THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES
School of Information

Ph.D. Handbook

2019-2020 ACADEMIC SCHOOL YEAR

THE UNIVERSITY OF ARIZONA

School of Information
Ph.D. Student Handbook

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This handbook will be updated as needed. Faculty advisor and Ph.D. students are obligated to know and follow the Graduate College (GC) policies and the policies outlined in this document. Be aware that the GC policies take precedence over any School of Information policies.

I. Introduction to the degrees and the department

a. Department and Ph.D. in Information

The School of Information (iSchool) is a multidisciplinary department where faculty researchers focus on many aspects of information organization, management, or use and its impact on individuals and society. Our broadly trained and diverse faculty and student populations work towards establishing and advancing what we know about information amid massive digital shifts in contemporary society. These foci range from the philosophies of information, information ethics and policy, and studies of digital literacy or digital archives, to computational social science, data science, machine learning, human-computer interaction, game development, and information retrieval or text mining. Beyond the wide methodological spectrum represented by the faculty, and alongside a broad commitment to issues of diversity and inclusion, much of the research happening in the iSchool focuses on behavior, and related human factors across sectors of life, to include economic or business contexts, education, health and art.

The Ph.D. in Information program in the School of Information prepares researchers and leaders for careers in which they conduct original research in academia, government and industry. The Classification of Instructional Programs (CIP) code of the degree is 11.0401 [Information Science/Studies], a subarea of STEM.

b. Career options

The careers the program prepares students for include but are not limited to:

- Higher education
    - Tenure-track faculty
    - Research scientists
    - Teaching faculty
- Industry research positions
    - Senior software engineer
    - Senior research scientist

- Industry positions
    - Use experience engineer
    - Data analyst
    - Data engineer/Data scientist
    - Database/Software engineer
    - Database administrator
    - Product manager
    - Health informatics specialist
    - Interactive designer
    - Business analyst
    - Front-end developer
    - Back-end engineer
    - Machine learning engineer
    - Software designer/architect
    - Interface prototyping
    - Consultant
- Entrepreneurship
- Culture heritage organization leadership positions
    - Library directors
    - Museum collection managers
    - Archivists
    - Data curator

c. Faculty profiles

Catherine Brooks - Director

Instructional communication, organizational training, mentoring, professional support, student development, computer-mediated communication, new media, eHealth, and online collaboration, language, discourse, identities, emotions, and communities.

Bryan Heidorn – Director, Center for Digital Society and Data Studies

Management of scholarly data for reuse with particular concentration on the small data sets. Research is in biodiversity informatics, with current projects being the NSF funded Biological Science Collections Tracking Project; working on new methods to extract metadata from biological museum collections' records for integration on the semantic web and the print literature.

Steven Bethard

Natural language processing and machine learning, especially constructing timelines from unstructured text, building information extraction models for clinical text, and automating educational feedback for personalized learning

Ren Bozgeyikli

Game development, human-computer interaction, virtual/augmented reality, mobile applications, algorithm development, artificial intelligence

Lila Bozgeyikli

Virtual reality, immersive virtual experiences, game design and development, human- computer interaction, user interfaces and experiences for novel uses, 3D animation and modeling

Winslow Burleson

Human computer Interaction, learning sciences and health science design

Hong Cui

Information organization, Natural Language Processing applications, machine learning applications, biodiversity Informatics, ontology development, software development

Diana Daly

Community archives, digital storytelling, social media, virtual communities, performance studies

Nicholas DiRienzo

Data science, applied machine learning and quantitative research methods

Martin H Frické

Logic and librarianship. Blockchain and Distributed Ledger Technologies

Bruce Fulton

Technology, data management and databases, education technology, social networks, contemporary publishing, ebooks and emerging forms of literary production, self- publishing, project management, grants and non-profit management

Peter Jansen

Human language technology, knowledge representation and extraction, combining cognitive, infant development, and machine learning methods for automated inference, cognitive models

of infant concept, word, and grammar acquisition, applied signal processing for research methods/tool development, high-performance and distributed computing, tabula rasa learning

Cheryl Knott

History of public libraries, information access, scholarly communication

Jamie Lee

Theories of archival practice and production, digital, community, and moving image archives, digital humanities, social justice media / new media / media studies, LGBTQ studies, critical cultural theory / queer theory, affect & embodiment

Laura Ruth Lenhart

Trolling and epistemology, ethics of big data, digital public discourse

Berlin Loa

Archival practice and librarianship

Clayton Morrison

Machine learning, artificial Intelligence, causal inference, knowledge representation, automated planning

Carla Stoffle

Academic libraries, diversity in libraries, budgets and financing libraries, Information literacy, management of libraries, and organizational structures and organizational change in libraries and information organizations

d. Departmental organization and contacts

Departmental organization is documented in detail in the iSchool Department Bylaws. Graduate student representatives are invited as non-voting members to regular faculty/staff meetings, the curriculum committee (master or Ph.D. student representatives), and the graduate committee. On general academic issues related to Ph.D. students (such as comprehensive exam format), input is sought from Ph.D. students and the representative.

The Ph.D. student body of the iSchool elects Ph.D. student representatives for 2-year terms. The representatives serve as an official liaison between the students and faculty of the program. The representatives are responsible for organizing graduate student participation in program endeavors, as well as serving on program committees in an advisory capacity. Each student should seriously consider his/her choice for the graduate student representative(s) in order to maintain an effective student voice in program issues.

Ph.D. students should contact the Director of Graduate Studies (DGS) for academic matters, and contact the Program Coordinator for TA/RA/GA assignments. The Manager of Administration and the Program Coordinator support students on a variety of functions as noted below:

- Manager of Administration (Barb Vandervelde)
    - Internship opportunities, jobs forum postings
    - Facilities
- Program Coordinator, Senior (Kathryn Chavez)
    - Academic policies and procedures for graduate programs
    - GA/TA offer letters
    - Assisting TAs with student conflicts
    - Graduate student handbook and GA/TA instructional handbook
    - Ph.D. defense scheduling
    - Graduate student program milestone records
    - Student financial aid
    - Student advising support
- Program Coordinator (Jana Phillips)
    - Travel authorization
    - Travel reimbursement
    - Research cost reimbursement

e. Students right to appeal

Students have the right to formally request exceptions to department policies and procedures or formally appeal department decisions by submitting a petition to the DGS. Students may also petition the GC for an exception to GC policies. You can read more about these petitions on the academics page of the catalog.

f. Physical resources and facilities

Ph.D. students serving functions as Teaching/Graduate Assistants (TA/GA) with student interaction duties are assigned a desk in a shared office. Ph.D. students serving functions as research assistant (RA) to an iSchool faculty are assigned a desk in one of the research labs. Equipment TA/GA/RAs need for teaching or research is provided by the school for TA/GAs or by the research projects for RAs.

In addition, students are reminded of the availability of university resources and facilities:

- Study rooms in library
- University computer labs
- Library lender computers

g. Student responsibilities and professional conduct

Membership in the academic community imposes on students an obligation to respect the dignity of others, to acknowledge their right to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off campus.

Students serving in a TA/GA/RA role have additional obligations based on their professional roles in the school. These positions are exciting opportunities for graduate students to develop professional skills that will carry through the rest of their careers. Award of a TA/GA or RA is a privilege, not a right. Enjoy them and benefit from them, but do understand that these positions carry additional responsibilities:

- Devote the hours being paid for to the designated course/project
- Make every effort to complete the assignments to the highest quality possible
- Timely communication with supervisor on difficulties encountered and actively seek solutions
- Communicate with supervisor on expectations or change of expectations

The obligations of TAs, GAs and RAs also include the ethical conduct of their duties. For more information, please consult the Graduate College GA Manual. TA/GAs will be given the School of Information's Instructional Handbook, which specifies the School's expectations for professional conduct related to teaching.

Ph.D. students are assigned a faculty mentor in the first year of their study in the program (see Section h. Advising). Students are expected to submit a Plan of Study in GradPath at the end of the first year and make satisfactory progress towards their degree each year. It is the responsibility of students to communicate with their mentor/advisor and committee on a regular basis and submit the Ph.D. Student Annual Review report before the May 15 deadline.

h. Advising

New students are strongly encouraged to introduce themselves on arrival to the School Director, staff, and members of the faculty. New students are to be available for orientation several days before the beginning of classes. Students holding graduate assistantships are to be available 1 week before classes begin, as required by their contract, for training sessions and assisting in course or laboratory preparation.

Successful graduate study relies on effective relationships between the student and the advising faculty member(s). Upon arrival in the School, each new Ph.D. student is assigned a first-year faculty mentor, based on their stated research interests. This is to ensure that at least 1 faculty member is tracking student progress and is available to counsel student on important issues relating to the graduate program. Students are required to meet with their first-year mentors on a regular basis.

While students may choose to keep their first-year mentor as their long-term advisor, students are not obligated to conduct their research in the area of specialization of their assigned first-year mentor. By the end of their third semester, students shall (in consultation with first-year mentor) have chosen their long-term advisor. Having chosen a long-term advisor, students can choose to change to a new advisor at any time. To choose the long-term advisor, or to change to a new advisor, students should first ask the desired faculty member to serve in this capacity. If the faculty member consents, the student should notify the first-year mentor or previous advisor, the DGS, and the Graduate Coordinator of the change. No Ph.D. student should be without a faculty mentor/advisor at any point in his/her progress through the program.

With the help of the major advisor, students can soon identify other members of the department to serve on the comprehensive exam committee and eventually on the dissertation committee. For more details, see GC requirements for committee composition, and iSchool requirements. Please note that although the GC says a minimum of 3 members is acceptable, the iSchool requires at least 4 faculty members. Please remember that committee formation requires the mutual consent of all committee members. Students are encouraged to develop and maintain informal mentoring relationships with different faculty members, including but not limited to, those faculty who are formal members of the student's exam or thesis committees.

It is the responsibility of the student to maintain frequent contact with their mentor/advisor. In addition, students should avail themselves of opportunities to meet with professors during their office hours, or contact them via email to arrange an appointment at a mutually convenient time. Generally speaking, "cultivating a relationship" means staying in good touch with a professor about how the student is progressing on his or her research project(s). Faculty are dedicated to the training of Ph.D. students. For faculty, this is one of the most rewarding aspects of our academic positions. Consult with your advisor to determine how often you both feel it would be helpful for you to meet at a given stage in your graduate school career. Students can anticipate being able to meet on a regular basis with their advisors—at least once a month, but possibly as frequent as 4 times a month. In order to maximize the benefit students receive from faculty interactions, it is important that they prepare thoroughly ahead of scheduled advisory meetings. Students should plan on emailing drafts of papers and outlines of

ideas to faculty ahead of their meetings in order to ensure that the meeting time is spent focusing upon making progress rather than simply catching up faculty.

Accurate, timely documentation of progress through the program is very important. It is always in your best interest to pursue and track carefully the completion of necessary paperwork. No one knows better than you the timing and status of changes in your plans, needs, and achievements. Thus, along with your mentor/advisor, you should take an active role in keeping forms up to date and making sure requirements are met on time.

Keep in mind that your education is a collaborative effort between you and the faculty. You need to have an advisor who you respect and find rewarding to work with, and who you can see regularly for advice and discussion of your progress and plans at all stages of the program. Be proactive. If you want to do something, or need a resource to aid your studies and research, ask!

II. Important links

- Graduate College
- Graduate College Academic Policies
- Graduate College Enrollment Policies
- New and Current Students
    - Academic Services, Policies, and Procedures
    - Costs & Funding
    - Professional Development
    - Child Care Subsidies and Family Friendly Information
    - Health, Wellness and Safety
    - Other UA Resources & Information
    - Third-party Information & Resources
    - New and Current Students FAQ
- General Catalog
- Academic integrity:
- Responsible Conduct of Research
- Graduate College GA manual
- Graduate Students are expected to follow the policies and procedures for both the UA Graduate College and for the School of Information. Policies are updated frequently and it is the student's responsibility to comply with current policies.
    - University policies
    - Graduate College policies
    - School policies

- Ombuds Program for communication, mediation, and facilitation. “The UA Ombuds Program advances consciousness in communication, collaboration, and organizational climate through preventative support, proactive solutions, and positive response to conflict and other challenges. It is an informal, impartial, confidential, and independent resource for all members of the campus community.”
- Highly sought after workshops cover all areas and skills needed for multiple career pathways. You can find a list of resources on the Graduate Center website under Resources.

III. Funding

a. Assistantships

As funding allows, graduate students in the Ph.D. program can receive 50% FTE financial assistance in the form of Teaching Assistantships, Research Assistantships or Graduate Assistantships for 4 years based on students’ interests. In some cases, students may not get their desired position. Students should recognize that financial support from the program is a privilege and is not guaranteed. Students should apply for assistantships as soon as possible, no later than early in the semester prior to their desired appointment. Students receiving departmental funding are required to maintain full-time enrollment status (6 credits) and maintain satisfactory progress toward their degree and a minimum GPA of at least 3.0. Students receiving financial aid must possess a valid United States Social Security number.

Financial Support for International Applicants/International Student have additional requirements for financial aid eligibility. Students are encouraged to check with the school’s program coordinator on specific funds available to international students. For more information, see the Graduate College’s page for International Students.

Students will be expected to partake in an annual review with their supervisor(s) and Ph.D. advisor. Reviews will be kept on file for reference.

Our Ph.D. students are expected to fulfill TA/GA/RA job duties including but not limited to assigned time commitment, availability throughout academic dates, meeting assignment/grading deadlines, communicating student issues or concerns and maintaining weekly contact with supervisor(s)/advisor.

Failure to satisfactorily complete these requirements may constitute in TA/GA/RA position reassignment, repeal of future position(s) or immediate termination thus resulting in loss of benefits and charges to student bursar's account.

b. Ph.D. student travel grants

Designated funds are available for Ph.D. students to present their research at national or international conferences. For detailed qualification criteria, application procedure, and annual amount, go to the Ph.D. web page of the iSchool website.

c. Ph.D. student dissertation grants

Designated funds are available to support Ph.D. students to conduct their research. For detailed qualification criteria, application procedure, and annual amount, go to the Ph.D. web page of the iSchool website.

d. Other resources

All Ph.D. students are encouraged to seek out funding from a variety of sources:

- The Graduate and Professional Student Council also makes travel funding available
- The Graduate College has online resources which can facilitate this effort
- The Research Institute of the College offers pre-doctoral and doctoral research funding opportunities
- Federal funding agencies, such as NSF and NHI, provide doctoral dissertation research funding opportunities.
- Students are also strongly encouraged to apply for Research Assistantship support through faculty and fellowship awards from other local and national agencies.

IV. Degree requirements

With graduate degrees in the University of Arizona, typically there are both GC requirements and departmental requirements. Sometimes the GC requirements are more general, and the departmental requirements are more specific and detailed. Students have to satisfy both sets of requirements (the requirements will be consistent with one another). The requirements are located on the Graduate College and iSchool websites.

a. Program requirements

A brief synopsis of the program requirements are listed below. Please read carefully the detailed requirements for a major in Ph.D. in Information.

36 units of courses in major

- A minor that is different from your major (iSchool students cannot minor in Information)
- 18 units of dissertation research
- Research presentation and publication requirements

b. Expected outcomes

The Ph.D. program is designed to help students to develop the following:

- Expertise in the subject matter of 1 of the subfields covered by the school. This is demonstrated through coursework, completion of the comprehensive exams, and the dissertation.
- Comprehension of a minor field of study. The student must select a minor from among any appropriate Ph.D. minor offered at the University of Arizona. The student should work closely with his or her advisor to select an appropriate minor. This is demonstrated through coursework and the completion of the comprehensive exams.
- Expertise in the research enterprise. This is developed through a sequence of 3 methods courses, as well as additional research skills pursuant to the particular dissertation project. This is demonstrated by the post-comprehensive exam research presentations, research grant proposals, as well as by the dissertation.
- Proficiency in written and oral communication. This is achieved by completing written assignments for courses, writing and presenting papers at conferences, submitting papers for consideration at peer-review outlets, and by participating in seminars and workshops. This is demonstrated the comprehensive exams, through post-comprehensive exam research papers and presentations, the dissertation and dissertation defense.
- Experience in the design and delivery of teaching. This is achieved via work as a teaching assistant or instructor, as well as through participation in school, college, and university-wide training programs. Expertise will ideally be developed across various platforms, including lectures, discussion sessions, and workshops, and in-person, online, and hybrid formats. This is demonstrated through TA, instructor, workshop duties, student evaluations, and peer/faculty review.

- Professionalism in service to colleagues and the iSchool. This is achieved through participation in professional activities, including school and college events, conferences and workshops, manuscript review duties, and participation/leadership in professional organizations. This is demonstrated through the annual progress review.

c. Program-specific requirements

Ph.D. students are expected to maintain a grade point average of at least 3.0 (B) and to have no grade of C in core courses.

Besides coursework, all students entering the program after fall 2012 need to meet the following research seminar and presentation requirements:

- Attend and participate live in 6 or more research presentations per year. Students are expected to attend the iSchool colloquia regularly.
- Give a public research-related presentation yearly after the comprehensive exams. Students are encouraged to present at the iSchool's colloquia by sending a request to colloquium coordinator, with approval from student's advisor.
- Make 2 primary-authored submissions, including poster, paper, computer system demonstration, or research proposals, during the time at the Ph.D. program.

d. Incomplete policy

Students earning a grade of incomplete, or "I" for a course, should submit a completed Report of Incomplete Grade form to the program coordinator for inclusion in their academic record. The form can be found on the Office of the Registrar's site.

Incomplete grades should be completed in a timely manner and are submitted at the discretion of the course Instructor.

Students can get a maximum of 1 incomplete grade at once. Otherwise it may lead to an unsatisfactory progress in annual review.

e. Comprehensive exam requirement

Comprehensive exams should be taken after all coursework has been completed for both major and minor. The student will form a major Comprehensive Exam Committee ahead of time. The format and procedure for comp exams in the program can be found on the degree requirements page of the iSchool website.

Students must pass the written part of the comp exam to take the oral exam. Students have 1 chance to retake either part of the exam if they fail at their first attempt.

The result of Comprehensive Exams will be reported to the GradPath by the student's advisor.

f. Dissertation requirements

After passing the comprehensive examination and finishing coursework, the student should submit a Doctoral Dissertation Committee Appointment Form (in GradPath) to verify that requirements are met. Please consult the Graduate College Dissertation committee page. The committee head will act as the student's main advisor. This committee will often, but not always, have the same members as the major comprehensive examination committee.

Proposal requirements

After passing comprehensive exams, students may take INFO/LIS 920 (Dissertation) with the advisor's approval. Before dissertation work starts, a dissertation proposal must be developed by the student, and approved by student's dissertation committee after a proposal oral examination. Students have 1 chance to retake the oral if the first attempt fails.

A dissertation proposal commonly includes the following parts (may not be in the exact order as listed below) and has a typical length of 20-40 pages:

- Cover Page
- Introduction
    - A clear introductory statement of the problem to be researched. The research problem for the dissertation must represent an original contribution to your field; the nature of this contribution should be made clear in the introductory section of the proposal.
- Literature Review or Related Work
    - A critical review of the relevant theoretical and empirical literature in the specific area of the dissertation. Contrasting exiting work with the proposed work, it should show the novelty of the proposed work.
- Research Questions
    - A detailed statement of the problem to be researched, including research questions to be addressed or hypotheses to be tested. The nature of this section will depend upon the style of work of the dissertation and will, for example, generally be worked out in greater detail for a statistical study than for research employing methods of participant observation.
- Data and Methods
    - A description of the research methods to be employed in the dissertation, and the manner in which they will be employed. Describe also the size and

composition of research data and the means to collect them. It is insufficient, for example, to say that a survey or interviews will be conducted (of what population? with what questionnaire?), that data will be analyzed by regression analysis (of which variables?), or that participant observation will be employed (of what group? to what end?). It is important to keep the data-collection plan realistic and within the means of the student. If survey instruments will be used, append also tentative questionnaires or interview schedules. If human subjects are involved, follow UA policy and procedure on obtaining Institutional Review Board (IRB) approval for the research.

- Research Plan and Timeline
    - A realistic schedule on carrying out the research plan
- Risk Factors
    - A discussion of any anticipated challenges and possible solutions
- Expected Results
    - A description of expected outcome if research activities are carried out successfully

Dissertation Requirements

A Dissertation in the program may be in 1 of 2 formats: (1) Article-based format: a dissertation consists of at least 3 thematically related published/accepted for publication articles, as well as an introduction and a conclusion that integrate the articles and show the theme; (2) Monograph format: a dissertation as 1 monograph. Substance and length of an article-based format should be comparable to a monograph dissertation. Dissertations need to be written completely by students based on independent work, while consulting with the committee. Dissertations consisting of multiple publications must have the student being the sole or first/correspondence author on each of the publications.

The student will usually show dissertation material to committee members as it is produced, and consult regularly with committee members on how to proceed with, and improve, the dissertation. Once the student produces a complete draft, it will be submitted to committee members, often leading to a process of revision.

In contemplating both the form and the substance of their dissertations, graduate students should be forward-looking. The object is to develop an original and fruitful research program that will extend beyond their tenure as graduate students.

Once committee members deem the dissertation appropriate for examination, an oral examination (dissertation defense) will be held. The final dissertation draft should be provided to the committee at least 4 weeks ahead of the defense time. The oral examination will typically start with a brief public presentation by the candidate, followed by questions from

committee members. At the end of the examination and in a closed session, the committee will choose 1 of 3 options: pass, pass pending revisions, or fail.

g. Standard time to degree

- 4 to 5 years

The Program's suggested timeline toward degree:

- Year 1: Take INFO 505 and INFO 507.
- End of Year 1: Long-term advisor identified, submit Plan of Study.
- End of Year 2.5: Complete all major and minor coursework
    - Start of Year 3: Pass comprehensive examinations for major and minor. Start preparation at 2.5 years and complete at beginning of the 3rd year. After passing Comprehensive Exams, form Dissertation Committee Appointment and complete Committee Appointment form in GradPath
    - After passing Comprehensive Exams, eligible to enroll in LIS/INFO 920 Dissertation.
- End of Year 3: Pass Dissertation proposal.
- End of Year 4/5: Defend Dissertation. Congratulations!

h. Satisfactory academic progress rules

The absolute minimum criteria for satisfactory progress include:

- Maintain a grade point average of no less than 3.0 in all graduate coursework. GPA is calculated at the end of each semester.
- Have no final grades below a "B" in major concentration or core methods courses.
- Not carry more than one "incomplete" at a time.
- Successfully complete the annual research presentation requirement after the comp exams
- Pass both written and oral portions of a comprehensive examination within 4 years of starting the Ph.D. program. Students must take comprehensive exams no more than 6 months after completing course work requirements.
- Complete a formal written dissertation proposal and pass the oral exam. Approval must be gained no more than 9 months after the completion of the comprehensive exams.

- Make satisfactory progress towards completion of the dissertation. If a student has not successfully defended the dissertation within 3 years of passing the comprehensive exam, he/she may be deemed as not making satisfactory progress.
- Successfully make 2 primary-authored submissions before graduating from the program.

Special circumstances

- If students have had special circumstances during the past semester, or expect to in the upcoming semester, that affect the student's progress in the program, please inform your advisor and/or the Director of Graduate Studies. This could include birth or adoption of a baby, medical problems (physical or mental health), a death in the family, an extended period of fieldwork or any other special circumstance.

i. Information about remediation

Please refer to "Annual Review Process"

j. Annual review process

Ph.D. students are subject to annual evaluation for satisfactory progress based on their grade point average and overall progress towards completion of degree requirements. The iSchool's Ph.D. Annual Review form can be found on the Ph.D. policies and forms page (annually due May 15).

Faculty advisor will evaluate and approve the progress. In case of unsatisfactory progress, the student and advisor will work out a plan to improve the performance, which will be approved by the Graduate Committee. The approved action plan will be included in a notification and sent to the student and Graduate College. Failing to successfully return to a good standing in the given timeline may be grounds for removal from the Program or the School.

The Graduate College has established guidelines, which departments must follow in order to dismiss graduate students from their programs. Students should familiarize themselves with the steps in the process so they will know their rights, responsibilities, and remedies should such a situation develop.

k. Master's/bachelor's student progress to a Ph.D.

The normal application process should be followed.

Courses Shared Between Degrees

There are limits on coursework that can be counted toward more than one degree earned by the student at the University of Arizona or elsewhere.

- If a student counts credits from a UA master's degree towards a UA Ph.D., then additional transfer credit may be limited to ensure that some UA coursework is taken while in the doctoral program. Thesis credits used for a master's degree cannot count toward the Ph.D. course credit requirements.
- Up to 30 units of credit counted toward one or more master's degrees earned at UA or elsewhere may be counted toward the Ph.D requirements.
- No course may be counted toward the requirements for more than two degrees (earned at UA or elsewhere).
- No course counted toward a bachelor's degree may be counted toward Ph.D requirements.
- A student earning two UA doctoral degrees may use up to 9 units of coursework toward both doctoral degrees (as long as courses were not used toward any other degree).

Detailed information can be found on the Graduate College webpage.

l. Information for dual degrees or accelerated Master's degree

Not applicable. The iSchool does not offer dual degrees or accelerated Master's.

V. Minor requirements

a. Requirements for students to minor in the iSchool

Minor information, including comp exams, can be found on the iSchool Ph.D. Minor web page.