Review Attestation for Human Subjects Research.**

MEZCOPH **Departmental review** and approval is handled through the **Office of the Associate Dean for Research (ADR)**. In order to obtain the IRB "**Department/Center/Section Review Attestation Form**," all IRB application forms, supplemental documents, Advisor Attestation, Scientific Review Attestation, and a PDF of the eIRB submission, must be submitted, (via email), to the COPH Research Office/ (Suzanna Trejo-Robinson), for internal pre-review, prior to submitting the IRB application in eIRB. Suzanna will review the submitted IRB documents for completeness. Once the application is complete, she will sign the **Department/Center/Section Review Attestation Form,** on behalf of the Associate Dean for Research, and will send it back to the PI/student. The **Advisor/Co-PI Attestation Form, Scientific Review Attestation** and the **Department/Center/Section Review Attestation Form** are all required for the eIRB submission. If the required approvals are not uploaded in eIRB, along with the application documents, the submission will not be reviewed.

If clarification is needed on whether the project constitutes human research, Dissertation Directors and/or students should contact the MEZCOPH Research Office/Suzanna Trejo-Robinson (COPH-Research@arizona.edu and please Cc: suzanna@arizona.edu), early in their planning process. Students and Advisors can also contact the UA HSPP-IRB Office directly with their questions, should they choose to do so. In this case, they should email the VPR-IRB departmental account at: vpr-irb@arizona.edu. Students will also find that the IRB web pages titled, "**Getting Started**, **FAQs** and **Top 10 Tips**," are extremely helpful and informative: https://research.arizona.edu/compliance/human-subjects-protection-program/getting-started.

Human Subjects Approval Process for Doctoral Dissertation/Master's Thesis Projects

Human Subjects Training and Certification (CITI)

All doctoral students must obtain Human Subjects training and certification, (via the CITI Program), before beginning their dissertation project, regardless of whether they are completing human research.

CITI training and information can be found on the HSPP-IRB website at the following link: https://research.arizona.edu/compliance/human-subjects-protection-program/training-requirements. There are several courses to choose from, but the two "main" courses are: Social & Behavioral Research or Biomedical Research. Each student should choose the most appropriate course for their dissertation project in consultation with their Committee Chair/Dissertation Director. Choose the course based on the type of activities you plan to conduct. (Note that other supplemental courses may be required depending on the project activities.)

Completion of Appropriate HSPP-IRB Forms

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 requires a full review by one of the IRB Review Committees, additional time must be built into the dissertation project timeline. There are a couple of protocol form options for seeking IRB approval of the doctoral research project and these forms are described below. https://research.arizona.edu/compliance/human-subjects-protection-program/HSPP-form/forms-index

**NOTE: It is important to begin this process as soon as you have confirmed the project activities with the dissertation committee. This process can take some time and it is the responsibility of the student to complete/submit the document(s) early to meet deadlines. **

When You KNOW the Project is Human Subjects Research:
Complete the appropriate IRB Protocol/Application Document

IRB Protocol for Human Subjects Research – utilized for a study that will involve prospective collection of data from or interaction with human subjects.

IRB Protocol for Human Subjects Research Retrospective Data Review – utilized for a retrospective data review study involving existing records review, data abstraction, and analysis.

IRB Protocol for Projects Using External IRBs – utilized for requests that IRB oversight be ceded to a non-University of Arizona IRB, (i.e., an agency or university outside of a UA department – in other words Ceding IRB review to another institution).

eIRB Modification *(for a UA-IRB Approved Protocol for Human Research)* – If a student will be added to a current UA-IRB approved project, the PI of the approved study will need to create and submit a Modification, (in eIRB: via the eIRB portal Smart Form), to inform the IRB of changes to study team members. Copy of the acknowledgement from the IRB, that the student has been added, and email confirmation from the study PI, (that the student has been added to the project), **MUST** be included in the final dissertation paperwork submitted to the Manager of MS and Doctoral Programs and to Suzanna Trejo-Robinson in the MEZCOPH Research Office.

Other Approvals Required

Depending on the research activities, there may be other required approvals that will need to be obtained, prior to submission in eIRB, please see "Step 3: Additional Approvals" at the following IRB link: https://research.arizona.edu/compliance/human-subjects-protection-program/getting-started

Students must work closely with their Dissertation Director and Suzanna Trejo-Robinson in the MEZCOPH Research Office to ensure the correct IRB forms are completed and submitted in order to begin the project by the intended start date.

As previously stated, submission of the IRB Protocol Application, including supplemental documentation and required approvals, need to be sent to Suzanna Trejo-Robinson at: (COPH-Research@arizona.edu and please Cc: suzanna@arizona.edu). The student should also copy their Dissertation Director and the Manager of MS and Doctoral Programs, on the email to Suzanna.

Review/approval time, first by Suzanna and then the UA IRB, ***can sometimes take up to 4 weeks or more to complete.*** Use the desired research start date/deadline and plan backwards to submit the IRB application, with enough time to meet the deadline.

UA HSPP-IRB application documents can be found under "IRB Protocol Forms" at: https://research.arizona.edu/compliance/human-subjects-protection-program/HSPP-form/forms-index

Submit a Copy of the IRB Approval with Project Paperwork

A copy of the final approval letter, from the UA-IRB, *must* be submitted to the Manager of MS and Doctoral Programs as part of the final paperwork packet. If the Manager of MS and

Doctoral Programs does not have proof of UA IRB approval, the student may not start their project.

When You are UNSURE if the Project is Human Subjects Research:
Complete the *IRB Protocol for Determination of Human Research* (DOHR) Form

Students should complete the *IRB Protocol for Determination of Human Research* (DOHR) form, with the assistance of their Dissertation Director, and site preceptor/PI (if applicable), based on the specifics of the (student's) project activities and projected outcomes. Completing the DOHR form should help assess and clarify whether the (student's) project activities will be considered "human research" or not and if the project will require additional review through the UA IRB. (If a student is assisting/observing/interning as part of a larger agency project, it is imperative that the student only include details of their specific role(s) and intended projected outcomes, when completing the DOHR form.)

Please review the IRB Guidance titled, "*What is Human Research*," which provides information on activities that are deemed to <u>not</u> be human research: https://research.arizona.edu/sites/default/files/What%20is%20Human%20Research%20v2023-05.pdf. You can also review: https://research.arizona.edu/compliance/human-subjects-protection-program/getting-started. The DOHR and all IRB Protocol Forms can be found at the following link: https://research.arizona.edu/compliance/human-subjects-protection-program/HSPP-form/forms-index

Approvals
Email the completed IRB form to your Dissertation Director for review and approval.

Once approved, the Committee Chair/Dissertation Director (Advisor), must sign the "**Advisor/Co-PI Attestation Form**" as well as the "**Scientific/Scholarly Review Attestation for Human Subjects Research**" form, (for all Human Research Protocols). *The Dissertation Director can approve for <u>both</u> the "Advisor" and the "Scientific Reviewer," for student protocols. These forms are required to be uploaded into the eIRB portal, (along with "**Departmental Attestation" Approval**), <u>prior</u> to eIRB submission.

Once you have received the **Advisor and Scientific Review Attestations,** from the Dissertation Director, **submit the following (via email): (1) the completed protocol/application forms, (2) supplemental documents (as required), (3) signed (Advisor & Scientific) Attestation forms and (4) a PDF of the eIRB submission, (as applicable and <u>only IF</u> the student has already started the eIRB process),** to Suzanna Trejo-Robinson in the MEZCOPH Research Office: **(COPH-Research@arizona.edu and please Cc: suzanna@arizona.edu).**

Students MUST copy their Dissertation Director and the Manager of MS and Doctoral Programs on this e-mail. Suzanna will inform the student of any needed revisions.

If the project activities are clearly not human research activities, Suzanna can (sometimes) approve the DOHR form internally, (only when IRB review is <u>not</u> required). If this is the case, Suzanna will send an approval email, confirming the form/project has been internally approved. If it's not clear, or if the student PI requires an official IRB approval letter, (if requested by journals, sites, sponsors, etc.), the DORH form will need to be submitted through eIRB, for UA-IRB review.

Students should NOT submit the IRB Protocol in eIRB until all required Attestation forms and final revisions are completed.

HSPP-IRB Submission through the eIRB Portal
Once all required applicable HSPP forms and study documents are completed, and all applicable attestation approvals have been obtained, the student PI will log into the eIRB portal, to begin the submission, by completing the eIRB smart form, then uploading all required documentation and then once all is complete, the student will submit the study protocol in the eIRB portal.

Please review the IRB's "Top 10 Tips" page for common pitfalls to avoid when completing study documents: https://research.arizona.edu/compliance/human-subjects-protection-program/getting-started/top-10-tips .

Notification of Approval
If IRB determines that the protocol/project is NOT human research, and/or they give a final approval, that the human subject's application has been approved, the student must download the letter from the eIRB portal and then send the official approval letter, from the UA IRB, to (1) the Dissertation Director, (2) the Manager of MS and Doctoral Programs, and (3) Suzanna Trejo-Robinson (COPH-Research@arizona.edu). Include a copy of this confirmation with your final project paperwork.

Notes About Common Types of Projects
Program evaluations and/or **quality improvement** projects <u>generally</u> are not considered to be Human Subjects' Research and <u>usually</u> do NOT require a full IRB application, so long as the final outcome is <u>not intended to be generalizable</u>. The student must still complete and submit the *IRB Protocol for Determination of Human Research* (DOHR) form to the Research Office, (after the Advisor Attestation is signed), in order to assess and evaluate the student's activities. Please include on the DOHR form, as part of the project/protocol descriptions: the organization, the program or process being evaluated within the organization, and how the project will bring about prompt improvements.

De-identified data for a secondary data analysis research project, where the PI/advisor/study team <u>does not nor will not have access to the original identifiers</u>, <u>usually</u> will NOT be considered human subjects' research and an additional IRB application generally will NOT be required. (*It needs to be clearly stated from where the data is coming from and who might have access to the identifiers.) The student must still submit the completed and approved DOHR form to the Research Office (COPH-Research@arizona.edu), in order to assess the student's activities. Please state, in the **Summary** section descriptions, on the Determination form, that the data will be de-identified. **Please include (1)** a confirmation email, from the preceptor and/or PI, that you will only receive de-identified data and **(2)** a list of the data elements will be required to accompany the application.

In general, activities involving **quality improvement/ program evaluations**, case reports and oral histories, to name a few, <u>usually</u> do NOT constitute Human Research (so long as the intent is **not** to generalize any results). The student will have to complete the DOHR form, in consultation with the Committee Chair/Dissertation Director, in order to make that assessment.

More information and **IRB Guidance** on these types of activities and procedures can be found at the following link: https://research.arizona.edu/compliance/human-subjects-protection-program/guidance-researchers.

For clarification or questions, contact the MEZCOPH Research Office/Suzanna Trejo-Robinson via email at: (COPH-Research@arizona.edu and please Cc: suzanna@arizona.edu) early in the planning process. You can also contact the IRB office directly using their listserv email address at: vpr-irb@arizona.edu. MEZCOPH submission protocol questions should be directed to the MEZCOPH Research Office.

MEZCOPH Review & Approval and Submission Process
For all IRB Protocol Forms, the student should work with their Advisor (Dissertation Director) (and research PI and/or preceptor as indicated), to complete the IRB documents (regarding the student's activities in the project) and then get the advisor's approval via the "Advisor Attestation Form." As a reminder, the Dissertation <u>Director can approve as both</u> the Advisor and as the Scientific Reviewer of the project.

MEZCOPH review and approval process proceeds as follows:

The IRB protocol/application (and supplemental documentation as needed) is forwarded electronically to the MEZCOPH Research Office/Suzanna Trejo-Robinson for a **preliminary review**. (<u>**Do not submit in eIRB without MEZCOPH review and approval!</u>) Suzanna Trejo-Robinson will conduct a pre-review of the application and if complete, the application will be routed to the:

MEZCOPH **Scientific Review** Committee (as needed) for review and approval (unless approved by the advisor). **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 member, and the Attestation form is signed, it is then sent back to the Research Office for:

Review and approval by the Associate Dean for Research (**ADR**) for **Departmental Review** and approval. Finally, Suzanna Trejo-Robinson will provide the student/PI with the signed "**Departmental Attestation**" form, in order to complete the required eIRB submission documents.

The **HSPP-IRB Office** will provide the final review. Once the application is submitted to eIRB, the IRB Office will communicate directly with the PI of the project. The IRB Office will send official approval notification directly to the PI, (through the eIRB portal), to activate the research.

Planning Ahead for Proper Approval
It is the student's responsibility to plan ahead, seek the necessary IRB paperwork approvals, and complete the associated documents. The student must plan far enough in advance, to complete the IRB approval process, prior to the desired research start date. Although there is no set timeframe for IRB approval, the student should plan approximately 2-3 weeks at the MEZCOPH level, (depending on queue), and an additional 2-4 weeks, (depending on queue), once received by the UA HSPP-IRB Office. Questions about the MEZCOPH process should be discussed with Suzanna Trejo-Robinson in the MEZCOPH Research Office at: (COPH-Research@arizona.edu and please Cc: suzanna@arizona.edu) or via phone: 626-8315. You can also send HSPP-IRB inquiries (about project activities) directly to the IRB listserv at: VPR-IRB@email.arizona.edu.

Research Project Closure Forms
Investigators/students are responsible for concluding all Human Research activities as soon as possible, after the research project is completed or no longer involves human research activities. If the project was approved using one of the ***IRB Protocol for Human Subjects Research forms,*** the research protocol MUST be officially concluded OR transferred to another eligible PI, (if the study will continue with a different PI). This process is the responsibility of the individual graduate student.

IRB Continuing Review (in eIRB) for Renewal/Closure for Human Research: The Continuing Review eIRB Smart Form is completed in the eIRB portal, in order to inform the IRB Office that the study is completed, a decision has been made to not conduct the study, or if the study will be renewed for another year. Projects not concluded, after the expiration date of the project, will enter a "**Lapsed**" state and can be re-opened with a Continuing Review submission in eIRB; however, no human research activities can take place, unless approved by the IRB Office.

Please review the IRB Guidance regarding **Continuing Review** of Human Research, **Concluding** Human Research, **Modifying** Approved Research and **PI Eligibility**: https://research.arizona.edu/compliance/human-subjects-protection-program/guidance-researchers.

Student Services Requirements

Students should turn in the following documents to the Manager of MS and Doctoral Programs in the Office of Student Affairs:

All students:

- CITI Training Completion report
- Forwarded electronic copy of the approved **Determination** form (as needed)

Select Students Engaged in Human Subjects' Research

Forwarded electronic copy of the approved ***IRB Protocol for Human Subjects Research*** form, supplemental documents and the IRB Approval letter **OR**

Forwarded electronic copy of the approved eIRB Smart Form **Modification Approval**

All doctoral students are required to obtain an RCR certificate. This can be done in conjunction with an ethics course or independently. https://research.arizona.edu/research-compliance/rcr/workshops

Final Oral Dissertation Defense Examination

When the student and Dissertation Director consider the dissertation complete, the student submits a copy of the penultimate draft to each Dissertation Committee Member. This draft must be submitted to Committee Members at least five weeks prior to the proposed final examination. Within two weeks of receiving the penultimate copy, the Dissertation Chair should confirm with each Committee Member that they agree that the student is ready to defend. Once the Chair has communicated with each Committee Member, the Chair approves the Doctoral Announcement of Final Oral Defense.

At a minimum of 15 working days before the proposed dissertation defense date, the student (with approval from their Dissertation Director) must work with the Manager for the MS and Doctoral Programs to: 1) reserve a MEZCOPH classroom for the tentatively scheduled examination, and 2) publicize the public forum presentation 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, and the Dissertation Director approves the Doctoral Announcement of Final Oral Defense form. This form is found on the UAccess Student Center under the GradPath option. Each semester has 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 exam includes the student's public seminar presentation of no more than one hour, followed by an oral examination by the Dissertation Committee. The exam must be completed within three hours. The student meets with the Dissertation Director to discuss the content of the public seminar before the scheduled presentation. The student may take a printed Approval Page downloaded from the Graduate College website to the final defense or may request the Manager for the MS and Doctoral Programs initiate an electronic version via Adobe Sign prior to the defense.

The student arranges for all Dissertation Committee members to attend the final examination. The student informs the DrPH Program Director and the Associate Dean for Academic Affairs. The Dissertation Director presides over the examination. The initial seminar is public; the examination is closed to the public.

Possible Outcomes
The Dissertation Committee determines the Final Oral Dissertation Defense outcome as:
- Pass, no revisions of the dissertation required.
- Pass, with revisions that must be approved by the Graduate Committee Chair and/or Dissertation Director.
- Pass, with revisions that must be approved by all Dissertation Committee members
- Fail. The Dissertation Committee then decides if a request for re-examination will be submitted to the Graduate College. The Graduate College Dean approves/disapproves the request. The student is notified of the decision in writing by the Associate Dean for Academic Affairs.

The Graduate Committee Chair submits the defense results to the Graduate College. When revisions are required, the student is responsible for meeting with the Graduate Committee Chair and/or Dissertation Director to work out a timeline for completion and review of the revisions. Faculty instructions for conducting a dissertation defense are provided by the Graduate College.

Completion of Doctoral Requirements
Following successful completion of the Final Oral Dissertation Defense Examination and completion of revisions required by the Dissertation Committee, the final dissertation must be submitted via the electronic submission site at the Graduate College website and meet all Graduate College requirements. The Graduate College publishes deadlines for the completion of all degree requirements on their website.

Because of instances of self-plagiarizing, it is highly recommended that the student embargoes the dissertation for an extended period of time or permanently at the time of submission.

The student must provide bound or electronic copies of the dissertation to the Academic Program Director, Chair and the Dissertation Director. If requested, copies are also provided to

the other Dissertation Committee members. Additionally, if the candidate chooses to embargo the dissertation, the Office of Student Services would appreciate an electronic copy.

The UA Dean of the Graduate College then certifies that the candidate has fulfilled all requirements for the Doctor of Public Health and recommends conferral of the doctoral degree by the Arizona Board of Regents. The Graduate College posts the degree completion date on the transcript and mails the diploma to the student.

THE PhD MINOR IN PUBLIC HEALTH

Minor Requirements

The PhD minor in Public Health (for majors outside of the DrPH program) is administered by the DrPH programs in MEZCOPH. A total of 15 course credits are required, as well as the successful completion of questions during the PhD comprehensive exam (they may be included in the written component and are required in the oral component). See the MEZCOPH Academic Curriculum Guide found on the MEZCOPH Student Hub for further details of the specific course requirements and schedule.

Declaration of Minor

Any core faculty in the College of Public Health can serve as a Public Health Minor Faculty Advisor. After identifying a Public Health Minor Faculty Advisor willing to serve in this role for the doctoral student and receiving guidance regarding minor coursework, the student needs to complete the MEZCOPH Declaration of Doctoral Minor Form (found on the MEZCOPH Student Hub or by contacting the Manager for the MS and Doctoral Programs to request the form). The form is reviewed and approved by the Minor Advisor and the Associate Dean of Academic Affairs. The completed form must be filed with the MEZCOPH Manager for the MS and Doctoral Programs in the Office of Student Affairs (Drachman Hall Room A302). The Minor Faculty Advisor will serve as the Chair of the Minor for the student's Graduate Comprehensive Exam Committee and may or may not serve on the Dissertation Committee.

Composition of Committee

The composition of the Public Health Minor portion of the student's graduate committee shall consist of at least one primary faculty member from the College of Public Health. Public Health Minor Advisor/Committee Members will formulate questions for the comprehensive examinations.

Transfer of Credits

Graduate credit earned at other approved institutions may be counted towards fulfilling the requirements of the PhD minor in Public Health, if approved by the Minor Faculty Advisor. 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 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 PhD MINOR IN GLOBAL HEALTH

Minor Requirements

The PhD minor in Global Health is a college-wide program within MEZCOPH. A total of 12 course credits are required, as well as the successful completion of questions during the PhD comprehensive exam (they may be included in the written component and are required in the oral component). See the MEZCOPH Academic Curriculum Guide found on the MEZCOPH Student Hub for further details of the specific course requirements and schedule.

Declaration of Minor

Any core faculty in the College of Public Health can serve as a Global Health Minor Faculty Advisor. After identifying a Global Health Minor Faculty Advisor willing to serve in this role for the doctoral student and receiving guidance regarding minor coursework, the student needs to complete the MEZCOPH Declaration of Doctoral Minor Form (found on the MEZCOPH Student Hub or by contacting the Manager for the MS and Doctoral Programs to request the form). The form is reviewed and approved by the Minor Advisor and the Associate Dean of Academic Affairs. The completed form must be filed with the MEZCOPH Manager for the MS and Doctoral Programs in the Office of Student Affairs (Drachman Hall Room A302). The Minor Faculty Advisor will serve as the Chair of the Minor for the student's Graduate Comprehensive Exam Committee and may or may not serve on the Dissertation Committee.

Composition of Committee

The composition of the Global Health Minor portion of the student's graduate committee shall consist of at least one primary faculty member from the College of Public Health. Global Health Minor Advisor/Committee Members will formulate questions for the comprehensive examinations.

Transfer of Credits

Graduate credit earned at other approved institutions may be counted towards fulfilling the requirements of the PhD minor in Global Health, if approved by the Minor Faculty Advisor. 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 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.