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Arizona's First University.

**REHABILITATION COUNSELING**

**AZ RSA/IGA**

Student Handbook  
2017-2018

Disability and Psychoeducational Studies  
College of Education  
P O Box 210069  
University of Arizona  
Tucson, AZ 85721-0069  
520-621-7822 (Office)  
520-621-3821 (Fax)  
[dps@email.arizona.edu](mailto:dps@email.arizona.edu)

<https://www.coe.arizona.edu/counseling>

Updated Fall 2017

## **AZ-RSA QUALIFIED STAFF STANDARDS**

Arizona RSA considers it a priority to hire and retain personnel who meet national standards for rehabilitation counseling. The joint Committee on Rehabilitation Counselor Certification (CRCC) education and experience standards has been adopted by Arizona RSA as the qualified staff standard for rehabilitation professionals.

Additional information about CRC guidelines can be found at [www.crccertification.com](http://www.crccertification.com).

Arizona RSA and University of Arizona (UofA) maintain an Intergovernmental Agreement in order to provide a Master of Arts in Counseling – Rehabilitation and Mental Health, as well as stand-alone graduate courses for personnel who require supplemental courses in order to meet eligibility criteria for the Certified Rehabilitation Counselor (CRC) examination.

Employees may choose to take advantage of the programs through this Intergovernmental Agreement for the following reasons:

- Employees with Masters Degrees may need to complete additional rehabilitation and/or counseling courses as non-degree seeking in order to meet eligibility criteria for the CRC examination.
- Employees with Bachelor Degrees that need the MA degree in order to meet the criteria for the CRC Examination and have less than a 3.0 GPA on the most recent 60 credits may need to take courses as a non-degree seeking student in order to meet the University's Graduate College application criteria.
- Employees that need the MA degree in order to meet criteria for the CRC Examination may enter directly into the Master Degree program at U of A if they meet all necessary criteria.

The Intergovernmental Agreement establishes that for approved students - Arizona RSA will:

1. Pay for approved coursework directly to U of A
  - A small amount of this payment will be sent from U of A bursar's office to the student, about 6-8 weeks after the courses have started, as a stipend to assist with the cost of books and fees.
  - The stipend amount is based on the books required for the course(s) that the student is enrolled in.

By agreeing to participate in the coursework through the Arizona RSA and U of A Agreement, the RSA employee agrees to the following expectations:

Payback Obligation to Arizona RSA (Established by the Arizona RSA, and not by the University of Arizona)

- The employee will remain employed with Arizona RSA for a specified amount of time based on the number of courses completed. The payback time period begins once coursework is complete and employee meets eligibility criteria for the CRC examination.
  - Every 3 academic credits equals a payback of 1.5 months of employment with Arizona RSA.
- If an employee decides to leave Arizona RSA employment prior to completing the entire employment obligation payback period a prorated monetary payback will be charged to the employee.
- Employees will be responsible for the cost of a course and all associated fees if;
  - RSA is charged for the course and the course is not completed.
  - Employee needs to repeat a course due to unsatisfactory grades.

CHAPTER I

ADMISSIONS TO THE NON-DEGREE SEEKING PROGRAM - CSPD

Non-Degree Application Process

A. Application Form: Please select GRADUATE

<https://admissions.arizona.edu/OnlineApplication/ola>

1. Application fee is **\$45.00** (This fee will be reimbursed and included with your book stipend)
2. Create an account using your email address. Do not use a “nick name” on your application use your legal name.
3. Follow the entire registration page directions.
4. Select **“MAIN CAMPUS”** as the UA site
5. Leave the “program sponsorship” blank.

*Note: You do not need to re-apply if you are maintaining continuous enrollment during the academic year Fall-Spring (e.g. taking a class in the fall term and you were enrolled in the university the previous spring) you don't need to re-apply. However, if a term is skipped you will have to re-apply (e.g. you took a class in the summer and were not enrolled the following fall semester, you will need a new application for spring).*

B. Submit on-line a copy of measles/rubella immunity documentation

<https://www.health.arizona.edu/travel-clinic-immunizations>

- If born after 12-31-56, proof of immunization for measles/rubella is required
- If born before 12-31-56, proof of immunization for measles/rubella is not required

To upload your immunization record click the **PatientLink** icon and sign in with your NetID and password. Go to the Forms tab and select Immunization History. Enter the dates of your immunizations then then Add Immunization record and submit.

C. Complete the following forms:

(Scan and email to Liz Piña-Figueroa, [lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu))

- **Domicile Affidavit Form:** <http://registrar.arizona.edu/registrarforms>  
Applicants must complete the “Domicile Affidavit Form” Fill this form out if you are either: A new student applying for admission to the university for the FIRST TIME -OR- a student returning after an absence of one or more regular semesters.
- **Scan or color copy of AZ Driver’s license:** Students with Arizona driver’s licenses are automatically verified through Motor Vehicle Department records.
- **Authorization for Release of Information:** <http://www.registrar.arizona.edu/registrarforms>  
We are required by RSA to release information about your academic career.

## Accepting Admission - Process

After submitting your application on-line you will receive an email from the Graduate College/ University of Arizona with further steps for completing your admissions.

**You must formally accept your admission online to be eligible for registration. Login to**

<https://apply.grad.arizona.edu/>

### How to Register for Classes

1. Formally accept admission.
2. Log in to UAccess Student <https://uaccess.arizona.edu/>
3. Once enrolled in the recommended course the office of Rehabilitation Counseling at the University of Arizona will process your stipend (this is to cover registration fee, and textbook).

You should always login to <http://uaccess.arizona.edu/> to verify your status on classes, d2l, financial aid, etc.

### CSPD Recommended Course Sequence in Rehabilitation Counseling

|          |  |           |
|----------|--|-----------|
| SERP 565 | Principles of Rehabilitation           | Fall      |
| SERP 587 | Psych/social Aspects of Rehabilitation | Spring    |
| SERP 580 | Medical Aspects of Rehabilitation      | Summer I  |
| SERP 554 | Motivational Interviewing              | Summer II |

Students who plan to transfer CSPD classes into a full or part time program of study with U of A should try to take courses in the above sequence of study, as some of the beginning courses are prerequisites for later ones. Since the CSPD courses are only offered once a semester, you need to give some thought as to what you take and when you take it. If you are taking just one course a year, try to take them in the above order as much as possible.

For students seeking further information or assistance, please contact Dr. Philip Johnson, Assistant Professor of Practice at [johnsonp@email.arizona.edu](mailto:johnsonp@email.arizona.edu)

## CHAPTER II

### ADMISSIONS TO THE MASTERS DEGREE IN REHABILITATION COUNSELING

In order to be admitted you must fulfill the requirements established by the University of Arizona, Graduate College and the Department of Disability & Psychoeducational Studies. Grade point average must be at least 3.00 on the most recent 60 undergraduate units, or 12 graduate units.

#### Application Process

A full description of the application requirements can be found at <https://www.coe.arizona.edu/counseling/apply>

#### A. Graduate College Application Form:

<http://grad.arizona.edu>

1. Select "Degree Seeking". Application fee is **\$85.00**
2. The program of study is: **Counseling** and
3. The emphasis is: **Rehabilitation & mental health.**

#### B. Submit on-line a copy of measles/rubella immunity documentation

<https://www.health.arizona.edu/travel-clinic-immunizations>

- If born after 12-31-56, proof of immunization for measles/rubella is required
- If born before 12-31-56, proof of immunization for measles/rubella is not required

To upload your immunization record click the PatientLink icon below and sign in with your NetID and password. Go to the Forms tab and select Immunization History. Enter the dates of your immunizations then then Add Immunization record and Submit.

#### C. Complete and mail the following forms to:

University of Arizona Graduate College Admissions  
PO Box 210066  
Tucson, AZ 85721-0066

- Domicile Affidavit Form: <http://registrar.arizona.edu/registrarforms>  
Applicants must complete the "Domicile Affidavit Form" Fill this form out if you are either: A new student applying for admission to the university for the FIRST TIME -OR- a student returning after an absence of one or more regular semesters.
- Copy of AZ Driver's license: Students with Arizona driver's licenses are automatically verified through Motor Vehicle Department records.

#### D. Complete the Authorization for Release of Information Form:

<http://www.registrar.arizona.edu/registrarforms>

We are required by RSA to release information about your academic career. (Scan and email to Liz Piña-Figueroa, [lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu))

## Accepting Admission - Process

After submitting your application on-line you will receive an email from the Graduate College/ University of Arizona with further steps for completing your admissions.

**You must formally accept your admission online to be eligible for registration. Login to**

**<https://apply.grad.arizona.edu/>**

## How to Register for Classes

1. Dr. Johnson, your academic advisor, will email you a recommended plan of study - following your plan of study:
2. Log in to UAccess Student <https://uaccess.arizona.edu/>
3. Once enrolled in the recommended courses the office of Rehabilitation Counseling at the University of Arizona will process your stipend (this is to cover registration fee, and textbook).

You should always login to <http://uaccess.arizona.edu/> to verify your status on classes, d2l, financial aid, etc.

For students seeking further information or assistance, please contact Dr. Philip Johnson, Assistant Professor of Practice at [johnsonp@email.arizona.edu](mailto:johnsonp@email.arizona.edu)

CHAPTER III  
RSA EMPLOYEE-STUDENT'S RESPONSIBILITIES

A. WORK HOURS

1. It is expected that students will continue to complete a 40 hour work week and adequately maintain caseload and work duties while participating in coursework.
2. Work schedules may be flexible to allow for class attendance.
  - a) Approval from the supervisor is required prior to flexing work schedules.

B. CLASS HOURS

1. It is expected that students attend class as scheduled.
  - a) Instructors and supervisors should be notified if you will not be attending a class.
2. If your class is cancelled, not held as scheduled or excused early you are expected to return to your work site.
3. You are expected to do school assignments on your own time – not during work time.

C. EQUIPMENT AND MEDIA

1. Hardware not owned by the State must not be connected to the DES network via a physical connection at any DES onsite location. This includes, but is not limited to, desktop computers, portable devices and laptops. This policy does not affect telecommuters using a Citrix or other similar connection. (Refer to DES 1-38-0029 – *Information Technology (IT) and Office Equipment and Resources Acceptable Use Policy* for additional information.)

D. TRAVEL GUIDELINES FOR STUDENTS

1. Travel to class is expected to take place the day of the class. The exception would be if there is a hardship or travel time would be in excess of three hours. Hardship reasons must be approved by your Program Manager.

E. ACCOMMODATIONS

<http://drc.arizona.edu/>

- If you need an accommodation for any course you are responsible to arrange for these accommodations through The Disability Resource Center (DRC).
- Deaf/Hard of Hearing contact is Barb Borich -Video Phone: (520) 621-5176

F. BOOKS

<http://uabookstore.arizona.edu/>

- Students are responsible for purchasing the required books for your class prior to class starting. (Students may wish to borrow books for previous students)
- Courses are taken through the “outreach college” and SERP number is necessary for ordering books.
- Books can be purchased in various ways:
  - Go to the University of Arizona Book Store in Tucson, AZ
  - Call– 520-621-2811
  - Fax your order to the Correspondence Order Department  
Fax# 520-621-9899
  - On-line if you have a PIN number

G. UNIVERSITY OF ARIZONA EMAIL

UA Email is the official means of communication between the University administration and all students. An official University email address is available for all students enrolled at The University of Arizona. Go to the following website to set up your email address: <https://account.arizona.edu/>  
The University policy concerning email can be found at: [www.registrar.arizona.edu/emailpolicy.htm](http://www.registrar.arizona.edu/emailpolicy.htm)  
**IT IS VERY IMPORTANT THAT YOU READ YOUR EMAIL EVERYDAY.**

H. UACCESS STUDENT

UAccess is your portal to all your personal information, list of courses enrolled, including associated links to course readings in the digital library and to D2L. You can see your grades, look at your schedule, and get your SAPR (Student Academic Progress Report). <http://uaccess.arizona.edu/>

I. DESIRE TO LEARN (D2L)

Desire to Learn (D2L) is the learning platform application on the Internet that the University faculty can utilize for their distance students. The professor can post grades, assignments and Power Points or handouts for students to see. They also can set up a threaded discussion there and create separate email accounts for students in the class. If your U of A Professor is using it as an adjunct to your course, they will inform you and give you details on its use. More information on D2L can be found at <http://help.d2l.arizona.edu/>

J. CODE OF ACADEMIC INTEGRITY

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

K. STUDENT RESPONSIBILITIES TO DEPARTMENTS AND PROGRAMS

**Responsibility to progress toward degree**

1. Student employees are expected to meet their contractual obligations.
2. All students have the responsibility to devote a sufficient amount of time and energy to making progress towards achieving their advanced degree.
  - a) Special consideration in the application of the satisfactory academic progress standard should be applied where dictated by the nature of research undertaken, financial hardship, physical or mental illness or disability, civil obligations, family obligations, religious obligations, or other extenuating circumstances.

**Responsibility to mentors and administrators**

1. Students have the responsibility to understand their role in the development of their relationships with mentors.
  - a) Students will demonstrate an awareness of the time constraints and other demands imposed on faculty members and program staff.
  - b) Students will communicate regularly with faculty mentors and advisors, especially in matters related to research, progress, concerns, and problems within the graduate program.



2. Students have the responsibility to take the initiative in asking questions that promote their understanding of the academic requirements and financial particulars of their specific graduate program.
3. Students have the responsibility to communicate with individual faculty, departments, and the University administration in a timely manner.

L. CALENDAR

It is the students' responsibility to review class schedules, meeting dates and times, locations and holidays at: <https://www.coe.arizona.edu/counseling/students>

## **Additional Student Information**

A. CLASS SYLLABUS

The class syllabus is an outline of your course. You will usually get it the first day of class or download it from D2L. Occasionally the instructor may email it to you before the class begins.

The syllabus will usually (depending on the instructor) include:

- Description of the course
- Learning objectives – what you are expected to know at the end of the class
- Grading policies and what you have to do for your grade, i.e., paper, quizzes, tests, class participation, projects or group work.
- List of required texts
- Other resources for the class
- Maybe a tentative schedule for the class

B. RESEARCH PAPERS OR OTHER WRITING ASSIGNMENTS AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) WRITING STYLE

The American Psychological Association (APA) writing style is used in most professional publications in the human service field. For example, Rehabilitation, Sociology, Psychology, Social Work and Education publications are written in the APA manner.

You may be asked to do research or write a paper for your class and most instructors require you to use the APA writing style.

The basic reference pertaining to this writing style is the "Publication Manual of the American Psychological Association, 5<sup>th</sup> edition. Washington D.C:

<http://www.apa.org/>

If you have access to the U of A Library and Internet access you can go to the U of A's web site:

<http://new.library.arizona.edu/>

CHAPTER IV

RSA VIDEOCONFERENCE GUIDELINES

| RSA Videoconference Sites   |   |
|---|---|
| <b>RSA PHOENIX</b><br>Main Site<br>515 N. 51 <sup>st</sup> Avenue, Suite 250 (2 <sup>nd</sup> Floor)<br>Phoenix AZ 85043<br>Phone: 602-771-9169 | <b>RSA TUCSON</b><br>5441 E. 22 <sup>nd</sup> Street<br>Suite 101<br>Tucson, AZ 85711<br>Break Room Phone: (520) 445-2959 |
| <b>RSA FLAGSTAFF</b><br>RSA Flagstaff Office<br>2323 North Walgreens, Suite 100<br>Flagstaff, AZ 86004-6110<br>Phone: 928-213-3528              | <b>RSA YUMA</b><br>Citizens Title Building<br>1185 S. Redondo Center Drive<br>Yuma, AZ 85365<br>Phone: (928) 247-8880     |

If you need access to a videoconference site that is not listed please contact Patty Thompson at [PTompson@azdes.gov](mailto:PTompson@azdes.gov).

Most of the CSPD classes will be offered in the RSA Videoconference sites. Not only does this provide a nice classroom setting, it allows students to attend class in their local area rather than to travel to one training location.

U of A instructors usually will want to have some classes face-to-face. They will usually schedule these at least once a month, depending on the class. When classes are of a short duration, they may meet together only once. Usually the face-to-face classes are in Tucson. The reason for these face-to-face classes being in Tucson is that often there are on-campus university students in our classes, who do not expect to, and may not be able to travel.

Videoconferencing is a different experience than you may have had in the past where training was provided in a classroom with the instructor there in the room. On videoconferencing your instructor may be in the room (usually in Tucson) or will be on a large TV screen. You will be able to hear and see what goes on both with the presenter who will usually be at a podium, and in the training room itself. The videoconference has the capability to switch from one site to another and to show either the classroom or to focus the camera up close on who is speaking.

Your instructors may have a lot or limited experience teaching using the video conference method, just as participants may have varied experience in this setting. Be patient as we all learn. Your instructors will be using a variety of teaching methods – lecture, videos, overheads, power point, small group work and student presentations. These can all be done successfully in the videoconference sites.

**Training Materials**

One of the more difficult but doable issues with training via videoconferencing is making arrangements to have training materials, exams etc. at each site, prior to the class. Ordinarily instructors bring such materials to class and hand them out. With videoconferencing, they need to have materials done ahead of time and mailed, faxed, or emailed to the sites where the students are located. You may be asked to get materials on email or D2L and to make yourself a copy for class, or to help the instructor by agreeing to receive the handouts and distribute them to the students at your site. If you are presenting for a class, please be aware if you intend to

hand something out, you too will have to plan to have your handouts copied and sent to someone at each location prior to the class when you are presenting.

Here are a few videoconferencing don'ts.

### **Making Noises**

Small noises can be big distractions. The microphone can pick up the sounds of pens clicking, fingers tapping, papers shuffling and anything being chewed. You might find it helpful to imagine that you are in a library, or at the symphony or whatever works for you. Furthermore, if you must do something noisy please walk out of the room.

### **Talking on the Side**

Side conversations can be a sore temptation during a videoconference – maybe because it is hard to break the habit of talking during TV programs. But a side conversation on the screen is even more distracting than one across the table. It's more visible, and the microphone can make it much more audible. If you must do it, walk out of the room.

### **Moving too much**

The heart of videoconferencing is the communication that happens through live video – through a moving picture. But there is such a thing as moving too much. Moving too much includes things like rocking or swiveling in your chair, wiggling your foot, stroking your hair or beard, and twirling your pen. Feel free to use natural gestures and body language, but avoid movement that only distracts and draws attention to itself on the screen.

### **You Can Be Seen**

Remember: when your video site is on camera you can be seen by everyone in the class – at all of the sites. Experience shows that people tend to forget this and go in and out of class. People have been seen with feet on the table, food out (not permitted in any RSA Video Conference sites), reading through papers, talking to each other etc. Please conduct yourself in a business-like manner, pay attention in class and show respect for your instructor and fellow students.

### **What about Food and Drink**

The RSA, with help from the U of A, has a large investment in the videoconference sites and equipment. For that reason, food and drinks are NOT permitted in any Video Conference sites. **Water bottles or soft drinks with screw top lids are the best and are the only things that are permissible.** Do not put soda or coffee cups with lids still with liquid in them in the trashcans – empty them first. If you do spill, please clean it up. Do not eat your lunch in the video room. If you do have a closed drink – be aware there can still be a danger of spilling onto the microphones. Tucson has a nice large break room.

Here are a few more suggestions for successful videoconferencing. Some of them are things you already know (and probably do) that come across especially well in a video call. Keep in mind that you are asking a question or responding to a question or making a comment – you may be on camera in a close up picture.

- Maintain eye contact with the people on the screen just as you do with people at the table. It's polite, it's persuasive, and it's effective communication.
- Watch facial expressions and respond to them. Let your own face be expressive, reinforcing what you say. Be yourself.
- Let your tone of voice be expressive, too. Don't overdo it, just talk the way you always do when you are interested and involved.

- Expressive gestures are good. Exaggerated or overused gestures aren't. If you tend to "talk with your hands" in person, practice using fewer and gentler gestures when you're in a video meeting. You will look more professional onscreen.
- Take advantage of the momentary delay that's a normal part of videoconferencing. After you finish making a point, stop. Maintain eye contact, and wait for a response. At first the pause might feel awkward – but it's an important part of videoconferencing etiquette. And besides being the polite thing to do, it gives you a moment to collect your thoughts.

### **Students as Presenters**

It has been common practice in U of A classes for students to make presentations in class of the results of a group activity, of a paper or reading assignment, etc. Here are a few pointers for you if you are asked to go to the podium for a presentation.

If you know you will be presenting, be aware of what you wear that day. Avoid very intense or "hot" colors because they can be overwhelming onscreen. And for shirts and blouses, light pastels look better than bright white, but avoid white so you do not blend into the walls. Avoid narrow stripes, prominent herringbone weaves, small checks, and other intricate designs. Such patterns on a shirt, tie or jacket can cause distracting visual effects onscreen. Avoid all light or all dark clothes because they trick the camera's automatic brightness control.

Contact Patty Thompson ahead of time for suggestions that will enable you to do what you want to do. She can be reached by phone at 602-771-9169 and by email: [PThompson@azdes.gov](mailto:PThompson@azdes.gov)

### **Remember**

If you are doing a presentation and plan to have handouts – it is your responsibility to provide those handouts to the other locations ahead of time and in time for the class. Be aware that some people may need materials in alternative format. (Usually for individuals needing materials electronically, materials must be sent via email file prior to the class.)

If you plan to use the document camera and are preparing materials use a large font like 24 and use landscape for your page set up (page turned sideways.) It is better to use paper than transparency. Use 8 ½ x 11 paper.

APPENDIX A

RSA-IGA & CSPD Recommended Course Sequence

| Course Name                             | SERP | Credits | Term   |
|---|------|---------|--------|
| Principles of Rehabilitation            | 565  | 3       | Fall   |
| Medical Aspects of Disability           | 580  | 3       | Fall   |
| Ethical, Legal & Prof. Issues in Couns. | 588  | 3       | Fall   |
| Multi-Cultural                          | 545  | 3       | Spring |
| Research Methods                        | 556  | 3       | Spring |
| Psychosocial                            | 587  | 3       | Spring |
| Motivational Interviewing               | 554  | 3       | Summer |
| Counseling Theories                     | 525  | 3       | Fall   |
| Counseling Skills                       | 546  | 3       | Fall   |
| Assessment in Counseling                | 563  | 3       | Fall   |
| Group Counseling                        | 547  | 3       | Spring |
| Problems of Drug Abuse                  | 584  | 3       | Spring |
| Practicum                               | 594  | 3       | Spring |
| Vocational Planning                     | 585  | 3       | Fall   |
| Marriage & Family                       | 597C | 3       | Fall   |
| Diagnosis & Treatment                   | 579B | 3       | Fall   |
| Internship                              | 593  | 12      | Spring |

## Appendix B

### Program Contact Information

#### Faculty

Amanda Easton, Ph.D., CRC  
Assistant Professor of Practice  
[amandaeaston@email.arizona.edu](mailto:amandaeaston@email.arizona.edu)  
520-621-9412  
Room: 412

Michael T. Hartley, Ph.D., CRC  
Assistant Professor  
[mthartley@email.arizona.edu](mailto:mthartley@email.arizona.edu)  
520-621-5166  
Room: 422

**Philip R. Johnson, Ph.D., CRC**  
**RSA Academic Advisor**  
Assistant Professor of Practice  
[johnsonp@email.arizona.edu](mailto:johnsonp@email.arizona.edu)  
520-621-0142  
Room: 420

Vanessa Perry, Ph.D.  
Assistant Professor of Practice  
[vmperry@email.arizona.edu](mailto:vmperry@email.arizona.edu)  
520-621-7822  
Room: 412

#### Staff

Elizabeth A. Pina  
Counseling Program Coordinator  
[lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu)  
520-621-5164  
Room: 404

Camelia Marvel  
Field Experience Coordinator  
[camysmarvel@email.arizona.edu](mailto:camysmarvel@email.arizona.edu)  
520-621-0292  
Room: 438

Cecilia Carlon  
Graduate Coordinator  
[ccarlon@email.arizona.edu](mailto:ccarlon@email.arizona.edu)  
520-626-1248  
Room: 414