

MANAGEMENT INFORMATION SYSTEMS

Doctoral Student Handbook



THE UNIVERSITY
OF ARIZONA
Eller MIS

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DOCTORAL STUDENT HANDBOOK MANAGEMENT INFORMATION SYSTEMS

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Introduction

Welcome to the University of Arizona MIS Doctoral Program!

The University of Arizona's Department of Management Information Systems (MIS) is a pioneer in the field, having established one of the first MIS programs globally. Since U.S. News & World Report rankings began in 1989, the department has consistently been placed among the top seven of Doctoral Information Systems programs worldwide.

Since its founding in 1974, the department has graduated more than 200 Ph.D. students who have gone on to successful careers in both academia and industry. Academic placements include leading institutions such as Carnegie Mellon University, Harvard University, Pennsylvania State University, the University of Texas at Austin, the University of Michigan, the University of Virginia, Indiana University, the University of Minnesota, and the University of Pennsylvania. Graduates have also secured positions in prominent Fortune 500 companies, including Google, Hewlett-Packard, and IBM, as well as in key government agencies such as the National Science Foundation, the U.S. Air Force, and the U.S. Navy.

Alumni of the Ph.D. program are highly visible within the MIS community, contributing to major conferences and serving on the editorial boards of leading academic journals. The department maintains one of the largest faculties and Ph.D. programs among top-ranked MIS departments, with faculty members recognized as leading scholars across diverse research areas. Under close faculty mentorship, Ph.D. students typically produce a substantial body of work, including publications in referred conferences and well-regarded academic journals, prior to graduation.

Overview of IS Research

The Ph.D. in Management with a concentration in Management Information Systems (MIS) is designed to prepare students for academic and research careers focused on the design, analysis, implementation, and management of information systems, as well as the organizational and economic issues associated with technology use. MIS is an interdisciplinary field that examines how information technologies are developed, deployed, and utilized within organizations to improve decision-making, operational effectiveness, and strategic outcomes. The discipline integrates technical expertise with core management functions and encompasses three primary research streams: Technical (Design Science), Behavioral, and Economic research.

Technical, or Design Science, research focuses on the creation and evaluation of innovative information technology (IT) artifacts that address organizational and societal challenges. IT artifacts include constructs (vocabularies and symbols), models (abstractions and representations), methods (algorithms and procedures), and instantiations (implemented or prototype systems). This research area draws upon formal and quantitative modeling techniques from computer science and operations research, including machine learning, artificial intelligence, optimization, and graph theory, while leveraging emerging technologies such as the Internet of Things (IoT), mobile computing, and advanced analytics. Examples of Design Science research include the development of search and recommendation systems, data provenance models, semantic interoperability solutions for databases, web and data mining techniques, business intelligence applications, and technology-enabled systems supporting areas such as team

science, border security, law enforcement, and healthcare. Through the design and evaluation of novel IT solutions, this stream contributes both theoretical advancements and practical innovations.

Behavioral research in Information Systems examines the interactions between individuals, organizations, and technology. Drawing upon theories from psychology, sociology, management, marketing, consumer behavior, and communication, this research seeks to explain, predict, and influence technology-related behaviors and outcomes. It investigates how technology affects individuals, decision-makers, teams, organizations, and society, while also exploring how human and organizational factors shape technology adoption and use. Research topics in this area include online collaboration and communication, technology adoption and acceptance, information security behavior, trust and deception in digital environments, knowledge sharing, virtual teamwork, and social media engagement. Researchers employ a range of methodologies, including laboratory and field experiments, surveys, case studies, and qualitative investigations. Analytical techniques commonly include content analysis, event analysis, analysis of variance (ANOVA), multivariate analysis, regression modeling, structural equation modeling (SEM), and social network analysis.

Economic research in Information Systems applies economic theory and quantitative methods to understand how information technologies influence markets, organizations, and consumer behavior. This research stream investigates the economic implications of technology adoption, digital innovation, platform ecosystems, and information-based products and services. Representative topics include the competitive effects of technological innovation, consumer behavior in digital marketplaces, interactions among economic agents through technology-enabled platforms, and the pricing, commercialization, and valuation of digital goods and services. Research methodologies range from theoretical microeconomic modeling to advanced econometric analyses using large-scale empirical datasets. By examining the economic dimensions of information systems, this stream provides insights into how technology creates value and shapes competitive advantage in contemporary organizations and markets.

Departmental Organization and Contacts

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Student Resources

Advising and Career Management

Each student should meet with both their Academic Advisor and the Admissions Coordinator at least once each semester. Students who have not yet identified an Academic Advisor should instead meet with the PhD Program Director. While these meetings represent the minimum advising requirement, more frequent meetings are strongly encouraged.

Developing a strong professional relationship and maintaining open communication with advisors and program administrators can significantly enhance the advising experience. Regular engagement provides valuable opportunities to discuss academic progress, research interests, professional development, and career planning, ensuring students receive the guidance and support needed to achieve their academic and professional goals.

For appointments:

Email the Academic Advisor or the Admissions Coordinator at least 24 hours in advance to set a time to meet.

Student Role in Departmental Governance

Management Information Systems Graduate Association (MISGA) is a department-sponsored student organization within the University of Arizona's Management Information Systems (MIS) Department. One of MISGA's primary objectives is to represent the interests and needs of MIS graduate students within the MIS Department and the Eller College of Management.

Each year, MISGA conducts an election in which the incoming student cohort votes to select the organization's President. Working collaboratively with the existing executive board, the President-elect appoints eight directors to oversee key functional areas and support the graduate student community. MISGA also works closely with a faculty advisor and meets regularly to discuss student initiatives, concerns, and opportunities for engagement. In addition, MISGA officers meet with the Department Head each semester to share feedback and address issues raised by students. These meetings provide an important channel for communication between the student body and department leadership.

Students are also encouraged to communicate directly with the Department Head, the MIS Director of Doctoral Programs, or the Admissions Coordinator to discuss any questions, concerns, or challenges they may encounter during their academic experience.

Childcare Subsidies and Family Friendly Information

The Graduate College is dedicated to promoting and strengthening family relationships. Below are resources designed to help graduate students balance and manage family, work, and school.

- [Graduate Assistant/Associate Parental Leave](#)
- [Temporary Alternative Duty Assignments \(TADA\) for Teaching Assistants/Associates](#)
- [Life & Work Connections](#)

Graduate College Policies

Related to an academic issue?		
Does it involve violation of an academic policy or procedure?	Graduate College Academic Policies , The University of Arizona General Catalog , and the Graduate Handbook for your program.	The Graduate College Administration Bldg, Room 322 (520) 621-3471
Is it related to a course grade?	Grade Appeal Policy	Course instructor, then the Academic College Dean's office.
Is it related to research ethics?	Research Policies and Procedures	Office of Research & Partnerships Grand Challenges Research Building, 750 N. Cherry Ave
The result of inappropriate behavior of another person?		
Does it involve another student?	Student Code of Conduct Policy	Dean of Students Robert L Nugent Bldg. 1212 E. University Blvd. (520) 621-7057
Does it involve a faculty or staff member and directly impact your academic progress?	Graduate College Academic Policies , The University of Arizona General Catalog , and the Graduate Handbook for your program	First, the Director of Graduate Studies in your program. Follow up with the Graduate College , if necessary.
Does it involve a faculty or staff member, and do you believe this person acted unethically?		Ethics and Compliance HotLine (866) 364-1908
Does it involve a faculty or staff member acting unprofessionally?	Human Resource Policies & General Administrative Procedures - Policy 6.02	University of Arizona Human Resources 888 N. Euclid Avenue, Room 114 (520) 621-3660

Does it involve a faculty or staff member, and you believe you were discriminated or harassed based on race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information?		Office of Institutional Equity 888 N. Euclid Avenue, Room 203 (520) 621-9449
Did you witness an incident that you believe should be addressed?	Report an Incident	University of Arizona Human Resources 888 N. Euclid Avenue, Room 114 (520) 621-3662
Involving a Graduate Assistant/Associate (GA) issue?		
Related to your position as a Graduate Teaching or Research Assistant/Associate?	Graduate Assistant/Associate Manual	Your departmental Director of Graduate Studies. Follow-up with the Graduate College , if necessary.
Involving a disability?		
Related to the need for accommodation based on a disability?		Disability Resource Center Highland Commons Building, 1224 E. Lowell St. (520) 621-3268

Appeals

Students have the right to formally request exceptions to departmental policies and procedures. Requests for exceptions should be submitted in writing to the MIS Director of Graduate Studies (DGS). The department will consider requests on a case-by-case basis when extenuating or compelling circumstances warrant special consideration.

Depending on the nature of the request, the DGS and/or the Department Head may review appeals. All decisions are made after careful evaluation of the individual circumstances and relevant academic or administrative considerations. Students should be aware that submission of a request does not guarantee approval. While each appeal receives thorough and thoughtful consideration, exceptions are granted only when justified by the specific circumstances presented.

Summary of Grievance Types and Responsible Parties

For additional issues, please contact the MIS Admissions Coordinator. We will also follow the outlined procedures for various petitions and grievances as stipulated on the [Graduate College website](#).

Student Conduct

Professional Conduct Expectations

Creating a positive and productive learning environment is a shared responsibility among students and instructors. Our goal is to maintain a safe, welcoming, and inclusive classroom where all individuals feel respected, supported, and comfortable engaging with one another. We encourage everyone to challenge themselves academically while contributing to an atmosphere that promotes learning and mutual respect.

To support this environment, we ask that all class members remain focused on course-related activities and refrain from behaviors that may be disruptive or distracting to others. In addition, the University's policies regarding threatening behavior, discrimination, and harassment will be strictly observed. Students are expected to comply with these standards at all times. Additional information can be found in the University's [Threatening Behavior by Students](#) policy and [Nondiscrimination and Anti-Harassment Policy](#).

Integrity Violations in Professional Conduct:

- Taking or attempting to take the property of another without permission.
- Misrepresenting the truth or furnishing false information, with the intent of gaining unfair personal advantage, or causing harm to another.
- Verbal or physical harassment of any kind, aimed at any individual or group.
- Inappropriate use of another student's personal information.
- Inappropriate use of D2L or other University of Arizona information systems.

Faculty members are responsible for describing rules specific to their classes beyond the general policy and will determine the penalties for violations. Penalty for violations listed could include:

- Failing grade for an assignment or course in which the violation occurred.
- Inability to obtain recommendation letters for graduate school or employment.
- Removal from the Eller MIS Major or Eller College.

Students are Responsible for Knowing Policies

Graduate students are expected to adhere to the policies, procedures, and academic requirements established by both the Graduate College and the MIS Department throughout their program of study. Familiarity with and compliance with these guidelines are essential to successful degree completion. Current Graduate College policies, resources, and student information are available on the [Graduate College New and Current Students](#) webpage. Additional University policies and regulations can be found in the [University Catalog](#). Students are responsible for reviewing and following all applicable policies.

Eller MIS Academic Integrity Policy

At the Eller College of Management, we are committed to preparing MIS professionals to excel in demanding and competitive environments while upholding the highest standards of professionalism and integrity. To support this mission, we strive to cultivate a culture of honesty, collaboration, accountability, and mutual respect across our academic community.

The Eller MIS Department's Academic Integrity Policy follows the Dean of Student's Policy of The University of Arizona. Maintaining a culture of integrity is a shared responsibility that depends on the commitment of every member of the Eller community. Students, faculty, and staff are expected to uphold these principles in their academic work and professional interactions, holding themselves and one another accountable through their actions and conduct. By embracing these values, we strengthen the learning environment and promote the ethical standards essential to academic success and professional achievement.

What is Academic Integrity and Academic Dishonesty?

Academic integrity is commitment to honesty, responsibility, and ethical conduct in all scholarly activities. Scholarly work encompasses the intellectual efforts of students and faculty in teaching, learning, research, and other academic pursuits. Developing and maintaining integrity is essential not only to academic success, but also to professional achievement and responsible citizenship throughout one's life.

Academic dishonesty refers to any act that compromises the integrity of the academic process. Examples include, but are not limited to, cheating, plagiarism, fabrication, falsification, unauthorized collaboration, and other forms of academic misconduct.

Potential Consequences of Academic Dishonesty

- Failing grade on assignment
- Failing the course
- Removal from program of study
- Expulsion from university

Forms of Academic Dishonesty (this is not an exhaustive list)

- Providing forged documents, using fake information, or submitting plagiarized material during the admission process
- Using the same assignment for more than one class without the instructor's prior consent
- Using unauthorized materials (cheat sheets, notes, textbook, talking with other individuals, etc.) during examinations without the instructor's prior consent
- Gaining unauthorized access to examinations prior to the exam date and time
- Direct use of the words or ideas of another without giving proper credit, including material drawn from print, televised, or electronic sources.
- Submitting false research or laboratory information as actual results
- Using fake documents to gain an extension of time to submit work or take an examination.

All members of the Eller MIS Program are expected to be familiar with and adhere to the Academic Integrity Policy. Understanding the policy and its implications is an essential responsibility of every student. Lack of awareness, misunderstanding, or unfamiliarity with the policy does not exempt individuals from accountability for violations of academic integrity.

The University of Arizona's **Code of Academic Integrity** provides detailed information regarding academic standards, expectations, and procedures and is available at:
<https://deanofstudents.arizona.edu/policies/code-academic-integrity>.

Student Responsibility: Students are responsible for seeking clarification from the instructor regarding course policies, assignment requirements, collaboration guidelines, and any other academic integrity expectations before submitting their work. Submitting an assignment and subsequently claiming a lack of understanding of the applicable rules or requirements is not an acceptable justification for an academic integrity violation. Students are encouraged to ask questions whenever expectations are unclear to ensure compliance with course and University standards.

Academic Writing

Features of Academic Writing

- A well-crafted, thoroughly researched argument
- Written with the appropriate audience in mind.
- Displays critical thinking, reading, and writing.
- Free from common errors of spelling, punctuation, syntax, and grammar
- Avoids all forms of plagiarism.
- Cites all sources.

Citations: Carroll, L. A. (2002). *Rehearsing new roles: How college students develop as writers*. Carbondale: Southern Illinois University Press.

Levin, L. L. (2010). What is Academic Writing?. In C. Lowe and P. Zemliansky (Eds.), *Writing spaces: Readings on writing*, Vol. 1 (pp. 3–17). Retrieved from
<https://wac.colostate.edu/books/writingspaces1/irvin--what-is-academic-writing.pdf>

Plagiarism

Anyone who has written, reviewed, or assessed academic work recognizes that plagiarism is not always a clear-cut issue. The distinction between appropriate use of sources and plagiarism can sometimes be nuanced, particularly when incorporating ideas, research findings, or language from others into one's own work.

Developing an understanding of the various forms of plagiarism—including those that may be less obvious or unintentional—is an essential component of academic integrity. By learning to identify and avoid these practices, students can strengthen their research and writing skills, give proper credit to the work of others, and contribute to a culture of honesty, accountability, and scholarly excellence.

List of Reading Resources

The following is a list of selected online writing resources:

- [The Purdue Online Writing Lab \(OWL\)](#) - Purdue OWL provides over 200 writing resources including information about various citation formats.

- [Dartmouth University Institute for Writing and Rhetoric](#) - The Institute for Writing and Rhetoric provides a variety of resources including information about logic and argument and writing a thesis.
- [George Washington University Writing Center](#) - The GWU Writing Center provides an assortment of writing guides for various subject areas as well as other useful writing resources.

Requirements For a Ph.D. In MIS

The Doctor of Philosophy (Ph.D.) in Management with a concentration in Management Information Systems (MIS) is commonly referred to as the Ph.D. in MIS.

The MIS Ph.D. program begins with a solid foundation in research methodology. Building on this foundation, the curriculum offers a unique synthesis of state-of-the-art technologies and approaches from Computer Science, Artificial Intelligence, Economics, Operations Management, Psychology, and Sociology, to name a few. The MIS Ph.D. program balances theoretical rigor with practical application. Students engage in both conceptual and hands-on research, learning to design, implement, evaluate, and advance information systems that address complex organizational and societal challenges. This approach prepares graduates to contribute meaningful insights to both academia and industry. Degree requirements include a major field of study in MIS as well as a minor in related discipline outside the department.

Major Requirements

The major course requirements consist of foundation courses (18 units), quantitative methods (6 units), specialization (6 units), participation in the MIS research seminar (6 units), and final dissertation credits (18 units). Please note that the graduate college requires a minimum of 36 credits in the major; MIS requires a minimum of 54 credits in the major. Table 1 lists the major requirements including the required courses.

Table 1: Major Requirements

Requirements	Courses
FOUNDATION (18 units required)	MIS 531: Enterprise Database Management MIS 611A: Design Science Research Methodologies MIS 611B: Behavioral Research Methodologies MIS 611C: Economics of Information Systems MIS 611D: Topics in Data and Web Mining MIS 615: Network Science: Theory and Applications
QUANTITATIVE METHODS (6 units required)	The student should consult his/her major advisor to select quantitative methods courses.
SPECIALIZATION (6 units required)	The student should consult his/her major advisor to select two courses that contain the basic knowledge in a chosen area of specialization such as Information Technology, Information Economics, Management and Organization, Quantitative Methods, and Operations Management.
RESEARCH WORKSHOP (6 units required)	MIS 699: Research Workshop (1 unit per semester)

DISSERTATION (18 units required)	MIS 920: Dissertation - Independent Study (1-9 units per semester once other requirements are complete)
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Minor Requirements

Doctoral students are required to complete coursework in one or more supporting minor fields. The specific requirements for each minor are established by the department offering the minor and may vary by discipline. Students should collaborate closely with their major advisor and the minor department to develop an appropriate and coherent plan of study.

For the Ph.D. degree, students must complete at least one supporting minor consisting of a minimum of nine graduate-level credit units. Alternatively, students may pursue two supporting minors, provided that each minor includes at least six graduate-level credit units.

Supporting minors are intended to complement the student's research interests and broaden their scholarly expertise through interdisciplinary study. Common minor fields include Cognitive Science, Communication, Computer Science, Decision Sciences, Economics, Industrial Engineering, Linguistics, Management and Organizations, Psychology, Sociology, and Statistics, among others.

Careful selection of a minor field can enhance a student's methodological, theoretical, or domain-specific knowledge and contribute to the development of a strong and distinctive research agenda. Students are encouraged to consult with their major advisor early in the program to ensure that their minor coursework aligns with their academic and professional goals.

No double-dipping rule

The credit earned toward a doctoral minor can only be counted toward the doctoral minor and not also counted toward the major (no double-dipping). Specifically, students may not apply minor course credit to both the minor and major area of study.

Registration Requirements and Procedures

Ph.D. students should inform the Program Coordinator (Emily Savage, emilyk2@arizona.edu) of the MIS courses they intend to take each semester. The Program Coordinator can assist with course registration for MIS offerings and help ensure that students remain on track with program requirements.

Registration for graduate-level courses offered by other departments may require additional approvals, prerequisites, or permissions. Students are responsible for identifying and satisfying any departmental requirements associated with such courses. They are encouraged to consult the offering department well in advance of registration deadlines to determine eligibility, obtain necessary approvals, and ensure timely enrollment.

Careful planning of coursework in consultation with the Program Coordinator, major advisor, and relevant departments will help students develop an effective program of study that supports their academic and research objectives.

Incomplete Policy

Students who have completed all but a minor portion of the requirements for a course may request an Incomplete (I) grade from the instructor. An Incomplete is intended for situations in which a student has made substantial progress in the course, but is unable to complete a limited amount of remaining work due to extenuating circumstances. An Incomplete may not be awarded in place of a failing grade, nor may it be used when a student is expected to repeat the course. Requests for an Incomplete must be made in a timely manner, typically before the end of the course, and approval is granted solely at the instructor's discretion.

If an Incomplete is approved, the student and instructor must complete a Report of Incomplete Grade form outlining the remaining requirements and the agreed-upon completion timeline. The completed form must be submitted to the Admissions Coordinator for inclusion in the student's academic record. Additional information and the required form are available through the [Incomplete Grade Policy](#).

Normal Progress for Ph.D students in MIS

First Year

Students should receive grades of B or better in all your courses. In addition, students should receive a grade of P for the research workshop in both semesters.

Each spring, students submit an annual report that covers the previous 12 months. In the report, students discuss their teaching, research, and service from the previous year. Students are also asked to reflect on their experiences and set goals for the new year. The PhD committee reviews the reports and offers guidance for students regarding their progress. In the first year, the report represents only one semester in the program. Grades in the core classes (and the quantitative/specialization classes as their schedule permits) help demonstrate adequate progress in the annual report. The goals for research in this report should focus on summer work and might include preparing a paper for conference or journal submission. Continued funding is contingent on the annual report evaluation.

To continue in the program, students must pass the core exam, typically held in the third week of May of the first year. This exam covers the material in the foundation courses that are taught during the first year (three or four of the following: MIS 531, MIS 611A, MIS 611B, MIS 611C, MIS 611D, MIS 615).

Second Year

Students should perform well in their second-year coursework (grades of B or better), including minor courses, and receive a grade of P for the research seminar in both semesters. Students should be working on a research project that will lead to their prelim paper (to be presented by October of your third year).

It is important to begin working on research papers for submission to journals as early as possible in the doctoral program. It can take one to two years (or more) from the time the paper is submitted to the time it is accepted, depending on the journal. Submitting papers in the second year should lead to publications by the time the student begins looking for a job.

The annual report in the second year should discuss their progress on research papers and submissions, with a focus on preparing the prelim paper that will be presented in fall of the third year. Continued funding is contingent on the annual report evaluation.

To continue in the program, the student must pass the second part of the core exam, typically held in the third week of May of the second year. This exam covers the material in the foundation courses that are taught during the second year (Three or four of the following: MIS 531, MIS 611A, MIS 611B, MIS 611C, MIS 611D, MIS 615).

Third Year

The student should complete their coursework in the third year. Again, with grades of B or better.

The written prelim should be completed or scheduled by October 15th. Once all the coursework is completed (for the major **and** the minor), the oral comprehensive examination can be scheduled. The student should continue working on research with the goal of submitting to journals. If journal-ready papers are not produced in year two, it is critical to prioritize that in year three.

For the annual report in the third year, the student should have completed the written prelim. If the prelim is not completed or scheduled, you should provide an explanation as to why. You should be planning to meet the teaching requirements in the summer of your third year. Continued funding is contingent on the annual report evaluation.

Years 4 and 5

Many students take five years to complete the degree, though some complete it in four. Ideally, students in their fourth year will have a journal publication, as well as a pipeline of future projects. The oral exam should be successfully completed. If a student is not on track, he or she should explain the delay in their annual report. At this stage, students should focus on their dissertation topics and work toward completing the dissertation. If students have not met the teaching requirement, they should be planning to do so the summer of their fourth year. As before, continued funding is contingent on the annual report evaluation.

For the annual report in your fourth and fifth years, the student should have completed the written and oral prelim exams, and you should have taught at least one class. If any of these activities have not been completed or scheduled, the student should provide an explanation as to why. If the student is on the market, you should provide the committee with information regarding the plans for their final defense and the status of their job search. If they are not on the market, continued funding is contingent on the annual report evaluation. ALL students who are in the program when the annual report is due must complete one.

Preparation to enter the job market

As the student prepares to enter the job market, it is important to develop a job packet that includes a CV, teaching and research statements, and sample publications. Looking for a job is a full-time job, so be sure to allocate sufficient time to preparing the packet, sending out applications, following up on applications, and participating in interviews. Typically, schools require candidates to do a presentation (or job talk) about their research. You should consider presenting your job talk at the department's research workshop. It is a good opportunity to receive feedback from a friendly audience.

PhD Achievement Fund

Each student in the MIS PhD program will have a travel and research expense account that accumulates as the student successfully completes major milestones of the program. This account, referred to as the PhD Achievement Fund (PAF), will be managed by the student, but can only be used for expenses that are allowed by the University and that directly support their research or travel. The PAF will be funded as follows:

- When a student begins the program, \$500 will be added to their PAF.
- When a student passes the core exams, \$1000 will be added to their PAF.
- When a student completes the written prelim, \$1000 will be added to their PAF.
- When a student passes the oral exam, \$1000 will be added to their PAF.
- When a student is in their final year (i.e., on the market), \$1500 will be added to their PAF.

This totals to \$5000. Any unused funds after the student graduates are returned to the department.

There are additional opportunities to gain funding for student research-related travel:

Annual competitions for the Alan Dennis award (\$1,000 total), as well as the Sy Goodman award (\$500) are provided. Occasionally, other funds are available. Students will be notified when there are additional opportunities for funding. If awarded, these funds will be deposited in the student's bursar account. The department's ICIS Doctoral Consortium designee (as nominated by the department and selected by ICIS) will receive funding to attend and participate in ICIS (participation in any additional ancillary conferences will come from the student's account).

Students also have access to GPSC travel funding, currently up to \$1,500 per year (\$1,000 for domestic travel and \$1,500 for international travel; <https://gpsc.arizona.edu/travel-grants>). The department encourages students to apply for these funds to aid their participation in various conferences and research activities.

Additional Details on Program Milestones

To be safe and to make sure you have the most up-to-date version of the policies, please be sure to check the graduate college website: <https://grad.arizona.edu/gsas/degree-requirements>.

Teaching Requirement

Classroom instruction is an important aspect of doctoral student training. All doctoral students must teach at least two courses for the MIS department during the program. To be eligible to teach you must complete the Teaching Assistants Training Online (TATO). You cannot be a GA or a TA for a course unless you have completed TATO and FERPA modules.

Students will teach two courses (total) during years two through four of their program. For each year students are in residence beyond year four, they will be required to teach one additional course. The department will schedule students in the courses, although students will be given some flexibility in scheduling their teaching to best meet the travel, academic, and research activities of their program. Under special circumstances and with the support of their advisor, students may petition the PhD Committee for a one-course waiver. Students will coordinate with a faculty member who teaches the course to align syllabi and learning outcomes. Students whose teaching evaluations in their first course

are below desired departmental standards will be required to complete an improvement program that may include enrolling in a teaching workshop, class observation, and/or review of course materials with a faculty member prior to teaching their next course.

Written Comprehensive Exam – The Core

The core exam is taken following the first and second year of study in the PhD program; the test covers all the required foundation courses taken in MIS during the first and second year in the PhD program. It is typically administered around the third week of May (normally, the Thursday and Friday before Memorial Day) of the first and second year. Students must pass the core exams to move forward in the PhD program. Students who fail the core exams may be asked to transfer to the MS MIS program or, in rare cases, be given other options. Students who receive a marginal pass may be required to undergo remedial work to address deficiencies.

Plan of Study

Students are responsible for mapping out a set of courses that comprise their plan of study. The plan of study should be filed by the end of the student's third semester in residence. It should include courses the student has transferred, courses the student has taken, and courses the student intends to take to fulfill the requirements of the major and minor.

Written Prelim

This is done during the fall of the third year. The purpose of the written prelin is to write and present a research paper that demonstrates a student's ability to conceive of and execute a research project. The written prelin paper should be of journal quality. Students are expected to complete their written prelin by **October 15 of their third year**.

Forms Needed:

- [Written Prelim Proposal](#) (Give to PhD Coordinator when complete)
- [Written Prelim Report Form](#) (Give to PhD Coordinator when complete)
- [Rubric for Written Prelim](#) (Print and give a copy to each committee member. Give to PhD Coordinator when complete)

Written Minor Exam

Students who take minors in which a written exam is required must take and pass the minor exam prior to taking the oral exam in MIS. Please discuss minor requirements with your minor advisor.

Oral Comprehensive Exam

The oral comprehensive exam is a graduate college requirement, taken after you have completed all coursework. Students are expected to complete their oral comprehensive exam by **August 15 at the beginning of their fifth year**.

Forms Needed:

- [Oral Comp Signature Page](#) (Print one for committee members to sign. Give to PhD Coordinator when complete)
- [Rubric for Oral Comp](#) (Print for each committee member. Give to PhD Coordinator when complete)

According to the graduate college:

Before admission to candidacy for the doctoral degree, the student must pass a written and an oral Doctoral Comprehensive Examination. This examination is intended to test the student's comprehensive

knowledge of the major and minor subjects of study, both in breadth across the general field of study and in depth within the area of specialization. The examination, therefore, should not take place until the student has completed all, or almost all, of their coursework. The student must be in good academic standing to sit for the comprehensive exam. The Comprehensive Examination is considered a single examination, although it consists of written and oral parts. While the Graduate College sets general policies and guidelines for exams, it is expected that each program will have different ways of assessing a student's knowledge of the field and their preparation to begin the dissertation. Each program determines the format and administration of the written portion. The minor department controls the minor portion of the written examination and may waive it at their discretion. A student will pass the written portion before sitting for the oral portion. Programs will have written policies regarding whether or not students may retake failed written exams as well as specific policies regarding second attempts of the oral. The time between the written and oral portion is determined by individual programs, but the oral portion should come early enough to allow the student to advance to candidacy in a timely fashion. Normally, the written and oral portions of the comprehensive examination should take place at least three months prior to the Final Oral Examination (defense of dissertation). The exact time and place of the oral comprehensive examination must be scheduled with the department and announced in GradPath using the Announcement of Doctoral Comprehensive Exam form before the exam can take place.

Upon successful completion of the written portion of the examination, the [Oral Comprehensive Examination](#) is conducted before the examining committee of the faculty. The oral portion of the examination must cover both the major and the minor. The Oral Comprehensive Examination should last for at least an hour but must not last more than 3 hours. Remote participation by one or more committee member by video or phone conference is permitted on the condition that the student and all committee members can effectively communicate. All members must participate in the entire examination. The oral examination is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization. Discussion of proposed dissertation research may be included. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague. The Graduate College allows no more than one re-take of the oral exam.

When the student has passed the written and oral portions of the Comprehensive Examination, and the Graduate Admissions & Degree Services office has confirmed completion of all required courses on the approved doctoral Plan of Study (except for dissertation units), the student will advance to doctoral candidacy. The student will be billed the [graduate candidacy fees](#) and will be notified by e-mail of the advancement and fees. The candidacy fees are one-time fees and the student will not be billed again if the reported graduation date is changed. Please consult with your Graduate College [Student Support Specialist](#) to confirm your eligibility.

Oral Comprehensive Examination Committee

The student is responsible for forming a comprehensive examination committee of faculty representing both the major and the minor programs. The examining committee must consist of a minimum of four members. The Major Advisor and two additional members must be members of the [Graduate Faculty](#). The fourth member may be a member of the Graduate Faculty or an approved Special Member. Any members of the fourth can also be members of the Graduate Faculty, or approved Special Members.

Committee Appointment Form

Every student in a doctoral program needs to have an approved dissertation prospectus or proposal on file within their department. As soon as the student has an approved prospectus/proposal on file within the department, the department's Graduate Coordinator will submit the prospectus/proposal confirmation form in GradPath on behalf of the student.

When the student has an approved doctoral Plan of Study on file, has satisfied all course work, language, and residence requirements, and passed the written and oral portions of the Comprehensive Examination, he or she must file a Committee Appointment form. Any changes to the committee should be reported to the Graduate Student Academic Services office. Under normal circumstances, submission is expected at least six months before the Final Oral Examination (i.e., Defense). Deadlines for the submission of paperwork pertaining to doctoral programs are available online at [Deadlines for Completion of Degree Requirements](#).

The Committee Appointment form reports on the student's planned dissertation committee, dissertation title (subject to change) and the expected graduation term. It requires approval from the dissertation director and the major and minor departments. The approval signature from the minor department on this form indicates both approval of the reported dissertation committee and confirmation that the student has satisfied all requirements for the minor.

Final Dissertation Defense

Having filed your Committee Appointment Form and upon the completion of the dissertation, the candidate must submit to a Final Oral Defense Examination. A student must be in good academic standing to schedule the defense. The examination focuses on the dissertation itself but can include general questioning related to the field(s) of study within the scope of the dissertation ([Final Oral Defense Instructions](#)).

The date, time, and location of the final examination must be scheduled with the Graduate College in advance using the Announcement of Final Oral Defense form in GradPath. Candidates should indicate in the comments section of this form if the Final Oral Examination will be held remotely or in a hybrid format. This form should be submitted far enough in advance of the examination so that all approvers can grant their approval in time for the form to reach the Graduate College one week prior to the exam. The Graduate College will place an announcement on the UA master calendar to invite the public to attend the candidate's presentation of his or her work. Final Oral Examinations should be scheduled during days when the university is in session and during normal business hours. Permission to hold examinations during University holiday closures or outside of normal university business hours may be granted by Graduate College.

The Graduate College requires a minimum of three [Graduate Faculty](#) members on a dissertation committee. Fourth and subsequent members may be Graduate Faculty or Special Members. If a committee has only three members, all must approve the dissertation. In departments that require four or more members, there may be one dissenting vote. All dissertation committee members are expected to attend the entire final defense.

The dissertation director presides over the examination. The initial seminar portion during which the student presents the dissertation and entertains questions is open to the public. This is followed by a

closed session with just the committee and the candidate. The committee's deliberation is closed to the public.

There is no minimum time limit for the Final Oral Examination, but the entire proceedings may not exceed three hours. Members of the committee must be present for the entire examination. Should special circumstances require a member to attend remotely, prior permission from the Graduate College is necessary.

If the committee requires revisions, those must be done in a timely manner, not to exceed one year. If the revisions are not completed by the dissertation submission deadline for the term when the student defends, the student will be required to register for the next semester and will graduate in the semester when the revisions are complete and approved. If revisions are not done by the end of the time to degree period, the student will have to re-take comprehensive examinations to demonstrate currency of knowledge.

Preparation of the dissertation follows the Graduate College format and style rules. Refer to [Dissertation and Thesis Formatting Guides](#) and [Archiving your Dissertation](#) on the Graduate College Website.

Forms Needed:

- [Rubric for Final Defense](#) (Print for each committee member)
- [Doctor of Philosophy Approval Page](#) – Signed form with watermark will be Page 2 of your Dissertation.

Program Checklist

<i>First Year</i>	<i>When</i>
Teaching Assistants Training Online (TATO)	August
Submit Annual Report	February
Pass Core Examination Part 1	May
<i>Second Year</i>	
Submit Ph.D. Plan of Study (in Grad Path)	December
Submit Annual Report	February
Pass Core Examination Part 2	May
<i>Third Year</i>	
Written Prelim Proposal*	July
Written Prelim *	October 15
Submit Annual Report	February
Teach one class for the MIS Department.	Summer or academic year
<i>Fourth Year</i>	
Oral Comprehensive Exam (submit Comp Exam Committee Appointment form and Announcement in GradPath)	Before Aug 15 of 5th Year
Submit Approved Dissertation Proposal	Within 3 months after oral exam
Submit the Doctoral Dissertation Committee Appointment Form	After passing oral exam and <i>ideally</i> 6 months prior to defense
Submit Annual Report	February
Teach one class for the MIS Department	Summer or academic year
<i>Fifth Year</i>	
Prepare Job Placement Packet	August of the Job Market Yr.
Present practice Job Talk	Fall of the Job Market Yr.
Submit Announcement of Final Oral Examination to Grad. Degree Certification	Seven working days prior to the exam
Final Oral Defense of the completed dissertation	When Ready

* Note: The Program Coordinator retains copies of all official departmental documentation. University paperwork is held in GradPath. Departmental paperwork should be submitted to the Program Coordinator.

Important Links

- Department of MIS
 - <https://eller.arizona.edu/departments-research/schools-departments/mis>
- UAccess
 - <https://uaccess.arizona.edu/>
- D2L
 - <https://d2l.arizona.edu/d2l/loginh/>
- UA Information Technology
 - <https://it.arizona.edu/>
- Graduate College (policies, contacts, resources, deadlines, and other useful information)
 - <https://grad.arizona.edu/>
- Resources for New and Currently Students (resources for parents, professional development, health & wellness, funding, etc.)
 - <https://grad.arizona.edu/new-and-current-students>
- Grad Center
 - <https://gradcenter.arizona.edu/>
- General Course Catalog
 - <https://catalog.arizona.edu/>
- University of Arizona's Code of Academic Integrity
 - <https://deanofstudents.arizona.edu/student-rights-responsibilities/academic-integrity>
- Policies on Conducting Research
 - <http://www.orcr.arizona.edu/>
- Campus Health
 - <https://health.arizona.edu/>
- Disability Resource Center
 - <https://drc.arizona.edu/>
- Counseling & Psych Services
 - <https://health.arizona.edu/counseling-psych-services>
- SOS – Support Outreach and Success (Any Question – Just Ask)
 - <https://sos.arizona.edu/>
- Scholarship Universe
 - <https://financialaid.arizona.edu/scholarshipuniverse>
- Dates and Deadlines
 - <https://registrar.arizona.edu/dates-and-deadlines>