



Arid Lands Resource Sciences A Graduate Interdisciplinary Program



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Graduate Student Handbook

Arid Lands Resource Sciences

Graduate Interdisciplinary Ph.D. Program

The University of Arizona

Tucson, Arizona

This handbook outlines the philosophy and requirements for the Ph.D. Degree in Arid Lands Resource Sciences (ALRS). Please use this as a resource to understand program requirements and facilitate fulfilling the requirements for obtaining your graduate degree. This handbook should be used in conjunction with a current Graduate College website. The requirements of the Graduate Interdisciplinary Program in Arid Lands Resource Sciences are consistent with the rules and guidelines set forth by the Graduate Council of the University of Arizona. In some cases there are more stringent requirements than found in the Graduate Catalog online (<http://grad.arizona.edu/academics/policies>) and in those cases the requirements specified in the ALRS handbook take precedence.

We hope that your graduate experience is enjoyable and rewarding. If you require additional information, please contact the ALRS Program Coordinator or Program Chair.

Istvan Molnar

Chair

Marylou Myers

Senior Program Coordinator

Arid Lands Resource Sciences GIDP

University of Arizona

1955 East Sixth Street, Room 208G

Tucson, AZ 85719-5224

Telephone: (520) 626-9111, FAX: (520) 621-7834

Website: <http://alrs.arizona.edu>

Email: alrsgidp@email.arizona.edu

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INTRODUCTION

The University of Arizona offers a graduate interdisciplinary program leading to a Ph.D. with a major in Arid Lands Resource Sciences. The program is interdisciplinary and provides an academic environment in which to examine the ecological, economic and social factors that influence the sustainable use of arid and semi-arid lands. Special interdisciplinary concentrations combining aspects of the biological, physical, economic, and social sciences, not available in the traditional degree programs, are offered to advanced students with a clear focus of their research goals and a strong interest in arid lands.

MISSION STATEMENT

The Arid Lands Resource Sciences (ALRS) GIDP is a unique interdisciplinary program that is designed to prepare students to examine the physical, ecological, economic, social and ethical factors that determine the long-term sustainable use of arid and semiarid lands. Because of its multifaceted nature, sustainable use cannot be adequately defined nor understood through the tools available in any single discipline. Rather, it must be considered from multiple disciplinary perspectives. Thus, students in the ALRS program are trained in two or more of the physical, biological, resource, economic, agricultural and social sciences, as they relate specifically to the sustainable use and management of arid and semiarid lands. Our program also emphasizes the need for an in-depth understanding of the linkages and interactions between the natural environment and the people who inhabit it.

PROGRAM HISTORY

The Arid Lands Resource Sciences Ph.D. program was amongst the first interdisciplinary programs established at The University of Arizona. Administrative responsibility was initially with the Office of Arid Lands Studies, an Organized Research Unit (ORU) within the College of Agriculture and Life Sciences. Initially, a 10-member committee and an appointed chair oversaw the program.

In 1987, the University adopted new guidelines for its Interdisciplinary Programs and as a result, the ALRS program was restructured in 1988. The initial ALRS faculty members formed the first Executive Committee, and thirty additional faculty members were enlisted into the ranks. Presently, there are more than 50 faculty members from some 20 departments and programs across campus. Governance by-laws were developed and adopted in 1992, and were most recently amended in 2015.

During the last Academic Program Review the external review committee noted that, in terms of its importance to the University:

The Arid Lands Resource Sciences program directly supports the University's land grant mission in the University of Arizona system. The program recognizes a critical need of the state for individuals who are trained from an interdisciplinary perspective to address problems related to the development and utilization of arid lands by man.

In commenting on the program's uniqueness on a national and international level, they stated:

There is no other program of comparable scope that comprehensively addresses arid lands education and research at the doctoral level in any other American university. The program is well known nationally and internationally and thus brings worldwide recognition to the University.

Clearly, the importance of interdisciplinary research concerning the arid regions of the world is even more apparent today. The Executive Committee of the ALRS graduate program continues to strive towards increased excellence and growth to meet this demand.

ORGANIZATION OF THE GRADUATE PROGRAM

Administration

The Graduate Program in Arid Lands Resource Sciences is one of several Graduate Interdisciplinary Programs (GIDPs) at the University of Arizona. There are no faculty members directly within ALRS; rather, the program consists of participating faculty who are willing to devote their time and efforts to our students. These faculty are from the following departments and/or programs:

Agricultural and Biosystems Engineering

Agricultural and Resource Economics

Agricultural Education

Architecture, Planning & Landscape Architecture

Bureau of Applied Research in Anthropology

Geosciences

Hydrology & Water Resources

Laboratory of Tree-Ring Research

Latin American Studies

Psychology

School of Anthropology

School of Geography and Development

School of Middle Eastern & Northern African Studies

School of Plant Sciences

School of Natural Resources and the Environment

Soil, Water and Environmental Science

The Southwest Center

Udall Center for Studies in Public Policy

Since this is an interdisciplinary program, all graduates receive a Ph.D. in Arid Lands Resource Sciences. The program is administered through the Executive Committee.

Committee on Arid Lands Resource Sciences

The Committee on Arid Lands Resource Sciences Ph.D. Program is divided into two parts: 1) a nine member Executive Committee and 2) the general faculty membership.

Executive Committee

The ALRS Executive Committee members come from a variety of affiliated departments. Current Executive Committee members are:

Istvan Molnar (Natural Products Center, School of Natural Resources and Environment), Program Chair

Steven R. Archer (School of Natural Resources and Environment)

Diane Austin (Bureau of Applied Research in Anthropology, School of Anthropology)

Kacey E. Ernst (Mel & Enid Zuckerman College of Public Health)

Malcolm Hughes (Laboratory of Tree Ring Research, College of Science)

Laura Lopez-Hoffman (School of Natural Resources and the Environment)

Stuart E. Marsh, (School of Natural Resources and the Environment, and School of Geography and Development)

Sharon B. Megdal (Water Resources Research)

Christopher Scott (Associate Professor, Water Resources Policy)

The Executive Committee administers the program and is responsible for general development, overview, admission recommendations, and student mentoring.

ALRS Faculty

The Arid Lands Resource Sciences faculty consists of more than 55 members, providing the multidisciplinary breadth necessary for teaching and mentoring students with a wide range of interests.

Steven R. Archer, Professor, School of Renewable Natural Resources

Plant ecology and ecosystem sciences, interdisciplinary research on dry-land plant community dynamics and succession, with an emphasis on grass-woody plant interactions in relation to soils, climate, disturbance, and land use.

Diane Austin, Professor and Director, School of Anthropology and Research Anthropologist, Bureau of Applied Research in Anthropology

Long-term, multi-sectoral partnerships with governmental, non-governmental, academic, and business organizations, with emphasis on the development of community-based participatory research approaches.

Mamadou A. Baro, Associate Professor, Anthropology

Participatory Development, household livelihood security, applied anthropology, land tenure, gender and international development with special focus on Africa and the Caribbean, and research methodology.

Greg Barron-Gafford, Assistant Professor, Biogeography and Ecosystem Science

Leaf, soil, and ecosystem scale fluxes of carbon and water in response to vegetative and climatic change.

Carl J. Bauer, Associate Professor, School Geography & Regional Development

Comparative and international water law and policy in different contexts of Chile, Eastern U.S., Spain, and Mexico.

Michael Bogan, Assistant Professor, School of Natural Resources & the Environment

Focuses on how disturbance and dispersal processes shape local and regional biodiversity patterns in aquatic and riparian ecosystems, including the impacts of drought on arid-land streams

Nader Chalfoun, Professor of Architecture and Environmental Sciences

Energy conservation, passive solar architecture, outdoor environmental comfort, green building materials, and sustainable architecture.

Karletta Chief, Assistant Professor and Assistant Specialist, Department of Soil, Water, and Environmental Sciences

Watershed hydrology, arid and semi-arid lands, soil hydrology, and how indigenous communities are affected by climate change.

Bonnie G. Colby, Professor, Agricultural & Resource Economics

Resource economics, impacts of climate change on resource utilization and value of natural areas, hydrology and water resources.

Andrew C. Comrie, Senior Vice President for Academic Affairs and Provost; Professor, Geography & Regional Development; Associate Vice President for Research

Climatology, air pollution, environmental issues.

Dennis C. Cory, Professor, Agricultural & Resource Economics

Natural resource & environmental economics & policy.

Pearce Paul Creasman, Curator and Assistant Professor of Anthropology Dendrochronology, The Laboratory of Tree-Ring Research

The study of human and environmental interactions, maritime archaeology, dendroarchaeology, and Egyptian archaeology.

Michael Crimmins, Associate Professor/ Extension Specialist

Increasing climate science literacy and developing strategies to adapt to a changing climate. Implementation of drought preparedness and impact monitoring plans.

Joel Cuello, Associate Professor, Agricultural & Biosystems Engineering

Applying engineering to put biological systems to work. Bioreactor design & secondary metabolite production.

Owen K. Davis, Professor, Geological Sciences

The past ecology and climate of arid regions, studying the pollen and plant fossils preserved in the sediments of lakes, marshes, and caves.

Kacey C. Ernst, Assistant Professor, Public Health

Examining the links between environment and environmental change and infectious disease transmission; particularly vector-borne diseases.

Daniel Ferguson, Assistant Professor, School of Natural Resources & the Environment

Climate impacts and adaptation strategies in Native American communities in the Southwestern US; methods and processes for building scientist/practitioner partnerships to address climate-related issues in society; and communication of science

Timothy J. Finan, Professor, Anthropology and Research Anthropologist, Bureau of Applied Research & Anthropology;

Applied anthropology, cultural and societal impacts of climate vulnerability, famine vulnerability and early warning.

Edward Franklin, Associate Professor, Agriculture Education

Principles and practices of agricultural mechanization; turf and landscape technology; applications in agricultural mechanics; operations in agricultural mechanics; and instructional materials development

Rachel Gallery, Assistant Professor, School of Natural Resources and the Environment

Conservation biology, genetics and molecular ecology; plant and soil ecology; population and community ecology.

Gregg M. Garfin, Associate Professor and Assoc. Extension Specialist, School of Natural Resources and the Environment

Research Topics: Climate Adaptation and Sustainability; Global Change Management; and Watershed Management.

H. Randy Gimblett, Professor, School of Natural Resources and the Environment

Spatial dynamic ecosystem modeling; geographic information systems, artificial intelligence in natural resource planning; human cognition and environmental perception; landscape simulation; dynamic recreation behavior; modeling and simulation software; distributed multi-agent reasoning systems.

Phillip D. Guertin, Associate Professor, School of Natural Resources and the Environment

Watershed hydrology and management; watershed assessment and planning; nonpoint source pollution; geographic information science and technology

Leslie Gunatilaka, Professor, Southwest Center for Natural Products Research & Commercialization, School of Natural Resources & the Environment

Application of natural product chemistry to solve problems of human and animal health and agriculture.

Katherine L. Hirschboeck, Associate Professor, Laboratory of Tree-Ring Research & Member of the Global Change, Graduate Interdisciplinary Program (GIDP)

Climatology, hydrology, climate variability & dendroclimatology.

Vance Holliday, Professor of Anthropology & Geosciences (Adjunct in Geography)

Geoarchaeology; paleoindian archaeology, soil-geomorphology, quaternary landscape evolution and paleoenvironments.

Charles F. Hutchinson, Professor Emeritus, Arid Land Studies

Geography, remote sensing and arid lands, monitoring techniques for agriculture and natural resources using satellite and aerial video systems.

Malcolm Hughes, Regents Professor, Dendrochronology, The Laboratory of the Tree-Ring Research

Climatology, modeling, dendrochronology. Specific areas of interest include past climate in Europe, Asia, and the Sierra Nevada, as indicated by tree rings.

Diana Liverman, Regents Professor, School of Geography and Development and Co-Director, Institute of the Environment

Global change, climate impacts, vulnerability and adaptation, climate change and food security, and climate policy, mitigation and justice especially in the developing world.

Margaret Livingston, Professor, Landscape Architecture

Ecological and environmental issues in arid environments; use of native plants and design of urban wildlife spaces.

Laura Lopez-Hoffman, Assistant Professor, School of Natural Resources and the Environment

Conservation biology and policy, trans-boundary conservation, ecosystem services.

Stuart E. Marsh, Director School of Natural Resources and the Environment, Professor, Arid Lands Resource Sciences, Professor, The School of Geography and Development

Land use and land cover change; impacts of climate and anthropogenic change on arid lands; remote sensing; application of geospatial technologies to environmental studies; development of decision support systems for natural resource management.

Mitchel P. McClaran, Professor, Range Management and the School of Natural Resources and the Environment

Rangeland plant ecology and management, with particular emphasis on arid grasslands and savannas

Sharon B. Megdal, Director, Water Resources Research Center, Professor of Agricultural and Resource Economics and Director of The University of Arizona Water Sustainability Program

State and regional water resources management and policy, with areas of focus including storage and recovery programs, regional approaches to water management, ecosystem restoration, and the role of the private sector in water delivery.

Istvan Molnar, Associate Professor and Director, Natural Products Center, Chair, Arid Lands Resource Sciences GIDP, Director of Graduate Studies, Applied Biosciences-PSM track in Industrial Microbial Biotechnology, Chair Applied Biosciences

Biosynthetic engineering, microbial genetics, combinatorial biosynthesis, genomics, biocatalysis, industrial biotechnology, drug discovery, natural products, antibiotics, anticancer agents, biofuels.

David Moore, Associate Professor, School of Natural Resources and the Environment

Climate adaptation and sustainability; ecohydrology & biogeochemistry; geospatial science & modeling; global change management; plant & soil ecology; and remote sensing.

Katherine G. Morrissey, Associate Professor, History

Research on the North American West focuses on the region's environmental, social, cultural, and intellectual history.

Gary Nabhan, Research Social Scientist

Desert agro-ecology, agro-biodiversity, seed-saving, water-harvesting, on-farm pollination enhancement or climate-friendly strategies for local food production.

Shirley A. Papuga, Associate Professor, School of Natural Resources and the Environment

Land atmosphere exchange of energy, water, and carbon. Land atmosphere interactions are a major source of uncertainties in climate-change projections, as well as associated mitigation and adaptation strategies.

Thomas K. Park, Associate Professor of Anthropology, Associate Professor (NES), Assoc. Research Anthropologist (BARA)

Urbanization in Africa and the Middle East, complexity theory, economic theory, mathematical methodologies in anthropology and history, the history of credit, flood recession agriculture, the Sahara, the Sahel, North Africa, development, economic history, North African Arabic archives, bureaucracy in Africa and the Middle East, colonialism & imperialism, anthropology of law, Islam, land tenure, 18th to 21st C European philosophy, foragers in arid lands, pastoralism, Pyrrhonic skepticism, political ecology.

David M. Quanrud, Associate Research Scientist, School of Natural Resources and the Environment

Arid lands; ecohydrology and biogeochemistry; and water resources management.

Dennis T. Ray, University Distinguished Professor & Faculty Fellow, Plant Sciences

Evaluate new crops and products for cultivation and processing in arid environments.

Christopher A. Scott, Associate Professor, Water Resources Policy.

Urban growth and water reuse; human-environment tradeoffs and their water scarcity and quality implications; the role of land use (both irrigation and urban development) in mitigating water scarcity and water quality impacts in semi-arid regions.

Jeffrey C. Silvertooth, Department Head, Soil/Water and Environmental Science

Development of crop production management strategies that optimize the soil-plant system agronomically and economically, with full consideration of the short- and long-term impact of inputs environmentally.

Donald C. Slack, Professor, Agriculture & Biosystems Engineering

On farm water management practices; irrigation systems & technologies; watershed hydrology; erosion control; biofuels from Sorghum.

Steven E. Smith, School of Natural Resources and the Environment and the Department of Plant Sciences

Climate adaptation and sustainability; conservation biology; geospatial science & modeling; plant genetics & improvement; evolutionary ecology.

Richard W. Stoffle, Professor, Anthropology

Cultural anthropology; social impact assessment; developmental anthropology; Native Americans; Caribbean industrial anthropology; fisheries; ethnobotany; satellite imagery.

Robert Torres, Professor and Department Head, Agricultural Education

Advances in career and technical education in agriculture.

Juan B. Valdes, Professor of Hydrology and Water Resources

Stochastic and deterministic hydrology; flood forecasting; mathematical models of natural resources systems; modeling of space-time precipitation; environmental risk assessment; and stochastic modeling of environmental processes.

Willem Van Leeuwen, Associate Professor, School of Natural Resources and the Environment

Land surface phenology; biogeography; remote sensing science and applications of coupled natural and human systems; geospatial & temporal decision support systems and tools for land and water management; assessing impact of fire and drought on vegetation response dry lands around the world.

Robert G. Varady, Deputy Director, Udall Center; Director, Environmental Programs; Professor, Environmental Policy

Environmental policy and environmental history with emphasis on trans-boundary issues, especially along the U.S.-Mexico border.

James C. Washburne, EH Faculty Instructor, Department of Hydrology & Water Resources Center

Basin scale hydrology/runoff using remotely sensed data; land surface parameterization in mesoscale; assimilation of soil moisture into hydrologic models; applying emerging technologies to distributed hydrologic modeling.

Connie Woodhouse, Professor and Interim Head, School of Geography and Development

Climate and paleoclimate of western North America, with emphasis on drought and water issues; reconstruction of past climate and hydrology using tree rings, analysis of past and current climate variability, and the investigation of circulation features that influence regional climate.

David A. Yetman, Research Social Scientist, Southwest Studies Center

Ecology and rural development relating to southwestern United States and northwestern Mexico, ethnobotany, border issues.

Stephen R. Yool, Professor, School of Geography & Regional Development

Plant geography and landscape ecology using remote sensing and geographic information system techniques as tools for inquiry.

PROCEDURES AND INSTRUCTIONS

Important websites

ALRS website. The website of the ALRS GIDP has important information about our graduate program, including faculty research interests and contacts.

<http://alrs.arizona.edu>

GradPath information page. All graduate student forms need to be submitted electronically through GradPath. It is very important that students know how to access GradPath via UAccess Student, and familiarize themselves with the use of the [system](#).

<http://grad.arizona.edu/gsas/gradpath>

Graduate College website. This website contains the most recent information on policies, deadlines and other matters relevant to graduate students.

<http://grad.arizona.edu/gsas>

UAccess. A central portal with links to information about employment, teaching, financial and enrollment.

<http://uaccess.arizona.edu>

D2L. The university online class management system.

<https://d2l.arizona.edu>

Student Union. The Student Union offers a variety of facilities and services.

<http://union.arizona.edu>

International Student Programs and Services

<https://global.arizona.edu/international-students>

Application for admission to the program

Master's Degree Requirement

Applicants to the Arid Lands Resource Sciences GIDP must have completed Master's Degree or obtained equivalent professional experience in a relevant field to Arid Lands Resource Sciences.

Deadlines

Domestic and International Applicants

Fall Semester (August) December 1st

Spring Semester (January) August 1st

Application Procedures

Application to ALRS should follow the procedures as specified by the Graduate College. Detailed information can be found at <http://grad.arizona.edu/admissions/procedures>

Required Documents

- A completed Graduate College application form for admission;
- Application fee;
- An application dossier.

As stated in the University of Arizona Graduate Catalog, the Arid Lands Resource Sciences Executive Committee as well as the Graduate College must approve all applicants for this degree program. Providing all information requested may require considerable time to prepare. The thoroughness and orderliness of the dossier is a measure of the applicant's maturity, one of the criteria by which the applicant is evaluated by the committee.

The completed dossier should consist of the following:

1. One official transcript from each university/college attended.
2. Graduate Records Examination scores no more than five years old.
3. TOEFL score for foreign applicants whose native language is not English. International students must demonstrate proficiency in English as one of the conditions for admission. Applicants must submit a must meet graduate college minima. And that those minima cannot be waived.
4. A list of publications and special papers (whether published or not). Reprints of journal articles are helpful but not necessary.
5. A minimum of three letters of reference. Letters should be from academic advisors as well as from professional supervisors.

6. A curriculum vitae, giving name, date and place of birth, resume of professional work with dates of employment and identification of all previous and present employers, membership in professional organizations, academic awards, professional honors, and any other pertinent information that may be useful to the committee in evaluating your qualifications for the degree program.
7. A brief (no more than one page) statement, setting forth your long-range professional plans, such as the type of work you plan to pursue upon completion of the doctoral program.
8. A proposed graduate program, which should include:
 - a. A description of the research you plan to undertake for your dissertation with a clearly articulated problem statement, the interdisciplinary methods that you will utilize in your research, and a statement on how this research will improve our understanding of arid lands.
 - b. A list of the specific courses (by title and course number) that you plan to take to acquire the interdisciplinary skills you seek to attain.
9. Applicants should specify one or more faculty members with whom they may wish to work. Applicants may learn more about the interests and research programs of ALRS faculty by
 - a. consulting the ALRS website;
 - b. consulting the home pages of the faculty members' home departments, or
 - c. contacting faculty members directly.

It is clearly understood that in many cases it will be difficult to delineate a research program without benefit of the advance course work that you will be pursuing. Nonetheless, your ability to identify a research project which can make a meaningful contribution to the understanding or solution of worldwide problems of arid lands is also a demonstration of your ability to complete an interdisciplinary doctoral program. The program is flexible enough so that you may, with the consent of advisor and dissertation committee, change the direction of your research, provided it is consistent with the goal of making a meaningful contribution to our knowledge of arid lands.

Dossier materials must be uploaded to the UA GradApp (Graduate Admissions application) website (<https://apply.grad.arizona.edu/users/login>) together with your completed Graduate College application form for admission application.

CURRICULUM

Credits Required

Credits beyond Master's Degree:	36*
Dissertation Credits:	18

Credits Required for Minor: 9 – 15*

Total, Minimum: 63 – 69

*Graduate College policy requires that at least ½ (one-half) of these units are from letter graded courses (e.g. A, B, C).

Core Curriculum

The common core curriculum provides a base from which all students can proceed to more detailed studies in their selected areas of research interests. The core curriculum required of all students consists of 16 (sixteen) units in the following courses.

NOTE: A grade of A, B, S or P must be received in all core curriculum.

<u>Course #</u>	<u>Title</u>	<u>Units</u>
ARL 564	The Arid and Semiarid Lands	3
ARL 565	Physical Aspects of Arid Lands	3
ARL 595a	Arid Lands Current Research	1 X 4**
ARL 641	Natural & Human Impacts on Arid Lands	3
ARL 642	Use and Management of Arid Lands	3

**1 (one) unit per semester for a minimum of 4 (four) semesters.

Research Methodology Requirement

ALRS students are required to take at least one research methodology course relevant to the student's research. An appropriate research methodology course should be identified during the student's *Plan of Study Review*.

Language requirement

Students are required to demonstrate proficiency in a foreign language. This may be demonstrated by:

1. By passing a departmental proficiency examination.
2. Student may also present a transcript showing a grade of "B" or better in a fourth semester (undergraduate) course in a foreign language taken at an accredited college or university.

A student whose native language is not English may offer English to satisfy the foreign language requirements.

Dissertation Units

Registration for the 18 (eighteen) required dissertation units (ARL 920) should be spread over the period during which the actual research is being conducted. The oral and written comprehensive examinations must be successfully completed prior to registration of ARL 920 units unless prior approval has been granted by the major advisor *and/or* the Program Chair. Failure to successfully complete the comprehensive examinations may cause a lapse in eligibility for registration of dissertation units.

Only ARL 920 is valid for dissertation units. This course may be repeated for unlimited unit(s) or unlimited completion(s). Any research NOT related to the dissertation can receive credit under ARL 900.

Doctoral Minor Program Requirements

To ensure fundamental grounding in more than one discipline, students in the ALRS program are **required** to complete a doctoral minor program in an area that is outside the discipline of their Masters' degree.

Each department has its own unique minor requirements and students are responsible for understanding and obtaining approval for their planned minor coursework from the Director of Graduate Studies of the minor department.

REQUIREMENTS FOR A MINOR DEGREE IN ALRS

Students from other disciplines can elect to complete a doctoral minor program in ALRS. The requirements for the ALRS minor degree are participation in ARL 564, 565, 641 and 642. (These requirements can be modified based upon prior experience and course work if approved by the minor advisor and ALRS Department Chair).

The written comprehensive examination is given by the two minor faculty members selected for the student's graduate committee. Both members are required to participate in the written and oral comprehensive examination. The minor committee members should review the dissertation and are expected to participate in the final defense. The members of the minor should be faculty members of ALRS, but on a case-by-case basis we can substitute other tenure-track faculty with prior approval by the Chairperson in consultation with the student's major advisor. Also, continuing eligible faculty who has been approved by the Dean of the Graduate College upon the recommendation of the Program Chair as "tenure equivalent faculty" may serve on committees.

MILESTONES TOWARDS YOUR DEGREE

Student Annual Progress Report

The annual progress report is due March 15th of each academic year. The report is to be prepared by the student and his/her major advisor, using the Progress Report form provided by the ALRS program coordinator.

Students not providing an annual report cannot be considered for financial aid from the ALRS program, and failure to provide annual progress reports will be considered in evaluations of satisfactory academic progress.

Plan of Study Review

ALRS requires completing the Plan of Study Review, which the student schedules to be held before the scheduling of classes for the 2nd semester. The Plan of Study Review consists of a meeting between the student and a three-member committee of ALRS faculty (including one of the advisors from the selected area of concentration) formed by the student in agreement with the Chair of the ALRS Program. The purpose of the meeting is to develop an official Program Plan of Study. To achieve this, the student submits (1) a proposed program of study and (2) a description of his/her background, general research area, and career objectives. Based on this, the committee either accepts the proposal or suggests modifications. The final product is a mutually agreed upon program of study. The official Doctoral Plan of Study form must be submitted to the Graduate College through the GradPath System by the end of third semester in the program or 10 (ten) working days prior to the beginning of the written comprehensive examination (whichever comes first). The student's research interest will also be discussed at the Plan of study Review, for the purpose of providing the student with guidance on choosing a major advisor, other appropriate major committee members, a suitable minor, and potential minor committee members.

Formation of a Graduate Committee

A Graduate Advisory Committee is generally formed by the end of the first year in the program. This is a five-member committee, 3 (three) from ALRS faculty, and 2 (two) from the student's minor. Among the ALRS faculty, 1 (one) should be chosen as the student's advisor. The ALRS program requires each student to have 1 (one) committee meeting per year.

Comprehensive Examination

The Comprehensive Examination consists of two parts, the Written and the Oral Examination. This examination should be taken during the final semester of the student's official Program of Study. Both

parts of the Comprehensive Examination are administered by a Committee which should consist of 5 members (3 representing the student's major and 2 representing the student's minor).

For the Written Examination, the Members should be:

Member 1: The Major Advisor. Must be tenured, or tenure track. An academic professional who has been pre-approved by the Dean of the Graduate College as "tenure equivalent" may also serve as a major advisor.

Members 2-5: Must be tenured, or tenure track, or special approved member. Special members must be pre-approved by the Dean of the Graduate College.

For the Oral Examination, the Members should be:

Member 1: The Major Advisor. Must be tenured, or tenure track. An academic professional who has been pre-approved by the Dean of the Graduate College to serve as sole chair of a dissertation committee may also serve as major advisor.

Members 2-5: Must be tenured, or tenure track, or special approved member. Special members must be pre-approved by the Dean of the Graduate College. The oral examination committee may consist of 4 members *under special circumstances* with prior approval of the dissertation committee and the program chair. Requests should be submitted in writing.

The student must pass all 5 Written Examination questions before proceeding to the Oral Examination. The Oral Examination should be scheduled a minimum of two (2) weeks and a maximum of 4 (four) months after successful completion of all Written Exams.

It is the student's responsibility to contact their advisory committee and schedule the exam. The Graduate Program Office can assist in the reservation of a location for the examination. The student is responsible for notifying the Graduate Program Office at least 15 (fifteen) working days prior to the intended start date of the written exam.

The Graduate Program Office will be responsible for requesting, assembling, distribution and collection of the written exam questions and answers. Upon receipt of the first question the student has a maximum of 30 (thirty) days to complete the written examination. Each faculty member reserves the right to impose a time limitation on the question they pose for the written examination. Should this be the case a representative of the program and the student will identify a due date when the question is distributed.

Doctoral students are now required to submit the Comprehensive Examination Committee Appointment form in GradPath to allow the Graduate College to check the planned committee for the comprehensive exams. Once this form has been approved – and the student has an approved Plan of Study – the student can use the Announcement of Doctoral Comprehensive Examination form to schedule the **oral comprehensive** exam. (As explained below, approval of the Announcement will generate the Results of the Comprehensive Examination form for the Chair to submit).

The Chair of the committee will report the results of the oral comprehensive exam or the final defense on behalf of the full committee in GradPath. Individual committee members (i.e. those who are not

Chair) will no longer need to certify the reported result, but they will receive a notification message to allow them to view the results reported by the Chair.

The Written and Oral Comprehensive Examinations must be completed within a six-month period. Passing the Comprehensive Examinations (written and oral) is a requirement, as well as an approved Plan of Study on file with the Graduate Student Academic Services office, satisfactory completion of all course work, language and resident requirements, before a student could advance to formal candidacy for the Ph.D. degree.

Advancement to Candidacy

The student, after successfully completing the comprehensive exams (as reported in GradPath by his/her advisor), will receive a confirmation email message from the degree counselor, that he/she has been advanced to candidacy.

Dissertation Draft

The penultimate draft of the Dissertation must be submitted to each member of the Graduate Committee 4 (four) weeks (20 working days, not including official UA holidays) prior to the **Final Examination**.

Formation of the Dissertation Committee

Dissertation Chair or Director: Must be tenured or tenure track or approved as “tenure equivalent faculty” by the Graduate College of the student’s major department. If the Committee includes a co-chair, that member can be a tenured or tenure track member of the student’s major department or another department. A special member may serve as Co-Chair with prior approval from the Dean of the Graduate College.

Members 2-3 representing the student’s major: Must be tenured or tenure track member of a university department. Someone who does not have a faculty appointment of Assistant, Associate, or full Professor in any university department may serve if pre-approved by the Dean of the Graduate College.

Members 4-5 representing the student’s minor: Must be tenured or tenure track member of the student’s minor department, or tenured or tenure track member of another university department. Someone who does not have a faculty appointment of Assistant, Associate, or full Professor in any university department may serve if pre-approved by the Dean of the Graduate College. NOTE: *The minor committee may waive representation at final examination. This decision is at the discretion of the minor department and may vary by department.*

When preparing your dissertation please refer to the Manual for Theses and Dissertations for complete guidelines on dissertation format. This is available on the Graduate College website located at <http://grad.arizona.edu/gsas/dissertations-theses>.

ALRS students have the choice of preparing their dissertations either in the traditional format (i.e., as a book or monograph) or as a collection of at least 3 (three) published and/or publishable papers. The appropriate format should be chosen after consultation with and approval by the student's dissertation committee. Students electing to use the format including published papers or manuscripts must follow the Graduate College guidelines for preparing and assembling the dissertation. If the dissertation is to contain manuscripts prepared for submission to peer-review journals (as opposed to published papers, papers in press, or papers accepted for publication), students must identify the journal for which the manuscripts were prepared and provide each committee member a copy of the journal's guidelines for manuscript preparation.

Doctoral Prospectus/Proposal Confirmation

New requirement: Before a doctoral student can schedule the final defense, the department will need to report that the Prospectus/Proposal Confirmation form has been received and approved. Once the student has passed the oral comprehensive exam and the result has been accepted by the Graduate College (i.e. the Results form has final approval in GradPath), the graduate coordinator will receive an e-mail requesting that she or he open the Prospectus/Proposal Confirmation form and submit it. The student must have this confirmation filed in GradPath before he or she can schedule the defense using the Announcement of Final Oral Defense form. If the student does not complete the prospectus/proposal for some time after the comprehensive exams, the Graduate Coordinator will store the e-mail with the link to the Prospectus/Proposal form so he/she can use it when he/she is ready to confirm approval.

Announcement of Final Defense

The form in GradPath must be routed and approved least 7 (seven) working days (not to include official UA holidays) prior to the date of the Final Examination. Final Examinations should be scheduled during days when the university is in session and during normal business hours.

Final Defense

The final defense is administered by a Doctoral Committee. A doctoral committee may have only 1 (one) special member and that member requires prior approval.

Internal ballots are made available by the graduate program to the dissertation committee in which they will write their decisions after the final oral examinations. These paper ballots are to be turned in to the Graduate Coordinator to be included in the student's file.

The Chair of the committee will report the results of the final defense on behalf of the full committee in GradPath. Individual committee members (i.e. those who are not Chair) will no longer need to certify the reported result, but they will receive a notification message to allow them to view the results reported by the Chair.

When a doctoral student passes the final defense with revisions pending, confirmation of final approval with revisions completed will no longer be on the form used to report the defense result. Instead the **Chair** or the **graduate coordinator** must e-mail the degree auditor to report final approval. If the full committee needs to review and approve the revisions, the Chair or graduate coordinator will report final approval to the degree auditor once all members have approved.

Completed Dissertation

Following the **Final Defense**, the candidate submits a final copy of the completed **Dissertation** to the dissertation director for review. The student's major advisor is responsible for reviewing the dissertation to assure it meets established dissertation guidelines. After making the required corrections, the candidate submits the dissertation electronically for forwarding to the Library of The University of Arizona and to University Microfilms, Inc. A hard and electronic copy of the Dissertation must be submitted to the Graduate Program Office of Arid Lands Resource Sciences. These tasks must be completed within 12 (twelve) months of the Final Examination.

ALRS GUIDELINES FOR SATISFACTORY ACADEMIC PROGRESS

The appropriate times for completing and filing the above-mentioned items, as well as other requirements, are summarized in the **Degree Audit Deadlines** issued by the Graduate College each year. These may be found at the Graduate College website located at <http://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

Attainment of a graduate degree in the Arid Lands Resource Sciences GIDP requires outstanding scholarship and demonstration of distinguished research leading to a dissertation that makes a significant contribution to the general fund of knowledge in interdisciplinary science. The degrees are never granted solely as certification of faithful performance of a prescribed program of studies. All degree requirements must be fulfilled. Therefore, the requirements for satisfactory academic progress are outlined below.

Annual Requirements

- Submit ALRS Student Annual Progress Report by March 15th
- Meet with all members of the student's advisory committee. It is the responsibility of the student to schedule this meeting.
- Meet with the program Chair and Program Coordinator. It is the responsibility of the student to schedule this meeting.

Academic Requirements

- Minimum GPA of 3.0 must be maintained at all times. Students who have a cumulative grade-point average of less than 3.0 at the end of a given semester will be placed on academic probation. Students on probation are required to meet with their Major Advisor, discuss the steps to be taken to remediate the problems that led to the probationary status, and devise a written plan of action. After the first semester a student completes with a cumulative GPA less than 3.0 they will be allowed to register for one additional semester. The student will be blocked from registering after that unless their cumulative GPA reaches 3.0 at the end of the second consecutive semester of probation. Students whose GPA is below 3.0 for two consecutive semesters will be disqualified from their program.
- Minimum Grade in Core Coursework must be “B”.

First semester

- Schedule Plan of Study Review
- Provide Graduate Program Office with committee-approved Plan of Study within four weeks of the Committee meeting.
- If Plan of Study is not completed by the end of their second semester in residence, they will be ineligible for ALRS fellowship or scholarship support. Ineligibility will be removed upon successful completion and approval of the Plan of Study in GradPath.

End of First Year

- Identify Research Area(s) of Interest.
- Select Major Advisor - Notify ALRS Program Coordinator.
- Select Minor Field and Minor Advisor – Notify ALRS Program Coordinator.

End of Second Year

- Finalize compilation of entire Advisory Committee.
- Complete Core coursework.

End of Third Year

- Complete remaining Major and Minor coursework.
- Provide documentation of having satisfied language requirement.

- Submit to **GradPath System** the revised doctoral plan of study if changes were made. This plan must be fully approved prior to the written comprehensive examination by the Advisory Committee.
- Pass Written and Oral Comprehensive Examinations
 - Failure to complete the written and oral comprehensive exams by the end of the third year in residence will make the student ineligible for ALRS fellowship or scholarship support. Ineligibility will be removed upon successful completion of the comprehensive exam.
 - In the event of a failure of either portion of the Comprehensive Examination, the advisory committee will meet to determine if the student should be dismissed from the program OR a re-examination is to be allowed. If a re-examination is allowed, the Committee has to determine specific conditions for this exam, following Graduate College rules.
- Results of the Oral Comprehensive Examination for Doctoral Candidacy - submitted by committee chair. (Candidacy fees charged to student upon advancement to doctoral candidacy.).
- Complete Dissertation Proposal following format for a NSF doctoral dissertation research improvement grant and acquire written approval from entire Dissertation Committee to proceed.

Fourth/Fifth Year

- Verification of Prospectus/Proposal Approval - submitted by department Graduate Coordinator
- Complete and Write Dissertation.
- Pass Dissertation Defense.
- Final copies of the dissertation and all required paperwork must be submitted to Graduate College Degree Certification within 12 (twelve) calendar months of the defense date.

Ethics and Academic Standards

ALRS students must follow all the relevant ethical and academic standards of the University (e.g. Academic Integrity: <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity> ; responsible conduct of research (<http://rgw.arizona.edu/research-compliance/rcr>) as well as the policies of the Graduate College (<http://grad.arizona.edu/policies>).

Students are to conduct their research in an ethical manner; fraud related to the creation of false data, the unethical use of others' work, or unauthorized use of copyrighted material will not be tolerated by the Program. Students should keep their data in a format acceptable to the research advisor, and allowing for standard research oversight. Request for exception(s) to these policies may be submitted in writing to the ALRS Program Coordinator, Sr. for review by the Program Chair and/or Executive Committee.

FUNDING SOURCES

Graduate Tuition Scholarships and Graduate College Fellowships

The ALRS Graduate Interdisciplinary Program receives a limited amount of funding for graduate tuition scholarships and fellowships. The awards are based upon academic merit. Current students must indicate their desire to be considered for these awards on their annual report which is due on March 15th of each year. New students should submit their request for consideration for these awards in writing to the graduate coordinator by March 15th.

Graduate Research/Teaching Assistantships

Students are encouraged to contact appropriate faculty to determine if funding is available for research or teaching assistantships. The terms of these assistantships are negotiated between the faculty and student and are administered by the department that houses the funding from which the assistantship will be supported. Also, each year the Graduate Interdisciplinary Administrative Office coordinates the recruitment and placement of Tier One teaching assistantships. Again, students are encouraged to apply and participate in these teaching opportunities. Application procedures and deadline will be circulated when they are made available.

Miscellaneous Funding Opportunities

The Graduate College offers a financial resources page on their website, <http://grad.arizona.edu/funding/opportunities>. You will find a list of various funding opportunities for graduate students like: Peace Corp Fellows Program, Marshall Foundation Dissertation Fellowship and the Dr. Maria Teresa Velez-Marshall Dissertation Scholarship, Initiative for Maximizing Student Diversity (IMSD), Richard A. Harvill Graduate Fellowship, The Peter W. Likins Graduate Fellowship Award, UA and CONACyT Fellowship for Mexican Doctoral Students, Graduate and Professional Student Travel Grant Fund, Travel Incentive Program, the Dean's Fellowship Program in the Graduate College, The Herbert E. Carter Travel Award and the Raphael & Jolene Gruener Research Travel Awards in the Graduate Interdisciplinary Programs and the William E. McGinnies Fellowship. All awards are competitive and meritorious.

It is important that students check their emails on a regular basis as scholarships are announced by email throughout the year.

Students can also use the university scholarship finder; <https://scholarshipuniverse.arizona.edu/suha>

ADDITIONAL POLICIES

All ALRS students must be aware of the Graduate College's requirement for continuous enrollment, and other Graduate College policies. See the Graduate College website for all current policies: <http://grad.arizona.edu/policies>

Minimum and continuous enrollment policies

Departmental Appeal Process

Degree seeking students with a cumulative grade-point average of less than 3.0

- At the end of the semester students will be placed on academic probation
- Students are required to meet with their Major Advisor to discuss ways to remediate the problems
- Devise a written plan of action
- Department will petition for a one semester extension
- Student may apply as non-degree seeking and continue to take graduate courses in non-degree status
- Apply for [Academic Renewal](#), if they wish to apply to a different major and the other major has agreed to accept them.

Petitions

- Students who believe, with good academic reason, that they deserve redress or exception to Graduate College rules, regulations, or policies can formally petition for an exception
- A petition must be submitted to the Graduate Student Academic Services office, signed by the major advisor and department head, note petitions concerning a course must also include the instructor's signature. Petition should include supporting documents and a letter of support from the student's major advisor, director of graduate studies or department head. The [Graduate College Petition](#) is available online.

Doctoral continuous enrollment policy

A student admitted to a doctoral program must register each fall and spring for a minimum of 3 (three) graduate units from original matriculation until the completion of all course requirements, written and oral comprehensive exams, and 18 (eighteen) dissertation units. When these requirements are met, **doctoral students** must register for a minimum of 1 (one) unit each semester until final copies of the dissertation are submitted to the Office of Degree Certification, unless excused on a formally approved Leave of Absence. Doctoral students do not have to register for graduate units during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or

faculty time they must enroll for 1 (one) unit of graduate credit. If degree requirements (including the Comprehensive and the Final Oral Examinations) are completed during the summer term, the student must also be registered for a minimum of 1 (one) unit of graduate credit during that term.

Leave of Absence

All leave of absences must be approved by the ALRS advisor, Program Chair, and by the Graduate College. See the [Graduate College website](#) for details.

Academic Leaves

Academic LOAs (i.e., leaves taken for course work elsewhere, 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.

Readmission Due to a Lapse in Maintaining Continuous Enrollment

Students not maintaining continuous enrollment as outlined in this handbook will be subject to readmission. Readmission will require the submission of a new application packet which will include the application form, letters of support from three of the five committee members, statement of intent which is to include explanation of lapse in enrollment and an overview of the proposed continuation of academic and/or research progress (to include a tentative timeline).

These materials are to be submitted as an original, first time application and applicants will be reviewed by the Executive Committee. Prior enrollment in the ALRS Graduate Interdisciplinary Program does not guarantee readmission.

Policies for Incompletes

The grade of I (Incomplete) may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

ALRS follows the UA policy on Incomplete grade: <http://catalog.arizona.edu/2014-15/policies/grade.htm>

Students will enter into a contract with instructors as to what course work must be completed to remove the grade of "I" and replaced with a grade. Both instructor and student will sign this agreement and both should retain copies.

If the incomplete grade is not removed by the instructor within one year (the last day of finals one year later), the I grade will convert to a failing grade.

The student can request a one-year extension which must be approved by the instructor and the Graduate College Dean. This extension requires the instructor and dean's signature on a Petition for Extension of Course Work form. Notification of the dean's approval or denial is to be provided to the student by the Dean's office.

APPENDIX

GradPath User Guide for Graduate Students

For an up-to-date description, please refer to: <http://grad.arizona.edu/gsas/gradpath>

Changing Approval Routing on Forms

Sometimes the person who would normally approve a form (as DGS, advisor, or even graduate coordinator for the pre-review) may not be available to review and act on forms. The Graduate Student Academic Services office in the Graduate College can re-direct one or more specific forms awaiting a particular person's approval to someone else as needed. You simply need to contact your degree auditor (or anyone in Degree Certification) to make the request.

If the normal DGS approver for a plan or sub-plan – or the graduate coordinator, if pre-review is in effect – will be unavailable for a period of time, please let your degree auditor know. The Degree Certification office can make a temporary or permanent change to the routing table for the plan or sub-plan so that forms will be routed to the right person.

Note that an approver can still open and render decisions on forms from anywhere in the world as long as they have Web access and a VPN connection to the University's online systems.

NOTE: The e-mail address used to send notifications to a faculty member is the e-mail address in his or her HR record. The Graduate Auditor does **not** have the ability to change the e-mail address used for a faculty member in GradPath. If the e-mail address that HR and GradPath use for a given faculty member is not the preferred address, please suggest to the faculty member set up automatic forwarding from the official account to the one he or she normally uses. To check which e-mail address is on the HR record, a faculty member can open UAccess Employee Self-Service (used to report time) and navigate to Self Service -> Personal Information -> Personal Information Summary.

Please be aware that the GradPathForms@grad.arizona.edu address is a dummy address used to standardize the notification messages. It is not possible to send a reply to this address. Instead any concerns should be communicated directly to the degree auditor or other Degree Certification staff.

Important Changes to Degree Certification Procedures

Doctoral students

- i. Doctoral students are now required to submit the Comprehensive Examination Committee Appointment form to allow the Graduate College to check the planned committee for the comp exams. Once this form has been approved – and the student has an approved Plan of Study – the student can use the Announcement of Doctoral Comprehensive Examination form to schedule the **oral**

comprehensive exam. (As explained below, approval of the Announcement will generate the Results of the Comprehensive Examination form for the Chair to submit.)

ii. The Graduate College will no longer track language requirements for doctoral students. The doctoral milestone for the language requirement will remain in UAccess and will be available for graduate coordinators to update if needed. To update this milestone, navigate to the Student Milestones and use Correct History mode.

iii. New requirement: Before a doctoral student can schedule the final defense, the department will need to submit the Prospectus/Proposal Confirmation form. The procedure is described below in the “GradPath Forms Not Submitted by Student” section.

iv. The Chair of the committee will now report the results of the oral comprehensive exam or the final defense on behalf of the full committee. Individual committee members (i.e. those who are not Chair) will no longer need to certify the reported result, but they will receive a notification message to allow them to view the results reported by the Chair.

v. When a doctoral student passes the final defense with revisions pending, confirmation of final approval with revisions completed will no longer be on the form used to report the defense result. Instead the **Chair** or the **graduate coordinator** must e-mail the degree auditor to report final approval. If the full committee needs to review and approve the revisions, the Chair or graduate coordinator will report final approval to the degree auditor once all members have approved.

General Procedures

i. Special member approval: The committee policies have not changed, so a person who is not tenured or tenure-eligible UA faculty must still be approved by the Graduate College as a “special member” in order to serve on committees. Rather than sending a paper request form and CV, the department will use a web form available to graduate coordinators at <https://grad.arizona.edu/forms/gsas/special-member-request> to make the request. The CV for the requested member will need to be uploaded with the request. Please be aware that it could take up to a week to add a special member to GradPath after the special member request has been approved by the Graduate College.

ii. Expected graduation term: In the past, doctoral students were not asked to report their expected graduation term until they submitted the paper Committee Appointment form following the comprehensive exams. Now nearly every form submitted by doctoral students will prompt them to report/update/confirm their expected graduation term. The term reported by a student will be recorded or updated on the student’s record in UAccess when the form receives final approval by the Graduate College.

GradPath Forms Submitted by Faculty

Nearly all forms in GradPath are submitted by the student and routed to the needed approvers. However, there are a few forms that are NOT submitted by the student:

1. When a doctoral student has had the Comprehensive Examination Committee Appointment form approved, he or she gains access to the Announcement of Doctoral Comprehensive Examination form.

Once the Announcement has been approved, formally scheduling the oral comprehensive exam, the Results of the Comprehensive Examination form is automatically created in GradPath. The Chair of the comprehensive exam committee (as designated by the student on the Announcement) will receive a notification e-mail requesting him or her to submit the Results form; as usual, a link will be included in the e-mail message to open the form. There will also be a link in the e-mail to download the comprehensive exam packet with the policies, procedures and ballots.

The Chair reports the number of Pass, Fail and Abstain votes and the exam result on this form on behalf of the committee, then clicks the "Submit" button to send the form to the Graduate College. (Note that the paper ballots, if used, do NOT need to be returned to the Graduate College since the votes are reported on the form.) When the Graduate College approves or denies the form (i.e. does or does not accept the reported result), the student and all committee members will receive an e-mail notifying them and providing the link to view the form.

2. Similarly, after a doctoral student has the Defense Committee Appointment form approved, he or she will be able to submit the Announcement of Final Oral Defense form. As for the oral comprehensive exam, the Results of Final Oral Defense form is automatically created, and the Chair receives an e-mail with a link to open, complete and submit that form following the conclusion of the defense. Again, the e-mail will include a link to the final defense packet, which includes the policies, procedures, ballots, and the 900-level grade change form. No paper ballots should be returned to the Graduate College. Students should still have paper approval pages ("page 2's") signed by the committee at the defense and return those to the Graduate College.

Graduate Coordinator 's Approval

Doctoral Prospectus/Proposal Confirmation: The department will now report when a doctoral student has an approved proposal or prospectus for the dissertation or other culminating work (DNP practice inquiry; DMA document) on file with the department. Once the student has passed the oral comprehensive exam and the result has been accepted by the Graduate College (i.e. the Results form has final approval in GradPath), the graduate coordinator will receive an e-mail requesting that she or he open the Prospectus/Proposal Confirmation form and submit it. The student must have this confirmation filed in GradPath before he or she can schedule the defense using the Announcement of Final Oral Defense form. If the student does not complete the prospectus/proposal for some time after the comprehensive exams, the Graduate Coordinator will **store** the e-mail with the link to the Prospectus/Proposal form so he/she can use it when he/she is ready to confirm approval.

Students Who Began with Paper Forms

A student who has filed one or more Degree Certification forms on paper, following the old procedures, **does not** need to re-submit those forms in GradPath. While all students must submit the Responsible Conduct of Research form in GradPath in order to open the rest of the forms, a student who has had paper forms approved should find the subsequent form(s) available in GradPath once the RCR form is completed. If you or any of your students notice that this is not working correctly, please contact your degree auditor.

Improved Reporting using GradPath/Milestones

As with the paper Degree Certification forms used in the past, the status of GradPath forms and the information they capture will be captured in the Student Milestones in UAccess Student. (You can navigate to the milestones using the path Main Menu -> Records and Enrollment -> Enroll Students -> Student Milestones.) The switch to GradPath will improve the data in the milestones in a few ways:

- Major advisors and committee members will be identified, using their unique Empl ID number. (With paper forms, advisors' names could sometimes not be determined, so the milestone data was not always complete.) Departments or colleges will be able to run reports from the milestones to track committee service by faculty members.
- Measures of time elapsed from admission to completion of the degree or of any step recorded in the milestones can be checked and reported. (E.g. if a department or college needed to know how long students were in a program prior to taking comprehensive exams or filing their prospectus/proposal, that could be queried and reported.)