CHAPTER I

REHABILITATION

Welcome to the University of Arizona’s Rehabilitation Ph.D. Program and Tucson, Arizona! This Handbook should be helpful for answering various questions that you may have about our Ph.D. program and assist you in planning with your academic advisor your doctoral course of study. The faculty encourages you to read all sections of this Handbook in order for you to become thoroughly informed about all aspects of the program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

A. The University of Arizona

The University of Arizona (http://www.arizona.edu) is the flagship institution in the State of Arizona and one of the leading universities in the country. It is both a Research Institution and a Land Grant university, and a member of the prestigious Association of American Universities. In 1998, the National Science Foundation ranked the University 12th among public universities and 17th among all institutions in research expenditures. Graduate student numbers total approximately 7,000 in 88 doctoral and 124 master’s and specialist programs (Fall 2006 numbers).

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved $25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges - the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The 40-acre campus of the 1890’s has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate
College being established in 1934. The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean’s Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented minority graduate students.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student’s academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University of Arizona enrolls approximately 36,000 students and includes students from every state and numerous foreign countries. The University offers 150 undergraduate programs and a wide range of outstanding graduate programs in the arts, sciences, engineering, education, law and medicine. The faculty of the University of Arizona includes scores of nationally recognized scholars and teachers, including Guggenheim Fellows, Fulbright Scholars, and members of the National Academy of Sciences.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

**B. The College of Education**

The College of Education (http://www.coe.arizona.edu/) at the University of Arizona has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the southwest. More than 70 regular faculty members assisted by clinical professors, adjunct faculty from the community, and advanced graduate assistants serve approximately 1800 graduate and undergraduate students reflecting widely varied backgrounds providing thorough preparation and respected credentials for all aspects of educational and rehabilitative professions.

Together, faculty and students pursue essential research to improve education at all levels. Fruits of the most current research, within and outside the College, enliven the curriculum and keep it relevant.

**C. The Department of Disability and Psychoeducational Studies**

The Department of Disability and Psychoeducational Studies (DPS) http://coe.arizona.edu/dps the
University of Arizona is a research oriented academic unit offering graduate program majors in Special Education, Rehabilitation, School Counseling and School Psychology. The makeup of the student body in the Rehabilitation Doctoral Program reflects a diversity of cultural backgrounds and age ranges. The faculty in the Department and the Rehabilitation Program is composed of nationally recognized scholars representing a broad range of scholarly and practice interests. The Department was formed in 1995 following the transfer of the APA-approved Rehabilitation program from the Department of Educational Psychology to the Department of Special Education and Rehabilitation. The Department was renamed “Department of Special Education, Rehabilitation, and School Psychology” in May 1998, and then renamed Department of Disability and Psychoeducational Studies in May 2009.

D. The Rehabilitation Doctoral Program

The Rehabilitation Program [http://www.uacoe.arizona.edu/rc/](http://www.uacoe.arizona.edu/rc/) and [http://grad.arizona.edu/prospective-students](http://grad.arizona.edu/prospective-students) was first established in 1962 along with a masters emphasis in Rehabilitation. The Ph.D. program is known for its strong emphasis on research, scholarship, and professional practice and its graduates are recognized as excellent Rehabilitation Educators.

The Rehabilitation Program endorses the scholar-practitioner model of graduate training in psychology in which students are exposed during their coursework to both the research and scholarly knowledge encompassing the field and the application of such knowledge to all aspects of professional practice as a rehabilitation educator/researcher. The Rehabilitation Ph.D. curriculum is designed to prepare students for positions of leadership.

The faculty-student ratio in the program is maintained at approximately 1:4 across the Ph. D. Program. This enables core program faculty to work closely with each student and to provide ample opportunities to students for individualized attention.

It is recognized that graduate study leading to the Ph. D. degree requires dedication and commitment on the part of the student. Doctoral students are prepared in a variety of research and education areas. Students are also encouraged to develop a special expertise in their chosen minor concentration area (e.g., Special Education, Psychology, Neuropsychology, Family Studies, and Law and Policy). Supervised field experiences are provided to ensure successful functioning in research, teaching and counseling supervision.

Commitment to Multiculturalism and Diversity

The Rehabilitation program at the University of Arizona is fully committed to enhancing the value of multiculturalism and diversity and encourages students to develop their knowledge and understanding of providing professional service within a society that is diverse in terms of, as examples, language, race disability status, religion, cultural background, and sexual orientation. This commitment is demonstrated throughout all instruction and specifically through discussion of current research related to diversity in areas such as assessment, diagnosis, and consultation. Teaching and supervision opportunities are provided for field experience with the diverse population.
E. The Faculty

The scholarly background as well as research and teaching interests of the Rehabilitation Faculty at the University of Arizona are quite diverse and reflect the variety of specialization areas within the field. All full-time faculty are CRCs and members of the Graduate Faculty. The Rehabilitation Program Faculty are listed below:

Rehabilitation Faculty

Chih-Chin Chou, Ph.D., Assistant Professor
Appointed in Fall of 2007 with three years of rehabilitation education experience at National Institute of Education, Singapore University, and Hunter College of the City University of New York. 10 Years of education and experience in rehabilitation counseling, vocational evaluation, and rehabilitation psychology. Eight publications with three in-press related to psychiatric rehabilitation and social support for people with disabilities, and four national conference presentations.

William Downey, CRC, Assistant Professor of Practice
Ph.D., University of Arizona
Bill Downey is an Adjunct Assistant Professor in Rehabilitation Counseling in the Department of Disability and Psychoeducational Studies, College of Education, University of Arizona. Dr. Downey began work in counseling and vocational rehabilitation in 1967, and has worked for the state VR agency, Goodwill Industries of Southern Arizona, and in private rehabilitation as a counselor, evaluator, administrator, and as a consultant in forensic vocational rehabilitation. He recently developed and implemented a rehabilitation counseling program at Highlands University in Northern New Mexico, and has also been a rehabilitation counselor educator at the University of North Texas. He has served as a commissioner and examination and research chair for two national credentialing bodies, and currently teaches Medical Aspects of Disability in the Rehabilitation Counseling program, as well as other subjects in the CORE curriculum. He was recently elected for a five-year term on the Foundation for Rehabilitation Education and Research.

Michael Hartley, Ph.D. CRC, Assistant Professor
Ph.D., University of Iowa
Dr. Hartley has earned an M.S. degree in Rehabilitation Counseling from The University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counseling Education from The University of Iowa. Dr. Hartley is a Certified Rehabilitation Counselor (CRC) and a member of the American Counseling Association (ACA). In the past, he worked as a rehabilitation counselor to assist individuals with disabilities to live and work independently in the community. In terms of professional service, Dr. Hartley volunteered on the ACA ethics revision taskforce to help revise the 2005 ACA Code of Ethics. He also participated in the development of electronic portfolios for professional counselors. His research interests are in the areas of psychosocial aspects of disability and professional ethics. He recently co-authored a chapter on professional credentialing in the Professional Counselor’s Desk Reference.

Philip Johnson, Ph.D., CRC Assistant Professor of Practice
Ph.D., University of Arizona
Philip Johnson is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. He earned an M.S degree in Psychology from Walden University and a Ph.D. in Rehabilitation from the University of Arizona. Dr. Johnson has an
extensive background in working with persons with disabilities, including managing a vocational program for the State of Arizona Division of Developmental Disabilities; providing rehabilitation counseling, behavioral health counseling, and mental health counseling; and providing training and consultation services on the use of positive behavioral support strategies to family members, in-home support specialists, and personnel in public schools. Dr. Johnson has focused most of his attention on researching behavioral therapy alternatives to the use of psychotropic medications for addressing severe behavioral problems in children and adults with significant disabilities (i.e., autism spectrum disorders, serious mental illnesses, and intellectual disabilities) and children who are victims of abuse. Dr. Johnson recently became the editor of Behaviorology Today, a peer-reviewed journal published by the International Behaviorology Institute.

**Aisha Rousseau, Ph.D., Assistant Professor**

Aisha Shambarger Rousseau is an Assistant Professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned a B.A. from Spelman College in Atlanta, Georgia, a M.S. in Rehabilitation Counseling from the Medical College of Virginia at Virginia Commonwealth University, and a Ph.D. in Health Related Science in the School of Allied Health Professions from Virginia Commonwealth University. Dr. Rousseau’s former clinical experiences include employment as a case manager with a forensic dually diagnosed population and a vocational rehabilitation therapist in both public and private industries. Additionally, she has worked as a therapist for abused youth with psychiatric disorders; a family group facilitator with a research project sponsored through the Center for Disease Control, and was the first ADA (Americans with Disabilities Act) Coordinator for the Richmond, Virginia Public Schools district. Dr. Rousseau has written and conducted research pertaining to the intersection of disability, gender and multicultural issues, HIV/AIDS. As an advocate for the betterment of all people, Dr. Rousseau is also very involved in community outreach. In addition to serving as an executive board member for a consortium of transitional homes for families in crisis, she has recently become involved in endeavors to end human trafficking in the United States and abroad.

**Linda Shaw, Ph.D., CRC, LMHC, Department Head**

Linda R. Shaw is a Professor and Department Head, in the Department of Disability and Psychoeducational Studies at the University of Arizona. Prior to her current position, Dr. Shaw was the Director of the Rehabilitation Counseling Program at the University of Florida. She received her M.A. in Rehabilitation Counseling in 1978 and her Ph.D. in 1990 from the Florida State University and has over 30 years experience as a rehabilitation counselor, administrator and educator. Her counseling and administrative experience includes specializations in spinal cord injury rehabilitation, brain injury rehabilitation and psychiatric disability. Dr. Shaw is a licensed mental health counselor and a certified rehabilitation counselor. Dr. Shaw is a past- president of the Council on Rehabilitation Education (CORE), the national accreditation body for rehabilitation counseling programs. She has also served as the President of the American Rehabilitation Counseling Association (ARCA), and Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC). She has also served as Chair of the CRCC Ethics Committee, and presided over that committee throughout the process of a major revision of the Code of Ethics for Professional Rehabilitation Counselors. Currently, Dr. Shaw represents CORE on the American Counseling Association’s (ACA) 20/20 Commission. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, the correlates of professional ethical behavior, professional issues in rehabilitation counseling, and neurological disability. She is the author of two co-edited books and many publications and presentations. Currently, her research is focused on disability harassment in employment, and the effect of workplace culture on counselors’ ethical behavior.
CHAPTER II

INITIATING DOCTORAL STUDY IN REHABILITATION

Standards governing admission to the Rehabilitation Doctoral Program are designed to help ensure that students accepted to the program possess the academic aptitude and personal characteristics considered necessary for successful completion of the program.

A. Overview of the Doctoral Program in Rehabilitation

The mission of the Ph. D. degree Program in Rehabilitation at the University of Arizona is to prepare students for positions of leadership associated with rehabilitation education, and research. The graduates of our Rehabilitation Program may therefore assume a variety of roles in connection with this mission. However, the majority of our students plan to fulfill the role of scholar-practitioner at the university level and teach within rehabilitation education programs, an area of major need nationally.

The Rehabilitation Program makes a significant contribution to Arizona. We are the only program in Arizona approved, through our obligation as a Land Grant State University, to prepare personnel to serve the rehabilitation needs of citizens with disabilities in the State of Arizona.

B. Program Education Model and Philosophy

Given the range of professional work settings and roles in which the Rehabilitation doctoral graduate may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The philosophy of the Program must help guide students in their development of expertise in the traditional concepts of rehabilitation as well as in the more current empowerment and Disability Studies models. The curriculum (http://www.uacoe.arizona.edu/rc/uploads/DocSeq.pdf) designed for the Ph. D. degree in Rehabilitation provides a foundation of basic knowledge and skills in rehabilitation, research, and education, and a component of individually designed coursework that facilitates the development of a broad range of scientific, education-based, and leadership competencies and perspectives.

The Program philosophy is guided by the concept of the “scholar-practitioner” training model. The concept of the rehabilitation specialist as a scholar-practitioner is highly consistent with the conceptual framework adopted by the College of Education emphasizing the professional educator as a reflective decision maker. The Program’s philosophy involves the conceptualization of the doctoral level practitioner as a problem solver within a multicultural and diverse society who is capable of applying a range of principles, theories and research, as well as evidence-based assessment and intervention procedures, to rehabilitation-related social, emotional, and learning problems. In addition, the program
fosters the belief that graduates should engage in life-long learning and contribute to advancements in the profession through the conduct of research and the publishing of scholarly papers and/or through the presentation of scholarly papers or poster sessions at professional association meetings and through serving in leadership roles in national, state, and local professional organizations that foster the advancement of rehabilitation.

C. Program Goals and Objectives and Student Competencies

Consistent with the problem solving conceptualization and the scholar-practitioner training model, the Doctoral Program at the University of Arizona has defined its goals as related to educating rehabilitation doctoral students in acquiring the essential knowledge and skills necessary for delivering the highest quality of rehabilitation education and/or leadership services. The overarching goal is to prepare students to have appropriate breadth and depth of skills in such areas as education, assessment and diagnosis, intervention, consultation, and evaluation, which includes maintaining a commitment towards lifelong learning and advancing the profession through the application of evidence-based rehabilitation practices. Additionally, the program emphasizes the importance of students having a clear understanding and implementing of ethical practices in education and the delivery of services to all individuals with disabilities, particularly those from diverse cultural and linguistic backgrounds. Specifically, the Program’s goals and associated objectives are:

Goal #1: Prepare graduates to become rehabilitation educators and researchers engaged in scholarly activities within a culturally diverse society;

Objectives for Goal #1:

(1) Students will demonstrate knowledge of the contribution of cultural and individual diversity to the education and socialization of children and adolescents;

(2) Students will develop an awareness and skills necessary to deliver rehabilitation education programs that are sensitive to a culturally diverse population.

(3) Students will be able to evaluate the theoretical and empirical literature for its relevance to diverse clientele.

Goal #2: Prepare graduates for lifelong learning who are skilled in the interface between science, theory, and practice;

Objectives for Goal #2:

(1) Students will develop attitudes and skills essential for lifelong learning, scholarly inquiry, and professional problem-solving.

(2) Students will be able to conduct evidence-based assessment, intervention, and consultation in the delivery of school psychological services for learning, behavioral, and emotional problems.

(3) Students will demonstrate the ability to design and implement research that addresses theoretical and/or practice issues in Rehabilitation using diverse methodologies.
D. Admission Standards

All applicants to the University of Arizona’s – Rehabilitation Doctoral Program must submit applications both to the Graduate College and the Rehabilitation Program in the DPS Department. Admission to doctoral study in Rehabilitation is obtained by applying for admission to the Graduate College and the DPS Department. The Doctoral Program in Rehabilitation is one of several doctoral programs offered by the Department---the others being in the areas of Special Education including Learning Disabilities, Behavior Disorders, Giftedness, Multiple/Severe Disabilities, Hearing Impaired, Visually Impaired, Special Education Administration, and School Psychology.

1. Admission to the Graduate College

Applicants must meet the minimum standards listed in the UA Graduate Catalog to be considered for admission. Application materials and additional information can be obtained by writing to: Graduate Office, Administration Building – Room 322, 1401 East University Blvd., University of Arizona, Tucson, AZ 85721 or visit http://grad.arizona.edu/admissions/application-procedures/notification-of-admission

2. Admission to the Rehabilitation Doctoral Program

Admission standards to the doctoral programs in the Department of Disability and Psychoeducational Studies are designed to attract students with high academic and professional potential. The Department does not discriminate in admissions on the basis of gender, race, disability, cultural background, sexual orientation, or national origin. The Department actively seeks to build a student body with diverse backgrounds. Each application received by the Department is evaluated individually and with care.

The Department also reflects the University of Arizona’s commitment to an affirmative action policy and actively attempts to recruit quality minority students. Potential minority candidates both from within and outside of the University are regularly contacted to make them aware of professional opportunities in Rehabilitation and of the various doctoral programs available in the Department. To view the University’s Affirmative Action Policy, please visit http://fp.arizona.edu/affirm/

All students expressing interest in the doctoral programs in the Department are provided information regarding each program, and the application procedures. Such material is made available prior to application to provide information needed to help the prospective candidate determine if the program is suited to his or her needs. Admission to a Doctoral Program in the Department is based upon evaluation of information from the following sources: (1) an application for admission to the Graduate College; (2) transcripts of all previous college work; (3) an application Personal Data Blank completed for the program; (4) scores on the GRE (GRE to include Verbal, Quantitative, and Analytical Writing Sections) and TOEFL (TOEFL when appropriate); (5) three letters of recommendation, including statements regarding applicant’s ability to pursue advanced study in Rehabilitation; (6) evidence of previous scholarly activities; and (7) a statement of professional goals.

These factors, as well as others that applicants choose to bring to our attention, are
weighed into the selection of students for our program. Ordinarily, admission preference to
the Rehabilitation Program is given to applicants who have completed an appropriate
Masters degree in Rehabilitation, or a related discipline with grade point averages above
3.5; GRE scores (combined verbal and quantitative) 1100 or higher; and, to those who
present at least three letters of recommendation that comment favorably on the applicant’s
potential to do advanced graduate work, as well as his/her potential for professional
contribution to the field.

All applicants are screened by the Rehabilitation Program’s Admissions Committee.
Recommendations for admission or non-admission are submitted to the Department Head
who then makes a recommendation to the Graduate College. A letter or email is then sent
to the applicant in regard to acceptance/non-acceptance to the Department’s Doctoral
Program in Rehabilitation.

3. Information about Programs and the Application Process

When an individual is in the process of applying to the Rehabilitation Doctoral Program the
contact person can be any of the Rehabilitation Faculty. However, questions about the
application process, deadlines, forms, etc., should be directed to the Graduate Coordinator,
Cecilia Carlon. Among the responsibilities of the Graduate Coordinator is the coordination
of application materials from prospective graduate students. The Graduate Coordinator will
ensure that applicants are kept informed about the status of their application for admission.
The contact person for the Graduate Coordinator in Rehabilitation can be reached at (520)
626-1248.

E. Academic Advising

Throughout their doctoral studies, each student is expected to maintain regular contact with faculty,
particularly her or his academic advisor. Initially, this regular contact is maintained through coursework
with various Program faculty and discussions with one’s advisor. As a student advances in the Program,
she or he is required to work with his or her advisor in forming a four member Qualifying Examination
Committee (three professors for the major area of study, and one professor in the minor area) and to
plan out with the advisor the student’s program of study/required courses for completing the doctoral
degree. Following the passing of the Qualifying Examination, each student then works with her or his
advisor in choosing a Doctoral Committee, which will eventually be responsible for preparing questions
for the student’s Doctoral Comprehensive Examination. Following the passing of this examination, the
student then works with his or her Committee to obtain approval of a Dissertation Proposal. It should be
noted that a student is free to change academic advisors within the Program at any time, and there is no
requirement that the initial faculty advisor must also be the Chair of the Doctoral Committee.

During the Fall Semester of each academic year, annual reviews of each student’s academic progress are
conducted by the program faculty and discussed with the student by her or his major advisor. Students
receive written feedback on the extent to which they are meeting the program’s requirements and
performance expectations. Although rarely necessary, conditions for continuation in the Program may
be the topic considered in the annual review.
F. Living in Tucson

The city of Tucson is a modern, progressive city, which has maintained the flavor of its Mexican and Southwestern heritage over the years. The city, with a metropolitan population of over 750,000 residents, is located in the beautiful Sonoran desert and is surrounded by four mountain ranges. Renowned for its superb weather, Tucson is warm and sunny throughout most of the year offering the student numerous recreational advantages.

Numerous apartment complexes, University residential living facilities, and homes for rent can be found within a three-mile radius of the University. Students may also elect to live in dormitory facilities on Campus or in off-Campus housing. For further information, please call the University’s Department of Housing at (520) 621-5859 or visit http://www.life.arizona.edu/graduate/.

Outstanding bike paths and underground walkways lead to the University. The city also has an excellent bus system. Parking facilities for private cars are also available on Campus on an hourly, semester, or 12 month basis. (For further information on parking, please contact Parking & Transportation Services at http://parking.arizona.edu/ or (520) 626-7275).

Tucson also has its own professional theater, ballet, symphony orchestra, and opera. Winter sports activities at Mt. Lemmon are within a 50-minute drive from campus or within a four-hour drive to the White Mountains.
CHAPTER III

RESOURCES FOR STUDENTS

The Program encourages students to become involved in scholarly writing as well as research and supervised practice related to Rehabilitation. A number of on-campus and community resources are also utilized to provide research and field-placement experiences for students.

A. Student Support Services

1. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS) located in the Campus Health Service building, offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

2. The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center, http://www.salt.arizona.edu/technology.php is a freestanding department within the Division of Campus Life that serves the needs of many students diagnosed with LD or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.
3. The Disability Resource Center

Disability Resources leads the University of Arizona in the pursuit and implementation of a well-designed, accessible campus. By promoting a view of disability informed by social, cultural and political forces and advancing the construct of universal design, we strive to create inclusive academic, employment, physical, and information environments.

Expanding on the traditional focus of a postsecondary service program, Disability Resources offers an array of services, resources and programs to students, faculty, staff and campus visitors with disabilities that exceeds that of any other institution in the United States. Through the provision of innovative programs, consultation and collaboration, program staff engages the campus community in dialogue and partnerships that redefine access both within and beyond the bounds of the University. Disability Resources houses a state-of-the-art assistive technology lab and a comprehensive adaptive athletic training center that is home to five competitive athletic teams. Disability Resources' staff is active in the academic mission of the University: teaching undergraduate and graduate courses, engaging in research activities, and consulting nationally and internationally.

Disability Studies Initiative - The Disability Studies Initiative (DSI) examines how addressing disability in its full complexity can promote the full participation, self-determination, and equal citizenship of people with disabilities in society. [http://drc.arizona.edu/disabilitystudies/](http://drc.arizona.edu/disabilitystudies/)

UA President's Advisory Council on Disability - The President’s Council on Disability provides education and recommendations to the University’s leadership, designed to strengthen this institution’s capacity, both on and off campus, to improve the quality of life for persons with disabilities. [http://drc.arizona.edu/PresidentCouncil/](http://drc.arizona.edu/PresidentCouncil/)

Sonoran University Center for Excellence in Developmental (UCEDD) - The Sonoran UCEDD promotes community participation and supports individuals with developmental disabilities in all stages of life through interdisciplinary education, service development, information dissemination, research and impact on public policy. [http://sonoranucedd.fcm.arizona.edu/](http://sonoranucedd.fcm.arizona.edu/)

4. Financial Assistance

In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students who are from diverse backgrounds.

In the past, the SERSP department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not
guaranteed. Students are also urged to contact the Graduate College for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu. https://financialaid.arizona.edu/Default.aspx

B. Research and Field Study Resources

1. University Information and Technology Services (UITS)

   The University Information and Technology Services (UITS) provides Computer equipment support for faculty and students for making presentations in classes.

   For further information, please visit the UITS website at: http://www.oscr.arizona.edu/about (520) 621-6727.

2. Center for Computing and Information Technology (CCIT)

   The Center for Computing and Information Technology (CCIT) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the CCIT website at http://ccit.web.arizona.edu/index.php or (520) 621-2248.

3. Main Library

   The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting http://www.library.arizona.edu. The library even emails documents to students upon request.

4. Library (College of Law)

   The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

5. Library (University Medical Center)

   The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries
of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

6. Office of the Vice President for Research

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects. A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value local and state government agencies. For further information about the services this office provides, please visit http://vpr.arizona.edu/

A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.

C. Field Experience Resources

The University of Arizona, Rehabilitation Program has strong affiliations with a number of on-campus and off-campus service organizations approved for supervised fieldwork experience. These affiliations provide students with a broad range of opportunities to develop consultation skills, counseling and therapy skills, assessment and diagnostic skills, and direct intervention skills under the supervision of certified and licensed practitioners and allied professionals.

Students are encouraged to meet with their academic advisors and/or the Program Director to discuss various practicum and internship sites that are available.
CHAPTER IV

DOCTORAL SPECIALIZATION IN REHABILITATION

A student’s Program of Study for the Ph. D. degree in Rehabilitation has the objective of preparing rehabilitation educators and researchers, it accomplishes this through the objectives 1) offering a broad based curriculum in Rehabilitation in concert with the scholar-practitioner model of training; 2) permitting students to explore specialized areas of scholarship by focusing on a selected minor area of study such as neuropsychology, learning disabilities and other areas of special education, school psychology, social psychology, and law-psychology.

The Rehabilitation Doctoral Program requires a minimum of 76 credits. The rehabilitation major to include 24 units of rehabilitation coursework minor specialization area (12 credits), college core (6 credits), and dissertation (18 credits). Students who do not have a Masters degree in Rehabilitation take as deficiencies masters level coursework including: Principals of Rehabilitation, Counseling Theories, Practicum I & II, Medical Aspects of Disability and Psycho-Social Aspects of Disability. For those students wishing to transfer courses into their Program of Study from another university, a petition must be submitted to the student’s academic advisor. For those courses which a student has taken more than five years prior to admission, program faculty may request that these courses be repeated.

The Graduate Program in Rehabilitation at the University of Arizona includes coursework in several areas. Students will graduate with a Ph.D. degree in the major area of Rehabilitation within the DPS Department and a Minor in a related area. The Ph.D. program in Rehabilitation includes courses in Research and Statistics, Practicum in Teaching and Supervision, and Rehabilitation Psychology.

A. **Program of Study**

Courses for the Rehabilitation major follow a recommended course schedule. Students must also minor in a related academic area which (1) is directly applicable to the field of rehabilitation and (2) is associated with a Ph.D. major area of concentration (e.g., sociology, special education, psychology, school psychology, higher education, educational leadership, and child development). The student and the members of his/her Minor Committee plan course work for the minor. A doctoral plan of study must be approved by his/her Major and Minor Committee using the form found online at http://fp.arizona.edu/dps/main_forms.asp
**Figure 1.**

**Yearly Activities to Complete for Steady Progress through the Doctoral Program**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Year</strong>&lt;br&gt;First Semester</td>
<td>Meet with Advisor to discuss Plan of Study and research expectations&lt;br&gt;Register for Required Courses&lt;br&gt;Coursework; Shadowing/practicum-related courses; familiarize self with department and program faculty research interests</td>
</tr>
<tr>
<td>Second Semester</td>
<td>Register for Required Courses&lt;br&gt;Develop materials for First Annual Progress Review in meetings with Advisor&lt;br&gt;Select four-person committee for First Annual Progress Review&lt;br&gt;Student Schedules Date for First Annual Progress Review</td>
</tr>
<tr>
<td>2(^{nd}) Semester or the start of the 3(^{rd}) Semester</td>
<td>Completion of First Annual Progress Review — Student continues program&lt;br&gt;If student fails First Annual Progress Review, then Program ends&lt;br&gt;Submit Plan of Study to DPS Graduate Coordinator</td>
</tr>
<tr>
<td><strong>2nd Year</strong>&lt;br&gt;First and Second Semesters</td>
<td>Register for Required Courses following Plan of Study&lt;br&gt;Plan for submission of scholarly work to professional association meeting or publication&lt;br&gt;Plan to engage in at least two leadership association activities</td>
</tr>
<tr>
<td>2(^{nd}) - 3(^{rd}) Year&lt;br&gt;First and Second Semesters</td>
<td>Completion of Required Major, Minor, and Elective Courses listed on Plan of Study&lt;br&gt;Practicum&lt;br&gt;Schedule Ph.D. Comprehensive Examination (Written and Oral) with Department AND Graduate College&lt;br&gt;Meet with advisor to discuss Dissertation topic/proposal</td>
</tr>
<tr>
<td>3(^{rd}) Year&lt;br&gt;First and Second Semesters</td>
<td>Finish remaining coursework&lt;br&gt;Doctoral Written Comprehensive Exam&lt;br&gt;Doctoral Oral Comprehensive Exam&lt;br&gt;Dissertation Proposal&lt;br&gt;Dissertation Work</td>
</tr>
<tr>
<td>After graduation</td>
<td>Keep Program informed of s-mail and e-mail addresses.</td>
</tr>
</tbody>
</table>

**B. Recommended Sequence of Required Courses in the Rehabilitation Program**

It usually takes a minimum of 6 semesters to complete the Ph.D. program for those full-time students who take 12-15 credits each semester. The coursework recommended for the first year provides the foundation for the more applied experiences of the second and third years. Students are encouraged to maintain full-time student status, which requires enrolling in a minimum of 9 credits of graduate level coursework per semester. In planning course work, students should always consult with their academic advisor. Students intending to pursue study on a part-time basis will find it difficult to complete the Program in a timely manner and cannot exceed ten years from the date that they begin their Ph.D. studies. Courses that are more than ten years old will have to be repeated.

The Graduate College at the University of Arizona has a residency requirement which mandates that a student be enrolled as a full-time student for a minimum of two consecutive semesters. Additional details regarding residency requirements can be found in the University of Arizona Graduate Student Catalog website at [http://www.registrar.arizona.edu/residency/aborreq.htm](http://www.registrar.arizona.edu/residency/aborreq.htm)
C. Other Program Requirements

- **First Annual Progress Review:** Students are required to complete a one-hour Annual Progress Review by the end of their second semester in residence. For a detailed description of the First Annual Progress Review see pp 22-23.

- **Comprehensive Examination:** Students are required to complete an 8-hour written examination in the major, 4 hours in the minor, and a combined major and minor oral examination of 2-3 hours. For a detailed description of the Comprehensive Examination see pp 23-24.


**Note:** A student’s First Annual Progress Review, Comprehensive Examination, and Dissertation Committee **must include at least two tenured or tenure-track faculty members from the Rehabilitation Program** one of whom must be the chair of the committee.

D. Exit Requirements

1. Completion of the Minimum Required Course Work in the Ph.D. Program
2. Completion of the Minor Specialization Courses
3. Completion of the college core Courses
4. Minimum GPA of 3.0 in all Course Work in Student’s Plan of Study filed with the Graduate College
5. Completion of the Full-time Residency Requirement
6. Passing of Qualifying Examination
7. Passing of the Doctoral Comprehensive Examination
8. File for Ph.D. Candidacy with the Graduate College
9. Completion of the Dissertation
CHAPTER V  
SUMMARY OF GENERAL REQUIREMENTS FOR GRADUATION

A. University of Arizona Residency Requirements

Each student matriculating in the Ph.D. program is expected to fulfill the residency requirement of the University of Arizona. In this regard, the residency requirement consists of two consecutive semesters of full-time academic study on campus (minimum of 9 credits per semester).

1. Graduate Assistants, Graduate Associates, and students on appointment to teaching and research positions at the University of Arizona may satisfy the residency requirement by carrying 6 units during regular semesters provided their full time is devoted to their graduate work and meeting their University employment responsibilities.

2. Summer session attendance does not meet residency requirements, nor does registration for extended dissertation credit DPS 930.

B. First Annual Progress Review

The First Annual Progress Review is designed to serve two primary purposes: to evaluate a student’s capabilities for completing a Doctoral Program and to determine whether the Rehabilitation Program is appropriate for the student to meet his/her professional goals. The review typically lasts one hour and focuses on a scholarly paper that the student submits to the review committee at least two weeks prior to the date of the review. Criteria for the scholarly paper includes student’s program and research goals. Students will be expected to use scholarly APA style to construct their written description. This responsibility includes scholarly references and consist of a maximum of 1000 words.

The First Annual Progress Review is held according to procedural guidelines established by the College of Education and the Department of Disability and Psychoeducational Studies. Students must complete a written request at least three weeks prior to taking the examination http://uacoe.arizona.edu/serspgrads/forms.asp. An important aspect of the examination is the presentation of a paper as described in the last paragraph. The structure of the First Annual Progress Review is the following: Prior to beginning the exam, the committee will have a brief meeting—without the student present—-to review the student’s goal statement and discuss any questions that the committee members may have concerning the paper. The student is then invited into the room and is
asked to give a 15 minute presentation on his/her paper. Questions from committee members follow, and after one hour, the student is excused from the room, and the committee discusses the student’s performance. A vote may occur at this time amongst committee members regarding whether the student has successfully passed the annual progress review. The committee also has the option to continue the review for a maximum of one more hour and must vote at the end of the second hour regarding the student’s progress. Following the committee’s vote, the student will be informed regarding whether she or he has passed the First Annual Progress Review, and whether any remedial coursework has been recommended by the committee. The committee will also at this time review the student’s Program of Study (http://www.uacoe.arizona.edu/sersprads/forms.asp), and approve it with or without additional course work recommendations. At the end of the review, all committee members must sign the “Report for the First Annual Progress Review” form (http://www.uacoe.arizona.edu/sersprads/forms.asp), indicating whether the student has passed or failed the review. The student’s major and minor adviser must also sign the student’s Plan of Study.

The First Annual Progress Review should be completed no later than completing 18 units toward a full-time student’s program of study. The student chooses a First Annual Progress Review Committee, that consists of four three and faculty members from the major and one faculty member from the student’s designated minor area. A minor area of concentration (e.g., special education, psychology, educational psychology, school psychology, sociology, educational leadership, etc.) can only be chosen from those academic units that offer a Ph.D. in the same associated major area of concentration. Two of the three faculty members in the Rehabilitation major must be full-time tenured or tenured-track faculty members in the Rehabilitation Program.

C. Doctoral Comprehensive Examination

The University’s Committee on Graduate Studies in Education establishes the requirements for the Doctoral Comprehensive Examination. The examination consists of an eight-hour Written Examination and a two-hour Oral Examination (http://www.uacoe.arizona.edu/sersprads/forms.asp). In addition, a minor committee establishes an exam for the student. This exam may be in the form of a scholarly paper or a written exam. The member Doctoral Comprehensive Examination Committee will prepare the student’s Doctoral Comprehensive Examination. The student should contact his/her adviser and other doctoral committee members at least two months prior to the exam regarding the content of the written portion of the exam in the Rehabilitation major. The student should also contact his/her minor adviser regarding the structure and content of the minor exam.

With respect to the grading of the Written Examination in the rehabilitation major, each member of the student’s Doctoral Committee in the major area reads the student’s answers and assigns a grade of “Pass” or “Fail.” Passing of the Written Examination in the major area is based on majority vote of members of the student’s Doctoral Committee. Students must answer all questions on the Written Examination in an essay format, and, if not, this will constitute an automatic failure followed by a review by the student’s Doctoral Committee regarding whether the student shall be permitted to retake the exam. Grading of the Written Examination in the student’s minor area is conducted by the minor committee. Prior to taking the Written Examination in the minor area, a student should consult with the chair of the minor committee regarding the grading procedure for this examination. A student must pass the Written Examination in both the major and minor areas before she or he will be permitted to take the Oral Examination. If a student fails the Written Examination portion of the Doctoral Comprehensive Examination, he/she may petition the Doctoral Comprehensive Examination Committee to take the Written Examination a second time.
The Oral Examination typically follows **within six weeks and must be taken within six months of the Written Examination**. The student should contact his/her advisor regarding the structure and content of the Oral Examination. If a student fails the Oral Examination portion of the Doctoral Comprehensive Examination, he/she may petition the Doctoral Comprehensive Examination Committee to take the Oral Examination a second time.

If a student fails a second time either the Written Examination or Oral Examination portions of the Doctoral Comprehensive Examination, he/she will be terminated from the Rehabilitation Program; however, a student may appeal to the Department Head to take any portion of the Doctoral Comprehensive Examination a third time.

In order to schedule an exam, the necessary forms from both the DPS department and the College of Education must be completed and filed through the Department’s Graduate Coordinator at least two months prior to the exam date. These forms may be downloaded and filled out from [http://www.uacoe.arizona.edu/serspgrads/forms.asp](http://www.uacoe.arizona.edu/serspgrads/forms.asp). This examination must be successfully passed before a student begins or submits a dissertation proposal for approval to his/her Committee. Following the successful completion of the Doctoral Comprehensive Examination, a student must complete the Advancement to Candidacy Form ([http://uacoe.arizona.edu/serspgrads/](http://uacoe.arizona.edu/serspgrads/)) and submit it to the Department Graduate Coordinator.

**D. Dissertation**

The successful completion of a Dissertation is dependent on the fulfillment of two major requirements: the Dissertation Proposal and the Oral Defense Examination of the Dissertation. The following steps are provided for completing the Dissertation.

1. In consultation with the dissertation advisor and others, develop a Dissertation Research Proposal and a timeline for registering for SERP 920 Dissertation.
2. Schedule a formal meeting with the Dissertation Committee to review, modify (if necessary), and obtain written approval of the dissertation proposal.
3. Register for a total of 18 credits in SERP 920 Dissertation. SERP 920 may be taken concurrently with other coursework as well as proposal development and actual research. Registration in SERP 920 for students enrolled in internship or employed is only permitted after a Dissertation Proposal has been approved by a student’s Dissertation Committee.
4. Conduct dissertation research and analyze data.
5. Prepare dissertation in consultation with Chairperson.
6. Submit a draft of dissertation to Chairperson and other Committee Members to obtain feedback.
7. Prepare and submit final draft of dissertation to all Dissertation Committee Members who will be participating in the Oral Defense Examination.
E. Dissertation Oral Defense

The Oral Defense Examination is the last step in the process. The organization of the examination process is governed by guidelines established by the Graduate College. The Oral Defense Examination is conducted by the student’s Doctoral Committee. The decision by the Committee can be one of the following: Pass, Pass with stipulated changes, or Fail. The student should contact his/her dissertation adviser regarding the format of the Oral Defense. Students are evaluated on their scholarship, breadth, and depth of knowledge of the dissertation.

1. Prepare and schedule Dissertation Oral Defense

2. Submit final copy reviewed by the Dissertation Consultant in the Graduate College.
   The approval forms must accompany the final copy and the "Special Copy of the Dissertation Abstract" referred to in "A Manual for Theses and Dissertation" as dictated by the Graduate College at the University of Arizona. To view the complete manual, please visit http://grad.arizona.edu/system/files/etd_Diss_Manual.pdf for electronic submission or http://grad.arizona.edu/system/files/paper_Diss_Manual.pdf for manual submission. These must be submitted at least three weeks before the final oral examination.
CHAPTER VI

ADDITIONAL INFORMATION AND POLICIES

I. Costs

A. Estimated Program Costs for the First Year of Full-time Study

The University provides students with the costs according to his/her situation. Please use the following helpful links to estimate what it would cost to be a student.

Estimated Cost of a UA Education - please refer to the following: http://grad.arizona.edu/financial-resources/costs/estimated-cost-of-a-ua-education

Tuition and Registration Costs per Semester - please refer to the following: http://www.bursar.arizona.edu/students/fees/

II. General Information For Students Admitted to the Program

A. Housing

Students may find housing available through a variety of agencies. Applicants are encouraged to apply for housing at their earliest convenience. To obtain campus housing information, visit http://www.life.arizona.edu/

B. Registration

After the student is admitted to the Graduate College, he or she can register through the Online Registration System: Student Link (https://sl.arizona.edu/student_link/) from any Internet enabled computer anywhere in the world. Please see the Office of Curriculum and Registration's instructions on their How to Register for Courses (http://www.registrar.arizona.edu/registration/HowToReg/howto.htm) In order to utilize Student Link for registration, each student must know his/her student identification number, and his/her personal identification number, both of which are supplied in the Certificates of Admission received from the Graduate College. For additional information concerning registration procedures, consult the latest copy of the Schedule of Classes, which can be obtained via Internet at http://www.arizona.edu
III. Program and University Policy Information

A. Coursework and Grades

1. Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester if all students in the course are in agreement.

2. APA Style

All papers submitted in any course in the program are expected to conform to the style manual of the American Psychological Association (APA). Students are required to purchase a copy of the Publication Manual of the American Psychological Association, Fifth Edition (2001). It can be purchased from APA online (http://www.apa.org) or at the university bookstore.

3. Grades

At the end of each semester, students will receive their grade. Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Satisfactory (S). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a “C” grade is a passing grade but does not show adequate competence. Therefore, it is the policy of the Rehabilitation Program that students receiving a “C” grade in any of the doctoral program courses must repeat (GRO) that course:

4. Grades of “I” (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student’s course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an Incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate.

5. Withdrawal from Class

Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student’s academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of “E”. Consult http://grad.arizona.edu/academics/policies/academic-policies/withdrawal-
from-the-university to obtain detailed information about withdrawal from courses.

6. Grade Replacement Option (GRO)

The GRO policies as described in the University of Arizona’s latest edition of the Graduate Catalog states that students may retake up to 10 units of coursework or three courses, whichever comes first, in which they received a grade of C or below on obtaining approvals by the course instructor, major advisor, and DPS Department Head. The new grade obtained from repeating the course will replace the original grade in the student's transcript. However, the original grade will remain on the student's transcript but not count toward the student's GPA.

B. Grade Appeal Procedure

Students having concerns about the grade they receive in a course should first contact the course instructor. If the concerns are not resolved at the instructor level, then the student may opt to contact the Head of the Rehabilitation Program, DPS Department Head, or follow a formal grade appeal procedure as described at http://advising.arizona.edu/ad_policy_petition.php

C. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that doctoral students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook via internet at http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy for more information about this procedure.

In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit http://fp.arizona.edu/affirm/

D. Discrimination and Anti-Harassment Policy

The University of Arizona (University) is committed to creating and maintaining an environment free of discrimination and harassment that is unlawful or prohibited by University policy (hereinafter "prohibited discrimination"). Every member of the University community should be aware that the University does not tolerate discrimination and that both law and University policy prohibit such behavior. This policy prohibits discrimination, including harassment, by University employees, students, contractors, or agents of the University, and by anyone participating in a University sponsored activity. The University will take prompt and appropriate action to prevent, correct, and if necessary, discipline behavior that violates this policy. All members of the University community are responsible for participating in the creation of a campus environment free from all forms of prohibited discrimination.

The University prohibits discrimination, including harassment, on the basis of race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, or gender identity. The University also prohibits retaliation because an individual has engaged in a protected activity. Protected activity consists of (1) opposing a practice made unlawful by one of the employment discrimination statutes or prohibited by University policy; or (2) filing a complaint about such practice, or testifying, assisting, or participating in any manner in an investigation or other proceeding related to such a complaint.
1. Covered Activities

This policy covers:

- all aspects of the employment relationship,
- admission and treatment of students in the University's educational programs and activities, and
- participation in or access to University sponsored programs, activities, or facilities.

2. Prohibited Discrimination, Including Harassment

Discrimination occurs when a person is treated less favorably than a similarly situated person because of his/her race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation or gender identity.

Harassment, a specific form of discrimination, occurs when a person is harassed because of his/her race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation or gender identity.

A hostile environment exists when harassment unreasonably interferes with an individual's job performance, or materially changes the individual's conditions of education or employment so as to create an intimidating, hostile, or offensive educational or working environment.

3. General Guidelines

a. Confidentiality

Employees of the Equal Opportunity and Affirmative Action Office, the Dean of Students Office, and responsible administrators receiving reports of discrimination, including harassment, will respect the confidentiality of the information they receive, except where disclosure is required by law or is necessary to facilitate legitimate University processes.

b. Policy Violations

Except for incidents where both parties to a claim of alleged discrimination or harassment are students, the Equal Opportunity and Affirmative Action Office will investigate allegations of violations of this policy and make appropriate recommendations in accordance with its established procedures. If both the accused and the accuser are students, this policy is enforced by the Dean of Students Office.

(Source References: The University's Nondiscrimination and Anti-harassment Policy is based on the amended provisions of Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1975, the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act of 1967, and other applicable federal and state laws, and Arizona Board of Regents and University policy. The University's Interim Policy and Procedures for Nondiscrimination on the Basis of Disability is superseded by this policy.)
purposes of this policy, "sexual orientation" means an individual's heterosexuality, homosexuality, or bisexuality, whether the orientation is real or perceived.\(^2\) For the purposes of this policy, "gender identity" means an individual's actual or perceived gender, including an individual's self-image, appearance, expression, or behavior, whether or not that self-image, appearance, expression, or behavior is different from that traditionally associated with the individual's sex at birth as being either female or male.)

**E. Sexual Harassment Policies**

The University of Arizona prohibits sexual harassment by any person on University of Arizona premises or at University-affiliated functions. If a student experiences any form of sexual harassment, she/he should immediately report this matter to the Department Head and/or the College Dean as well as follow the procedures described at [http://w3fp.arizona.edu/affirm/shpolicy.htm](http://w3fp.arizona.edu/affirm/shpolicy.htm)

**F. Code of Academic Integrity**

Integrity is expected of every student in all academic work. The guiding principle of academic integrity ([http://dos.web.arizona.edu/uapolicies/cai2.html](http://dos.web.arizona.edu/uapolicies/cai2.html)) 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://dos.web.arizona.edu/uapolicies/cai2.html](http://dos.web.arizona.edu/uapolicies/cai2.html)

**G. Rights and Responsibilities Regarding Disability Access**

The University of Arizona is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at [http://drc.arizona.edu/index.html](http://drc.arizona.edu/index.html)

**H. Satisfactory Academic Progress**

The Rehabilitation Doctoral Program faculty annually reviews students’ progress during the entire time they are in the program including the content, Practicum, and Dissertation phases of their study. Students who are making unsatisfactory progress are formally informed and required to meet with their Academic Advisor in order to develop a plan for making recommended improvements. As outlined in the University of Arizona’s latest edition of the Graduate Catalog, satisfactory academic progress requires maintaining a minimum 3.00 grade-point average. Failure to meet the satisfactory academic progress requirement will lead to conversion of students’ degree seeking status to graduate
non-degree status by the Dean of the Graduate College. Details on this matter can be obtained from the website at http://catalog.arizona.edu/2007-08/policies/aaindex.html

I. Doctoral Continuous Enrollment Policy

A student admitted to a doctoral program must register each semester for a minimum of 3 graduate units from the date entering the program until the completion of all course requirements, including written and oral comprehensive exams, and 18 dissertation units. When these requirements are met, doctoral students not on financial assistance and/or needing to maintain appropriate visa status must register for a minimum of 1 unit each semester until final copies of the dissertation are submitted to the Graduate Degree Certification Office. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirements, and should check with their program advisor regarding such requirements to ensure that they remain qualified for funding.

Doctoral students do not have to register for graduate units during summer sessions unless they plan to make use of University facilities or faculty time. If they plan to utilize facilities or faculty time they must enroll for a minimum of 1 unit of graduate credit. If degree requirements (including the Comprehensive Exams and the Final Oral Exam) are completed during the summer term, the student must be registered for a minimum of 1 unit of graduate credit during that term. If degree requirements are completed during an intersession (winter session or the Pre-Session), the student must have been registered for a minimum of 1 unit during the preceding semester.

Unless excused by an official Leave of Absence (which may not exceed one year throughout the student’s degree program), all graduate students are subject to the Continuous Enrollment Policy and must pay in-state and out-of-state tuition and fees in order to remain in the program. If the student fails to obtain a Leave of Absence or maintain continuous enrollment, he or she will be required to apply for re-admission, to pay the Graduate College application fee, and pay all overdue tuition and fees, including cumulative late penalties. Tuition or registration waivers cannot be applied retroactively.

J. Leave of Absence (LOA)

1. Academic Leaves

   Academic LOAs (i.e., leaves to take course work at another university, for research, field work, internships, professional development, etc.) are handled on a case-by-case basis by the student’s department and the Graduate College.

2. Medical Leaves

   With appropriate documentation from their medical provider, graduate students in degree programs may be granted a Medical Leave of Absence by the Dean of the Graduate College. Under extraordinary circumstances, LOAs may be granted retroactively for up to one year. Students will be readmitted without reapplying to the department and the Graduate College. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.
3. Personal Leaves

Graduate students in degree programs may be granted a Leave of Absence for a maximum of one year throughout the course of their degree program by the Dean of the Graduate College. LOAs may be granted retroactively for up to one year. LOAs are granted on a case-by-case basis for compelling reasons including birth or adoption of a child, personal or family reasons, medical reasons, military duty, or financial hardship. Students will be readmitted without reapplying to the department and the Graduate College at the expiration of the LOA. Only when the LOA is approved prior to the beginning of the semester for which the LOA is being sought will students be exempted from fees for that semester. Only academic services or facilities available to the general public can be used during the LOA.

Leaves of Absence (LOAs) may affect the status of a graduate student’s financial aid. Students are responsible for determining the requirements of their funding agency and/or academic unit prior to applying for a Leave of Absence. Failure to obtain a Leave of Absence or remain in continuous enrollment will result in penalties, as described in the Continuous Enrollment policy requirements (http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/continuous-enrollment-phd).

K. Student Surveys

The Rehabilitation Doctoral Program periodically surveys its graduates and current students of the program to obtain their opinions, perceptions, and their recommendations about necessary changes and modifications in the curriculum, policies, and governance practices for bringing about needed improvements. In addition, the Program uses these forms to obtain information about students’ status in the program and maintain an updated student record.

L. Course Transfer, Substitution, and/or Replacement

Students entering the doctoral program are highly recommended to meet with their academic advisor if the student wishes to transfer previous coursework credits, and/or make course substitutions or replacements. The general guidelines are as follows:

- All required units of credit must be at the 500-level or above at the University of Arizona (or, in the case of transfer units, their equivalent at other institutions).

- Graduate credit earned at other approved institutions, if accepted by the major department and the Graduate College and the grade was A or B, may be counted toward the requirements of this degree.

- All transfer courses will be reviewed individually by the Director of Transfer Curriculum and Articulation and by the appropriate University departments to determine which courses are acceptable for University credit.

- Credit for correspondence courses or extension work obtained at other institutions will not be accepted for graduate credit.

- Contact your major academic advisor to find out how the general department credits apply to your University of Arizona degree. You may need to supply a course syllabus or course
description so that your advisor can determine any UA course equivalencies. When the advisor understands the content of your transfer courses, they will make appropriate substitutions to apply the transfer credits to your degree requirements.

- If the course transfers as department elective credit, you should ask your academic advisor how that course will apply toward your academic program.

- Students who wish to transfer credit must submit a request [http://www.registrar.arizona.edu/transcripts/evaluation.htm](http://www.registrar.arizona.edu/transcripts/evaluation.htm) before the end of their first year of study.

The University of Arizona has certain academic policies/guidelines that govern the transfer, substitution and/or replacement of graduate level courses. For more information visit [http://catalog.arizona.edu/2007-08/policies/aaindex.html](http://catalog.arizona.edu/2007-08/policies/aaindex.html)

**M. Termination of a Student from the Program**

The Rehabilitation Doctoral Program follows the guidelines of the University of Arizona Graduate College regarding the termination of students from the Program as outlined in the Graduate Catalog or visit their website at [http://grad.arizona.edu/catalog/policies/](http://grad.arizona.edu/catalog/policies/). Reasons for termination relate primarily to issues associated with satisfactory academic progress. In addition, if the student fails the Doctoral Comprehensive examination two times, she/he will be terminated from the Program. However, a student may appeal to the DPS Department Head to take the exam a third time.

When a student demonstrates unsatisfactory academic progress in the Program, the Program faculty can make a recommendation to the Graduate College through the Department Head that the student be terminated from the Doctoral Program in Rehabilitation. If the Department Head endorses the recommendation of the Program faculty, the recommendation is then forwarded to the Dean of the Graduate College for review and action.

Termination from the Program may also occur as a result of a student not registering each Fall and Spring semester for a minimum of three graduate units. For the specific Graduate College Policy, see “Continuous Enrollment” policy on the Graduate Catalog or visit their website at [http://grad.arizona.edu/catalog/policies/](http://grad.arizona.edu/catalog/policies/)