

DHD GRADUATE STUDENT HANDBOOK

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INTRODUCTION

Welcome to the Department of Disability and Human Development!

DHD Student Handbook is dedicated to all students who are pursuing access to education in the Department of Disability and Human Development (DHD), University of Illinois at Chicago (UIC). The handbook contains accessibility information designed to enhance your living and learning experience at UIC.

The University of Illinois reserves the right to change fees, rules, policies, and procedures.

Please check online for accuracy, as information may change.

CHANCELLOR'S STATEMENT OF COMMITMENT TO PERSONS WITH DISABILITIES

Guided by the belief that people with disabilities are assets to the university, UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. We seek to provide an academic, social and physical environment that makes disabled people integral to the diversity of perspectives that is vital to an academic community. UIC supports the principles of universally accessible design, alternative communication formats, and the expression of disability community and pride. At all levels of the university, UIC promotes equal opportunity, fair treatment, and the elimination of barriers for qualified individuals with disabilities.

MISSION STATEMENT

In promoting the academic, professional, cultural and social development of faculty, staff, and students with disabilities at the University of Illinois at Chicago, the Chancellor's Committee on the Status of Persons with Disabilities (CCSPD) is devoted to the following tasks:

- Communicating the various elements concerning the status of persons with disabilities at UIC to administration.
- Leading the cultivation of a positive, equitable environment where persons with disabilities may thrive in all areas and levels of their UIC experience.
- Developing university programs designed to improve the quality of opportunities and curricula available to persons with disabilities.
- Enhancing UIC's relationship with the various alumni and communities that have and/or advocate for persons with disabilities throughout the Chicago-land area.

<http://ccspd.org.uic.edu/commitment/>

ABOUT US

PURPOSE

The purpose of this handbook is to outline the standards, organizational procedures, and regulations of the academic programs in the Department of Disability and Human Development (DHD), College of Applied Health Sciences (AHS), University of Illinois at Chicago (UIC). This handbook is to be used with the general Graduate College Catalog for all students on this campus.

DIRECTORY

Department of Disability and Human Development (MC 626)
College of Applied Health Sciences
University of Illinois at Chicago
Disability, Health, and Social Policy Building (DHSP)
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Room 436, DHSP Tel: (312) 413-1647 Email: theller@uic.edu

Sarah Parker Harris, PhD
Associate Professor and Director of Graduate and Undergraduate Studies
Room 209, DHSP Tel: (312) 996-5485 Email: skparker@uic.edu

DHD's Office of Student Affairs
Room 207, DHSP Tel: (312) 996-1508 Email: DHDOSA@uic.edu

Maitha C. Abogado, Academic Coordinator
Room 207, DHSP Tel: (312) 996-1508 Email: maitha@uic.edu

Maris Fujiura, Academic Advisor
Room 207, DHSP Tel: (312) 996-1508 Email: mfujiu2@uic.edu



The Academic Affairs Committee oversee recruitment, evaluation, and admission of applicants and the review of all matters related to the academic programs.

Academic Affairs Committee

Sarah Parker Harris, PhD, Chair
Fabricio Balcazar, PhD
Brian Grossman, PhD
Joy Hammel, PhD
Susan Magasi, PhD

Alyson Patsavas, PhD
Patricia Politano, PhD
Carrie Sandahl, PhD
Maitha C. Abogado

Faculty Members

Kruti Acharya, MD*
Fabricio Balcazar, PhD*
Kate Caldwell, PhD
James Charlton, MA
Daniel Cochrane, MS
Lennard Davis, PhD*
Carol Gill, PhD*
Robert Gould, PhD
Brian Grossman, PhD*
Rooshey Hasnain, EdD
Glenn Hedman, MEng
Tamar Heller, PhD*

Kelly Hsieh, PhD
Kathy Hooyenga, OT, MA RET, ATP
Robin Jones, MPA, COTA/L, ROH
Akemi Nishida, PhD*
Sarah Parker Harris, PhD*
Alyson Patsavas, PhD
Patricia Politano, PhD
Randall Owen, PhD
Carrie Sandahl, PhD*
Brenda Sposato, MPA, COTA/L, ROH
Sandra Sufian, PhD, MPH*
Kiyoshi Yamaki, PhD

Additional Faculty Members for the PhD Program

Joy Hammel, PhD*
Mary Khetani, ScD, OTR/L*
Mansha Mirza, PhD*
Susan Magasi, PhD*
Yolanda Suarez-Balcazar, PhD*

** denotes a Member of the Graduate College Faculty and may serve as DHD Advisor/Chair on committees*

Please note that all DHD students must have a Faculty Advisor/Chair from the Department of Disability and Human Development.

DHD ACADEMIC INFORMATION

Registration Procedures

The registration period for all students, degree and non-degree, generally begins in the 12th week of the preceding academic semester. A specific date is established each semester for official registration and announced to students. The registration of continuing students who have encumbrances from the preceding term will be prohibited until their debt to the university has been satisfied.

Registration for courses is done online. Students are issued appointments for registration (consult schedule of classes) and will not be allowed to register any earlier. Online registration is available through [my.UIC](#) on the UIC website. Consult the schedule of classes for semester schedules. Students should consult with their advisors before registering for classes. If a student is planning to register for more than 17 credit hours (whether for research or regular courses) in a semester, the student's advisor should be consulted.

Students use the online registration system to add and drop courses. Students may drop courses for a partial refund through the 10th day (5th day for Summer) of the semester. Courses dropped before the 10th day (5th day for Summer) will not appear on the student's transcript. A final drop date is established each semester, which is printed in the schedule. Courses dropped after the 10th day (or 5th) but before the final drop date will appear on the student's transcript as a "W." Students should pay particular attention to the refund policy published in the semester Schedule of classes. Courses should not be dropped without the advisor's consent.

Academic Performance

DHD students are governed by the academic standards of the College of Applied Health Sciences and the Graduate College. The grade requirement stipulates:

Students must maintain a B average or above in all courses taken. Any student whose GPA in graduate courses falls below 3.0 (on a 4.0 scale) is placed on academic probation by the Graduate College. The student, after two semesters, must restore their GPA to 3.0 or be dismissed from the program.

Dismissal from the program is automatic when students do not meet the GPA requirements. Unless a student has appealed the dismissal and received an exemption from appropriate bodies, they cannot continue in the program. Students may not enroll in a subsequent semester while an appeal is pending.

If a student has been dismissed for failing to restore a graduate GPA to 3.0 after two semesters of probation, the student may petition to the Graduate College. There is a form for such an appeal, and it requires the signature and recommendation of the Director of Graduate Studies.

Students should first discuss any planned appeal with their advisor, as the Director of Graduate Studies ordinarily acts on the recommendation of the advisor.

Incomplete Grades

If a student receives two or more incomplete grades, excluding independent study/research courses and thesis/dissertation hours, they will not be in good standing in the program and a department hold will be placed on their account. Upon recommendations of the DGS, in consultation with the DHD AAC, students may not register for the following term nor hold any departmental financial assistance including assistantships and waivers until the incompletes are cleared.

Breaches in Professional Standards

In accepting admission into the program, students commit themselves to the ethics of the academy. Both the Graduate College and the College of Applied Health Sciences demand exemplary conduct from their members. All members of the student body and the faculty of AHS are responsible for upholding these standards. Instances of alleged misconduct or unethical behavior shall be made known to the Dean of the College of Applied Health Sciences, who will refer such allegations to a faculty-student committee for a hearing and disposition of the case.

Action will be taken in accord with the *Student Disciplinary Procedures* prescribed by the University of Illinois at Chicago Senate. These procedures assure the student's right to a fair and impartial hearing by a panel including peers, and the right of appeal of adverse decisions beyond the College level. Copies of the *Student Disciplinary Procedure* are available from the Office of the Dean of the Graduate College or the Office of Student Affairs:

<http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf>

Grade Appeals

If a student receives a grade in a course which they believe to be inappropriate they should always discuss the matter immediately with the instructor and seek to arrive at a mutual agreement. If after such (a) discussion(s) a student still feels the grade they received is inappropriate, they may consult with the Director of Graduate Studies and an appeal to the Head of the academic unit that offers the course.

Readmission

A student who is dropped from an educational program may petition the Dean of the College of Applied Health Sciences for subsequent readmission. The student's application for readmission shall be processed by the Admissions and Academic Progress Committee for Disability Studies with other applications, under the requirements in effect at the time of reapplication.

If a student is placed on or requests a leave of absence for academic, health, or personal reasons, the length of the leave and criteria for returning to the program are negotiated on an individual basis. Leaves of absence are granted by the college upon recommendation of the program with clear expectations as to the circumstances which will allow the student to return to the program.



Graduate College Grievance Procedures

<http://grad.uic.edu/grievance-procedures>

The following outline summarizes the four basic steps to the grievance procedures (section numbers indicated can be found in the complete manual):

- Program staff should encourage students to resolve their differences with the individual(s) involved prior to initiating the grievance procedures. This should be undertaken immediately because students have a 60-day deadline to resolve the matter informally before moving to the formal grievance stage.
- If students are not successful in resolving the matter on their own, they may proceed with a "complaint" at the "informal" stage made to the primary administrator of the person grieved against (Section III).
- If the students are not satisfied with the outcome at the informal stage, they have 60 days from the time they knew about the problem to take the written complaint (now called a "grievance") to the primary administrator as the first step of a formal grievance (Section IV). The primary administrator (usually a department head/chair) must conduct an appropriate investigation and may grant or deny the remedy sought, but must do so in writing within 30 days.
- If students are not satisfied with the outcome at the first stage they may proceed (within 14 days following receipt in writing of administrative officer decision) to the second step of the formal grievance (Section V). In cases of students in programs within the Graduate College, the Dean of the Graduate College is the grievance officer who then appoints a hearing officer.
- The grievance officer (usually the Dean of the Graduate College) will review and either uphold the decision or offer a different remedy, and may conduct further inquiry.
- If any remedy is not acceptable to the grievant (student), or if further inquiry is needed, the grievance officer will notify the grievant (student) that s/he may request a hearing. The student must request a hearing within 7 days after the grievance officer's decision or notification to student that a hearing may be requested. A date for a hearing must be established within 14 days. The hearing must be within 30 days from the time the request for a hearing is made by the grievant (student).

Please be aware that only the Chancellor may make an exception to a deadline in these procedures. Students lose their right to continue to the next step of the procedures if they miss a deadline, but they may automatically appeal to the next higher level if their grievance has not been handled by the appropriate University officer within the administrative deadline.

MS IN DHD ACADEMIC INFORMATION

Mission

The goal of the Master of Science in Disability and Human Development program is to provide post-baccalaureate students and human services professionals with graduate level concepts, technical knowledge and skills necessary to assume leadership roles in disability related business, health services, government, and social service organizations.

Program Objectives

- Provide students with an understanding of disability at multiple levels, from the biological through the individual, familial, societal, and cultural.
- Develop students' skills and experience in a) rehabilitation technology, and b) disability studies and social policy.
- Provide students with basic conceptual and research skills needed to contribute to research in this area as well as being able to interpret and evaluate research reports in their area of concentration.

Advising

All MS students must receive course selection advising from the Director of Graduate Studies prior to registration for each semester.

Master's students who have completed all course credit requirements but have not yet completed a graduation requirement (e.g., thesis, or project, or comprehensive examination) are not required to register unless they hold a fellowship, assistantship or tuition and service-fee waiver. Students who are on a time-limited visa or are in programs that require continuous registration must petition the program and the Graduate College to register for zero hours in an appropriate course (master's thesis, 598, or master's project, 597). International students must consult with the Office of International services before completing a petition.

Degree Requirements and Program of Study

The Master of Science in Disability and Human Development program of study consists of four sections: required core courses (6 credit hours), specialization courses (6 credit hours), electives (at least 13 credit hours), and thesis (at least 3 credit hours of methodology and 8 thesis hours) or project (at least 4 project hours).

The Director of Graduate Studies (DGS) serves as the general academic advisor for all MS students and advises and approves the course of study for each semester. A program plan form is filled out by the student with assistance from DGS before the beginning of each semester.

All students are required to complete a thesis or project. The thesis is a culminating project involving application of scholarly methodology to a disability-related research question. The project option consists of a capstone experience that results in a tangible product in

professionally relevant area. For thesis and project advising, students are encouraged to seek out DHD faculty after admission to explore areas of interests and expertise compatible with the student's goals. Full time MS students are expected to have identified a thesis or project advisor by the beginning of their second academic year.

1. Total Required Hours: 36 (2-3 years to complete) within the following guidelines:
 - At least 12 of the 36 hours must be attained in courses at the 500 level.
 - A maximum of 9 of the 36 hours may be transferred from accredited and acceptable graduate study at other institutions.
 - All students are required to earn a minimum of 27 semester hours of credit in formal course work and thesis/project work within the MS program.
 - Thesis research or thesis project credit may not exceed 14 of the required 36 hours.
2. Required Core Courses (all MS students)
DHD 401
DHD 510
3. Required Specialization Courses
Disability Studies and Social Policy: Students must complete DHD 570 and DHD 581.
Rehabilitation Technology: Students must complete DHD 440 and DHD 551 or 565.
4. Electives
All students must take at least 13 credit hours of electives. Electives may be selected from among other course offerings in DHD or other departments across campus. Students are encouraged to discuss selection of electives with the DGS or academic advisor.
5. Completion of Thesis or Project
Thesis: The thesis option involves conducting an independent research study and development of a written thesis. This option is strongly recommended for students interested in pursuing careers in scholarship or research. Students electing a thesis must complete either DHD 546 or DHD 515 (or equivalent statistics course), and must complete at least 8 hours of DHD 598.

Project: The project option involves conducting a field-based project of direct professional relevance to the student. Students must complete at least 4 hours of DHD 597. Students opting for the Project Option must also:
 - a. develop a written report describing the project and its outcomes;
 - b. presentation of the project in a public forum; and
 - c. pass a written comprehensive examination.

Please note a "C" grade will not be applied as credit for any required courses.

Thesis and Project Option

THESIS: Students interested in pursuing the Thesis option are encouraged to discuss possible research opportunities with faculty during their first year in the program. Students must identify a Thesis Chair from DHD to assist them in developing and conducting an independent research project. Working with your Chair, identify and nominate at least two additional members for your Committee. A *Committee Recommendation Form* must be submitted to the Graduate College; the Dean of the Graduate College formally appoints the Thesis Committee. The committee consists of at least three (3) members, of whom at least one (1) is a UIC Graduate Faculty with full membership, and one (1) of whom is the student's Thesis Chair. One member may be from outside of DHD. The role of Committee members is to: (1) assist the student in the development of the research, (2) conduct a final thesis exam, and (3) review and accept the final written thesis.

Detailed guidelines for the preparation of thesis which meet the Graduate College's technical specifications are contained in the document *Graduate College Thesis Manual* or on the web page (https://grad.uic.edu/sites/default/files/pdfs/ThesisManual_rev_06Oct2016.pdf). This document is available at no cost from the Graduate College, and students are urged to familiarize themselves with its contents.

The following regulations and deadlines apply to all thesis research:

Any research which involves the use of human subjects, animal subjects, or biohazardous materials must be approved by the Institutional Review Board (IRB), the Animal Care Committee (ACC), or the Institutional Biosafety Committee (IBC) before the research is begun. It is University policy that theses which are not in compliance with the Office of Protection from Research Risks (OPRR) will not be accepted for fulfillment of graduation requirements.

The format, as well as content, is the responsibility of the student and department. The *Graduate College Thesis Manual* should be used as a guide for format.

Any problems in format which may affect publication through University Microfilms, or shelving in the UIC Library are the responsibility of the student and department to correct.

PROJECT: Students interested in pursuing the Project option are encouraged to discuss possible project opportunities with faculty during their first year in the program. Students must identify a Project Advisor to assist them in developing and conducting the project.

Working with your Project Advisor, identify at least one additional Reader for your Committee. Committee recommendation forms are not required. Both members of the Committee should be a DHD faculty member and at least one a UIC Graduate Faculty with full membership.

The role of the Advisor and Reader is to: (1) assist the student in the development of the project; (2) prepare and grade a comprehensive exam; and (3) review and accept the final project paper. Guidelines for the preparation of the project and expectations for the exam must be established and mutually agreed upon by the Advisor and Reader.



PHD IN DIS ACADEMIC INFORMATION

Academic Performance

Doctoral students are governed by the academic standards of the College of Applied Health Sciences and the Graduate College. The grade requirement stipulates:

- Students must maintain a B average or above in all courses taken.

Students who fail to meet this requirement are governed by the following policies:

- 1) Earning a C or lower in any course is grounds for probation.
- 2) Earning 2 C's or lower in any courses is grounds for dismissal from the program.
- 3) Any student whose GPA in graduate courses falls below 3.0 (on a 4.0 scale) is placed on academic probation by the Graduate College. The student, after two semesters, must restore his/her GPA to 3.0 or be dismissed from the program.

Please note a "C" grade will not be applied as credit for any required courses.

The policy requiring a B or above in all courses is departmental and is governed by the Academic Affairs Committee of the Department of Disability and Human Development. The policy requiring a 3.0 graduate level GPA is governed by the Graduate College.

Dismissal from the program is automatic when students do not meet the requirements outlined above. Unless a student has appealed the dismissal and received an exemption from appropriate bodies, he or she cannot continue in the program. Students may not enroll in a subsequent semester while an appeal is pending.

Exemptions to the policy requiring a B or above in all courses will be considered by the Admissions and Academic Progress Committee on a case-by-case basis. The Committee will evaluate whether there have been extenuating circumstances which have negatively affected academic performance. The student must present the request for exemption to this policy to the Committee within one week of the notification of the grade, using an appeal form. The appeal form requires the signatures of the student's advisor and the course instructor and a recommendation concerning the appeal from both parties. If the committee decides that an exemption to the policy is warranted, a remediation plan will be specified. Remediation typically means retaking the course. If the student successfully completes the remediation plan, he or she may continue in the program. Policies regarding academic probation still apply in this situation. Students who are completing remediation may continue enrollment in courses for which the unsatisfactory course is not a prerequisite, or may go on a leave of absence until remediation is successfully completed. This may delay graduation by one year.

If a student has been dismissed for failing to restore a graduate GPA to 3.0 after two semesters of probation, the student may petition to the Graduate College. There is a form for such an appeal, and it requires the signature and recommendation of the Director of Graduate Studies. Students should first discuss any planned appeal with their advisor, as the Director of Graduate Studies ordinarily acts on the recommendation of the advisor.

If a grade of C or below simultaneously results in dismissal for failure to re-establish a graduate GPA of 3.0 after two semesters of probation, the student may appeal. However, the student must first appeal dismissal on the basis of the below-C grades to the program's Admissions and Academic Progress Committee. If successful, then appeal to the Graduate College concerning dismissal for failing to meet Graduate College conditions of academic probation is made.

Incomplete Grades

If a student receives two or more incomplete grades, excluding independent study/research courses and thesis/dissertation hours, they will not be in good standing in the program and a department hold will be placed on their account. Upon recommendations of the DGS, in consultation with the DHD AAC, students may not register for the following term nor hold any departmental financial assistance including assistantships and waivers until the incompletes are cleared.

Grade Appeals

If a student receives a grade in a course which they believe to be inappropriate, they should always discuss the matter immediately with the instructor and seek to arrive at a mutual agreement. If after such (a) discussion(s) a student still feels the grade they received is inappropriate, they may consult with the Director of Graduate Studies and possibly make an appeal to the Head of the academic unit that offers the course.

Degree Requirements

Students must complete a minimum of 96 credit hours beyond the baccalaureate degree. Credit may be awarded for up to 32 hours of previous graduate work. A minimum of 64 credit hours must be completed in the Disability Studies Program.

All students must take a comprehensive written examination prepared individually by a preliminary examination committee to evaluate the student's knowledge of the broad area of disability studies and his or her specific content area. A dissertation is required and must be defended at a public session before the dissertation committee and other members of the scientific community.

The Disability Studies program is designed primarily as a full-time course of study. Students who are full-time will be expected to maintain at least 9 credit hours per semester. Students must complete the program within nine years from their date of entry for post-baccalaureate students and seven years for students entering with a Master's degree. Each student will have an advisor chosen from the faculty of the program. The advisor will monitor the student's progress through the program and serve as chair for the dissertation committee.

Please note: PhD students with 32 credits from a previous Master's degree may take up to 12 credits of 400-level courses of which at least 8 credits must be in DHD. PhD students without a

previous Master's degree may take up to 24 credits of 400-level courses of which at least 12 credits must be in DHD.

Program of Study

Upon admission to the PhD program, the student is assigned a major advisor, a faculty member in the Department of Disability and Human Development, with interests and expertise compatible with the student's goals. Together, the student and advisor develop an overall program of study. The approved *Program of Study* form shall be submitted to the Office of Students Affairs for Academic Affairs Committee approval each year. Revised proposals may be submitted thereafter. Students are also expected to complete an annual review of academic progress with their advisors which functions as an update to the *Program of Study* form each year.

The *Program of Study* consists of four sections: required courses, research courses, electives, and dissertation. A total of ten credits must be earned in a required core of study consisting of a two semester sequence of four credit advanced courses in disability studies and two semesters participation in a one credit interdisciplinary seminar. The core is required of all incoming students.

Each student is to take course work to develop advanced research skills. The purpose of this requirement is to enhance the student's data analysis and critical thinking skills. The core required research courses will consist of DHD 510, Concepts in Interdisciplinary Research on Disability Studies, and DHD 541, Advanced Concepts in Disability Research. In addition to these core research courses, students must also take 9 credits on research methodology courses to be selected with their advisor. Students entering with a Master's degree and appropriate research course work and experience will be expected to take additional research courses related to the student's dissertation area, selected in consultation with the student's advisor from among courses offered by the participating units or outside of the program. Students entering post-baccalaureate or who require additional research training may be required to take supplementary course work.

All students are required to complete a dissertation based on original research. Electives are chosen from courses offered within the proposed program, courses offered by the participating units, and courses from other graduate programs on campus. Electives are to be selected based on the student's content area concentration and are to be determined by the student in consultation with his/her advisor.

The curriculum is individually designed to meet the interests and goals of the student. The student is encouraged to utilize any of the resources of UIC. The primary requirement is that a meaningful, cohesive, disability studies-directed, and research-oriented program be constructed.

DHD 596 Independent Study / DHD 593 Independent Research

Independent study and independent research courses are intended for "advanced study and analysis of a topic under the guidance or supervision of a faculty member". For example, if a student wishes to explore in-depth a topic that is not available via regular classes at UIC or one

of the participating local universities; or the topic is not available at the level the student requires (e.g., foundational or advanced).

Students may NOT use independent study or independent research to meet their methodology requirements.

Under exceptional circumstances, and with a minimum of one term advanced permission from the DGS, an advisor may petition for their student to apply a maximum of one credit independent study or independent research credit towards the methodology requirement. Advisors must write a comprehensive statement outlining why the student cannot access a formal methodology course on the specific method, and include a plan of study with meeting schedule, topics, readings and assignments. This is to be submitted to OSA, and approved by DGS prior to the student registering for the course. It is recommended that the faculty advisor meet weekly with the student.

Examination and Defense Committees

The Dean of the Graduate College appoints separate committees for the preliminary examination and the doctoral defense. The selection is based on the recommendation of the advisor and the Director of Graduate Studies. The content of the examination is determined by the graduate program. The timing of the thesis/dissertation examination must take into consideration the Graduate College deadlines for format approval and graduation evaluation.

Doctoral Preliminary Examination

The purpose of the preliminary examination (or qualifying examination) is to determine the candidate's readiness to undertake dissertation research and passing it constitutes formal admission to candidacy. The examination serves as the last major step toward the PhD degree except for the completion and defense of the dissertation. The examination provides the student with timely feedback of the faculty members' views of their potential for completing the PhD program. Only students in good academic standing are permitted to take the examination. The preliminary examination is distinct from the oral defense of the dissertation project.

Students enrolled prior to Fall 2017:

Learning Objective. The goal of the preliminary exam is to demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field. Students demonstrate mastery of ability to synthesize, analyze and critique scholarship.

Task and Topic. Students write five exam papers and complete an oral defense. The topics of the paper are:

- Paper 1: Critical analysis of theory (in broad content area of interest).
- Paper 2: Critical analysis of methodology (in broad methodological area of interest).
- Papers 3, 4, 5: Critical analysis and application of scholarship (in broad content areas of interest, which may also include theory and/or methodology).

Timing in the program. The preliminary examination is generally administered once the student has completed most, though not necessarily all, of the coursework. Students should plan to take the exam towards the end of their second year or at the start of their third year in the program. Students are permitted to take the written proportion of the exam during summer term (with advisor approval) but must schedule the oral portion of the exam during fall or spring term. A minimum of one year has to elapse before the defense of the dissertation after passing the preliminary examination. Students who do not complete the degree requirements within five years of passing the preliminary examination must retake the examination.

Eligibility and Registration. Students must be registered for the semester in which the exam is taken. Students may register for up to three credits of DHD 599 for a maximum of one term of preliminary exam preparation prior to taking the exam. Students may also register for an additional nine credits of DHD 599 during the term they complete the written exam. Alternatively, students may complete preliminary preparation and the written exam during one term and register for a total 12 credits of DHD 599. No more than 12 credits of DHD 599 can be applied to the preliminary exam. Only students in good academic standing are permitted to take the examination. Students with outstanding incompletes in coursework, on departmental academic warning, or on Graduate College academic probation are not permitted to take the exam. Please consult with the DHD Office of Student Affairs (OSA) to check academic standing prior to scheduling the exam.

Committee and Scheduling. The Committee Chair is the primary PhD Advisor and must be a Disability Studies faculty member (including OT faculty that hold appointments in DHD), and who is a full member of the UIC graduate College (tenure and tenure-track faculty only). The Advisor/Chair works with the student to select the remaining four committee members. The full committee consists of:

- Three Disability Studies faculty (including Advisor/Chair);
- Three UIC Graduate College faculty with full membership (tenure/tenure-track);
- Two tenured faculty at UIC (associate or full professors); and
- One outside of home department (a UIC faculty member or member from outside of UIC).

The Advisor/Chair submits the committee list to the DHS Office of Student Affairs (OSA) for approval. The Committee is appointed by the Dean of the Graduate College upon the recommendation of the program. There is a required form to be completed by the student, signed by the Advisor/Chair, and approved by the DGS. The dates of the written and oral exam need to be included on this form and must be submitted to OSA at least two months prior to the start of the written exam. Students should also plan to schedule both the written and oral portions of the exam with their committee a minimum of two months in advance to ensure adequate time for departmental and Graduate College approval.

Preparation by Students. Students should take no more than one term to form their committee, develop topics and readings lists, and complete any other preparation work as needed/requested by committee (e.g. gathering sources, preparing annotated bibliographies, drafting summaries and/or outlines, etc.). Throughout the preparation students are expected to

work closely with their Advisor/Chair and to meet with individual committee members at least twice (once to discuss topic/list and once for formal approval of list/outline).

Reading Lists. The five reading lists are developed by the student as part of the exam process. The student develops one list per topic to address questions developed by the faculty member associated with that topic. Each committee member reviews and approves the list developed for their associated topic. Committee members can make suggestions, additions and/or deletions to ensure thoroughness in the topic area. Once approved by individual committee members each list is sent to the Advisor/Chair for final approval. Each reading list should be a minimum of 20 readings and a maximum of 30 readings. Students must engage with and cite a minimum of 75% of the reading list in each final paper. Students should avoid citing the same source across two or more papers to avoid duplication or self-plagiarism. However, there may be some limited circumstances where a student uses a key source for difference purposes in two lists (e.g. content for one list and methodology for another list). Citing a source more than once in the five papers should be firstly discussed with the Advisor/Chair and kept to a minimum.

Exam Questions. The Committee develops questions that relate to the larger topic. Responses should show a scholarly approach by discussing theory, content, policy, practice, and/or methodology. Students are expected to demonstrate mastery of each reading list by answering one question carefully designed to synthesize and critically exam key elements of the readings. Questions are sent to the Advisor/Chair at least two weeks in advance of the exam. Students are not permitted to see the exam question until the start of the exam.

Exam Length. Each paper is to be between 15-20 pages double-spaced, plus references. The paper cannot exceed 20 pages. After the exam period is completed, each member will review the response pertaining to their question (primary reader) as well as one additional response (secondary reader). Readers are assigned by Advisor/Chair.

Exam Process. The exam is five to ten consecutive days total, including weekends (one to two days per exam paper). The length and scheduled start date within these time frames are determined by the student and their Advisor/Chair, and final approval must be given in writing to the student by the DGS. The Advisor/Chair sends the student all five questions on the first day of the exam. The student submits all five papers on the last day of the exam. The student can elect to take the exam in-class or take-home. (**Note:** for the in-class option, the exam must be taken over five consecutive business days during business hours. A dedicated classroom space in DHD will be provided. Students must provide their own computer).

NOTE on Teaching Assistantships: Students who work as a Teaching Assistant in DHD may not schedule their written exam during the first three weeks of their employment contract (one week prior to term and first two weeks of term), during mid-term and final exam weeks, or during the final grading period. Students must get one month advanced written permission from the DGS, as well as from their TA course instructor (if known) prior to the start of the preliminary exam period.

NOTE on coursework enrollment: Students who are enrolled in DHD graduate classes at the time of the written preliminary exam may be excused from a maximum of one week of class, with an expectation of completing make-up work and/or additional assignments per the

instructor's request. Students must get one month advanced written permission from the course instructor. The instructor may also set additional conditions (such as not missing the first or last weeks of class). Students are not permitted to be absent for more than one week of class due to written preliminary exams.

Oral Defense. Two weeks after the written exam period (and no longer than four weeks), members meet to discuss the papers and examine the student. The oral exam may address weaknesses or ask for clarification of responses in the written exam; however, questioning can involve any aspect of Disability Studies. The primary reader of each paper spends 10-15 minutes discussing their paper with the student, asking two-three questions about the topic to assess their understanding and knowledge. The second reader of each paper spends an additional 5-10 minutes discussing the paper with the student, asking one-two questions. However, all committee members may ask the student questions of any paper. At the conclusion the student will leave the room and the committee will discuss the papers and the final grades. (Total length of oral exam is around 90-120 minutes).

Grading. Each member of the examining committee assigns a grade of "pass" or "fail" for the question/topic area for which they are associated faculty. A student may pass the exam with one "failed" vote, but cannot be passed with more than one "fail" vote. The committee may require that specific conditions (e.g. a rewrite) be met before the "pass" recommendation becomes effective. On the recommendation of the committee, the Advisor/Chair may permit a second examination. A third examination is not permitted. The results of the examination must be submitted to the Graduate College within two weeks of the completion of the exam. The Examination Report must be signed by all members of the Committee. Once the student has passed the examination, the Dean of the Graduate College will notify the student that they have been admitted to candidacy in the PhD program.

Procedure. The Dean of the Graduate College appoints the committee upon receipt of the *Committee Recommendation Form* three (3) weeks prior to the preliminary examination, an additional week for the Office of Student Affairs to process. The results of the examination must be submitted to the Graduate College within two (2) weeks of the completion of the exam. The *Examination Report* must be signed by all members of the committee. Once the student has passed the examination, the Dean of the Graduate College will then notify the student that they have been admitted to candidacy.

Students enrolled Fall 2017 or after:

Timing.

Term	Fall	Spring
Year 1	N/A	Identify and confirm prelim committee by end of term

Year 2	Sign up for 3 credits DHD 599 and complete three reading lists	Sign up for 6 credits DHD 599 and complete three exam papers -Committee gives three exam questions end of Week 2. -Student completes three papers by end of Week 10. -Committee grades by end of exam week. Fail: re-take option in Fall term
Year 3	Proposal Development: students enroll in DHD 541 and do oral presentation. [If fail prelim, re-take this term following same process as Spring, Year 2]	Proposal Development: students enroll in DHD 542 and do oral defense. Proposal Defense: students defend proposal no later than end of exam week (May).

Eligibility and Registration. Students must be registered for the semester in which the exam is taken. Students can register under DHD 599 for one semester of preliminary exam preparation prior to taking the exam. Only students in good academic standing are permitted to take the examination.

Committee Composition. The Committee Chair is the primary PhD advisor and must be a faculty member in the Department of Disability and Human Development. Student and Chair select committee members together and submit to DGS for approval. The committee for the preliminary examination is appointed by the Dean of the Graduate College upon the recommendation of the program (*Committee Recommendation Form* required). The committee consists of at least five (5) members, of whom at least three (3) are UIC Graduate Faculty with full membership, and two (2) of whom must be tenured. The chair of the committee must be a full member of the UIC graduate faculty. The chair of the committee must be a full member of the UIC Graduate Faculty. An outside member is required. When the committee is set, please complete the *Committee Recommendation Form* to DHD's Office of Student Affairs.

https://grad.uic.edu/sites/default/files/pdfs/form-CommitteeRecommendationFormRev_08-2016.pdf

Student, Chair, and committee members agree to the date(s) of the exam, which should be specified on the form. The form is due at least 1 month before the start of the preliminary examination. Graduate College requires a 3 week notice and it takes about a week to process the form in the Department. Graduate College **MUST** approve the committee before students are allowed to begin the preliminary examination.

Examination Topics. Students write three exam papers, based on interrelated topics within their broad area of research. Students are expected to demonstrate expertise in Disability Studies methodology, theory, and key scholarship in the field. Papers include one critical analysis of theory (in broad content area of interest), one critical analysis of methodology (in broad methodological area of interest), and one critical application and translation of scholarship (in broad content area of interest). Committee members are matched to a topic based on their expertise (decided by Chair).

Reading Lists. Developed by student as part of the exam process. Student consults with advisor on lists, and advisor coordinates with individual committee members as needed to complete lists. Each reading list to be a minimum of 20 readings and a maximum of 30 readings. Students must engage with and cite a minimum of 75% of the reading list in each paper. AAC will develop example lists for each paper.

Preparation by Students. Students should take no more than one semester to form their committee, develop topics and readings lists, and complete any other preparation work as needed/requested by committee (e.g., gathering sources, preparing annotated bibliographies, drafting summaries and/or outlines, etc.). Throughout the preparation, students are expected to work closely with their Chair and to meet at least once with each individual committee member.

Exam Questions. The Committee develops questions that relate to the larger topic. Responses should show a scholarly approach by discussing theory, policy, practice, or methodology. Students are expected to demonstrate mastery of each reading list by answering one question carefully designed to synthesize and critically exam key elements of the readings. Questions are sent to the Chair in advance of the exam. Students may develop or request an example of the type of question they should expect to receive by each individual committee member to assist with preparation, but do not see the final exam question until the start of the exam.

The Exam. The exam is between five to ten business days (specific length decided by student and Chair, approved by DGS). The Chair sends the student all five questions on the first day of the exam. Once completed, responses will range between 15-20 pages each plus references (responses should not exceed 20 pages double-spaced). After the exam period is completed, each member will review the response pertaining to their question (primary reader) as well as one additional response (secondary reader). Readers are assigned by Chair.

Grading. Advisor assigns two committee members to each paper (primary and secondary reader). Committee members review two papers each. The advisor reviews all three papers. Papers are graded using a standardized grading rubric developed by AAC, adding qualitative comments as needed. Each member of the examining committee assigns a grade of “pass” or “fail.” A candidate cannot be passed with more than one “fail” vote. The Committee may require that specific conditions be met before the “pass” recommendation becomes effective. On the recommendation of the committee, the Chair may permit a second examination. A third examination is not permitted. The results of the examination must be submitted to the Graduate College within two weeks of the completion of the exam. The Examination Report

must be signed by each member of the committee and should be returned to the Graduate College within two business days following the examination. Once the student has passed the examination, the Dean of the Graduate College will notify the student that they have been admitted to candidacy.

Procedure. The Dean of the Graduate College appoints the committee upon receipt of the *Committee Recommendation Form* three (3) weeks prior to the preliminary examination, an additional week for the Office of Student Affairs to process. The results of the examination must be submitted to the Graduate College within two (2) weeks of the completion of the exam. The *Examination Report* must be signed by all members of the committee. Once the student has passed the examination, the Dean of the Graduate College will then notify the student that they have been admitted to candidacy.

PhD Proposal

After completing the preliminary exam and prior to starting dissertation research, students must develop, write, and successfully defend a comprehensive PhD proposal. The proposal draws on the research from the preliminary exam, coursework, plus additional new research. It is typically between 30-50 pages, and includes the following sections:

(Note: the structure and length may vary based on type of research, please consult with advisor on specific requirements):

- Cover page.
- Abstract (1/4 page).
- Introduction (2 pages).
- Literature review (15-20 pages).
- Conceptual/Theoretical framework (2-4 pages).
- Methodology (10-15 pages).
- Significance of research (2-4 pages)
- References.
- Appendices (e.g., instruments, guides, recruitment materials, etc.).

Once the written proposal is complete, the student meets with their five committee members for a two hour oral defense.

For students entering the program before Fall 2017 - Coursework and Timing

For students who entered the PhD program before Fall 2017: students work on their proposal during the summer at the end of year two of the program and/or during the academic terms of year three of the program. Students should plan to complete and defend their proposal no later than spring term of year three of the program. Students enroll in DHD 599 during the preparation and defense. Students should have completed (or are concurrently completing) all of their methodology requirements and methodology electives.

For students entering the program in or after Fall 2017 - Coursework and Timing

For students who entered the PhD program in or after Fall 2017: students work on their proposal during the academic terms of year three of the program. In the fall term of year 3,

students sign up for DHD 541; additionally, students should complete all of their methodology requirements and methodology electives. In spring term of year three, students sign up for DHD 542 and complete their proposal defense by the end of the spring term.

For *all* students

Development

The proposal development typically takes around one-two terms, although this varies specific to type of research. Students work primarily with their advisor to develop and complete their written proposal. The advisor must formally approved the written proposal prior to the student sending it to the full committee. Students should also meet with their individual committee members at least once during the proposal development stage; and may work with individual committee members more closely as needed.

Students should schedule an oral defense with their committee at least two months ahead of time. The full committee should receive the proposal at least two weeks in advance of the oral defense.

Oral Defense

The two-hour oral defense is closed, with just the student, advisor and committee. All committee members must be present in person or via phone/skype for the oral defense to be held. Students are to develop a 30-45 minute presentation of their research proposal (following the main sections of the proposal) and present to the full committee. This is followed by round-table discussion with the committee. The committee members must approve the proposed plan of research before a student moves ahead in the program.

The proposal typically requires edits after the defense, but may also require major revisions. The advisor, along with the committee members, make recommendations to the student following the oral defense. The student will work closely with their advisor and committee members to ensure all recommendations are addressed. The advisor will provide formal written approval for the student to proceed with their dissertation research.

Doctoral Dissertation Defense

Provided that the student has completed all graduation requirements and is in good academic standing, the student is now ready to defend the dissertation before the committee.

All candidates for the PhD degree must have an advisor from the Department of Disability and Human Development who is a member of the UIC Graduate Faculty. The advisor is considered the primary reader of the dissertation. The defense must be open to the academic community of the University and be publicly announced two weeks prior to its occurrence.

The dissertation committee is appointed by the Dean of the Graduate College on the recommendation of the student's department or program. The defense committee consists of at least five (5) persons, of whom one (1) must be from outside their program. The chair of the committee must be a full member of the UIC graduate faculty. At least two members of the

committee must be tenured faculty at UIC; at least one must be from outside the degree-granting program, which may include graduate faculty from other UIC departments or colleges. The outside member can also be from outside the University in which case the member must demonstrate equivalent academic standards; the member's curriculum vitae must accompany the Committee Recommendation form. When the committee is set, the *Committee Recommendation Form* is submitted.

https://grad.uic.edu/sites/default/files/pdfs/form-CommitteeRecommendationFormRev_08-2016.pdf

The form is due at least 1 month before the dissertation defense. Graduate College requires a 3 week notice and it takes about a week to process in the Department. Graduate College **MUST** approve your committee before defense.

The committee vote is “pass” or “fail.” A candidate cannot be passed if more than one failure vote is reported. The results of the defense are posted to the student’s record in the Graduate College. If the vote is “pass,” that degree requirement is now satisfied and the student may take the next step toward graduation. If the vote is “fail,” the committee may recommend that the Dean permit a second defense. This second examination must be initiated by submission of a new Committee Recommendation form, even if there is no change in membership. A third exam will not be permitted.

A committee may recommend “pass – with specified conditions”. If this does occur, the conditions must be specified on the Examination Report form along with the name of a committee member who will monitor the fulfillment of any such conditions. This named person must then report to the Graduate College in a memo when conditions have been satisfied.

Dissertation Procedures

The traditional academic finale for graduate work is the presentation of a doctoral dissertation, which serves as evidence that students have performed acceptable research or scholarly work in their fields. The appearance and quality of workmanship of the dissertation reflect not only on the student, but on the advisor and the University as well.

Detailed guidelines for the preparation of dissertations which meet the Graduate College’s technical specifications are contained in the document *Graduate College Thesis Manual*, https://grad.uic.edu/sites/default/files/pdfs/ThesisManual_rev_06Oct2016.pdf. This document is available at no cost from the Graduate College, and students are urged to familiarize themselves with its contents.

The following regulations and deadlines apply to all dissertations:

- Any research which involves the use of human subjects, animal subjects, or biohazardous materials must be approved by the Institutional Review Board (IRB), the Animal Care Committee (ACC), or the Institutional Biosafety Committee (IBC) before the research is begun. It is University policy that dissertations which are not in compliance with the Office of Protection from Research Risks (OPRR) will not be accepted for fulfillment of graduation requirements.

- The format, as well as content, is the responsibility of the student and department. The *Graduate College Thesis Manual* should be used as a guide for format.
- Any problems in format which may affect publication through University Microfilms, or shelving in the UIC Library are the responsibility of the student and department to correct.
- A successfully defended final, departmentally approved formatted dissertation is due electronically to the Graduate College by the thesis deadline dates for the term in which the student plans to graduate. Please refer to the Graduate College website for deadlines and submission requirements.
- Students who have urgent timetables to meet (e.g., further education moving plans, job obligations, etc.) should not wait until the deadline to submit their manuscript for review. Due to the volume of dissertations submitted, an immediate review is not guaranteed.

DHD COURSE DESCRIPTIONS

DHD 401. Foundations of Disability and Human Development. 4 hours.

Surveys foundational concepts and issues in disability studies and human development. Students will develop a framework for understanding disability from a multi-disciplinary perspective.

DHD 402. Historical Issues in Disability and Disease. 3 hours.

Explores the central place of disability and disease in modern history. Sample topics Include: histories of deafness, eugenics, mental illness, intellectual disabilities, and constructions of disease.

DHD 403. Disability in Latino Communities. 3 hours.

Designed to examine the distinct needs of Latino families and communities in the US and in Latin American countries, and their experiences with disabilities.

DHD 404. Disability, Sexuality, and Health. 4 hours.

Explores how political, social and cultural systems as well as historical contexts shape understandings and experiences of disability, sexuality and health.

DHD 405. Analysis of the Americans with Disabilities Act. 4 hours.

Examination of the history and implementation of the Americans with Disabilities Act. Analyzes and evaluates the effectiveness of the legislation in promoting and protecting the civil rights of people with disabilities.

DHD 406. Disability and Work. 4 hours.

Explores the complex relationship between disability and work within the U.S. Student will learn about debates and interventions surrounding the role, ability, and capability of people with disabilities to work.

DHD 407. Cultural Politics of Disability and Health. 4 hours.

Examines the construction and circulation of knowledge about bodies, health, medicine and impairment from a disability studies perspective.

DHD 408. Disability Through the Lifecourse. 4 hours.

Provides an overview of varying approaches to the study of disability through the life course from early childhood to adulthood and aging.

DHD 420. Mental Health, Asian Americans, and Community Engagement. 4 hours.

In partnership with Chicago's Asian American communities and using community engagement methodologies, this course will offer an interdisciplinary, team-approach to explore taboo-related mental health issues. Course Information: 3 undergraduate hours. 4 graduate hours.

DHD 440. Introduction to Assistive Technology: Principles and Practice. 3 hours.

Principles and exemplary practice of assistive technology used by individuals with disabilities, including augmentative communication, seating, mobility, computer access, environmental control, home modifications, and worksite modifications.

DHD 441. Adaptive Equipment Design and Fabrication. 3 hours.

Examination of the interaction between design and disability, through comparison of appropriate design theories, materials, and work on consumer-based issues.

DHD 445. Topics in Disability Studies. 4 hours.

This course will focus on topics structured around particular aspects of Disability Studies and its practical, cultural, and theoretical implications.

DHD 494. Special Topics in Disability and Human Development. 1-4 hours.

Systematic study of selected topics in disability and human development.

DHD 501. Disability Studies I. 4 hours.

Provides analysis of contemporary classification and diagnosis systems for disability as well as the conceptual foundations for disability studies as a content area.

DHD 502. Disability Studies II. 4 hours.

Current approaches and practices in disability studies, critically considered from a variety of perspectives. Service delivery systems and the influence that civil rights and self-determination have had.

DHD 505. LEND I. 4 hours.

Introduces students to issues related to disabilities, including leadership, public health, interdisciplinary training and practice, emerging issues, cultural competence, family centered care, and research.

DHD 506. LEND II. 3 hours.

Emphasizes the leadership competencies of the MCH Bureau pertaining to disability issues: MCH knowledge, cultural competency, family-centered care, interdisciplinary team-building, community and systems, and policy and advocacy.

DHD 510. Concepts in Interdisciplinary Research on Disability. 3 hours.

Core concepts and methodologies of the major research traditions used in disability research.

DHD 514. Ethical Issues in Disability. 2-3 hours.

Examines contemporary ethical issues affecting the lives of persons with disabilities and disability professionals. Critiques the application of ethical principles to problems of genetics, treatment decisions and competency.

DHD 517. Ethics and Disability: Contemporary Problems. 2 or 3 hours.

Ethical theories and ethical decision-making are examined from an interdisciplinary disability studies perspective in relation to people with disabilities. Topics include assisted suicide, de-institutionalization, and genetic discrimination.

DHD 526. Family Perspectives on Disability. 3 hours.

Examines trends, theories and research methods, policies, and family centered intervention approaches for families of persons with disabilities.

DHD 528. Race, Culture, and Health Disparities. 2-3 hours.

Focuses on developing students' critical thinking skills as they relate to race, health disparities and engaging in culturally responsive care.

DHD 530. Disability Oppression and Resistance. 3 hours.

Combines social theory that addresses a wide variety of disability studies concerns (ideology, oppression, empowerment, consciousness, and the body) with approaches on how best to use these theories to analyze the disability experience.

DHD 535. Advocacy and Empowerment in Disability. 3 hours.

In-depth review of academic literature on advocacy and empowerment. Relevant theories, research, and interventions in the context of individuals with disabilities will be reviewed.

DHD 541. Advanced Concepts in Disability Research. 3 hours.

Seminar-based applications of advanced scholarship skills. Topics covered include problem formulation, manuscript development, and critical reviews.

DHD 551. Computers, Communication and Controls in Rehabilitation Technology. 3 hours.

Provides information on operation and use of alternative controls for computers, augmentative communication devices and powered mobility. Emphasis on matching consumer's need and assistive technology.

DHD 554. Augmentative Communication Assessment. 3 hours.

Augmentative communication assessment strategies and evaluation of materials development. Utilizes case examples for discussion of specific approaches for different ages, disabilities, and settings.

DHD 555. Consideration, Assessment and Documentation of Assistive Technology in PreK-12 Educational Setting. 3 hours.

An introduction to the delivery of assistive technology (AT) services in the PreK-12 educational setting. Includes the legal foundation, models of AT service delivery, and practical components of AT consideration, assessment, and documentation.

DHD 556. Seating and Positioning for Wheelchair Mobility. 1 hour.

Focuses on assessment of seating & positioning for functional use of a manual/powered wheelchair for those with physical disabilities. Assessment procedures, technology selection, funding, & applicable research are covered. Course Information: Extensive computer use required. Taught online. Prerequisite(s): DHD 440; or consent of the instructor.

DHD 557. Manual Wheelchair Technology. 1 hour.

Focuses on manual wheelchair designs and components for use by children and adults with physical disabilities. Performance adjustments, transportation standards and securement systems, funding and related research are covered. Course Information: Taught online over a consecutive five-week period. Prerequisite(s): DHD 556; and consent of the instructor.

Recommended background: Physical Therapy, Occupational Therapy, Speech-Language Pathology, Special Education, Engineering.

DHD 561. Disability and Community Participation: Policy, Systems Change and Action Research. 4 hours.

Focuses on the critical examination of disability policy, activism, and research. Emphasis on conducting participatory action research in collaboration with constituents with disabilities, community organizations, and policy makers. Course Information: Same as OT 561. Field work required. Depending on the research project, students may or may not need to complete IRB training. More information on the IRB process will be available at the start of the project.

Prerequisite(s): Consent of the instructor. Recommended background: Previous coursework in disability policy, disability empowerment research and qualitative research. To be properly registered, students must enroll in one Lecture/Discussion and one Practice.

DHD562/ DHD594 - Mobile Technology and Computers: Built-in Accessibility Features. 1 hour.

This course explores the built-in accessibility features that are available in Macintosh, iOS, Android and Windows PC operating systems.

DHD567/ DHD594 - AAC for Individuals with Autism Spectrum Disorders. 2 hours.

Content addresses how AAC can meet the unique communication needs of individuals with autism spectrum disorders with emphasis on evidence-based modalities and intervention strategies. Topics include supports for social interaction and participation, assessment, and a range of intervention approaches including PECS, visual supports, aided language stimulation, and LAMP.

DHD568/ DHD594 - Supporting AAC in Educational Settings. 3 hours.

This course focuses on instruction and intervention for students who use augmentative and alternative communication systems (AAC) in the K-12 setting. Content emphasizes strategies that are classroom based and can be used in inclusive settings to aid the students' language and educational growth. Topics include assessment, literacy, social relationships, collaboration, and academic adaptations.

DHD 570. Disability and Culture. 3 hours.

Development of a cultural comparative approach in disability studies; American and cross-cultural aspects of disability; imagery of disability; disability and the body: gender and life-course issues, cultures of disability.

DHD 572. Modern History of Disability in the United States and around the World. 4 hours.

Explores several aspects of disability experiences in modern America and around the world. The course will focus on case studies and themes in the disability experience during the late 19th through the 21st centuries.

DHD 576. Visualizing the Body. 4 hours.

Survey of key moments in the representational life of disability in film. Film portrayals of disability will be analyzed from the perspective of narrative theory, film grammar, and social history.

DHD 581. Disability Policy I: Foundations of Disability Policy. 3 hours.

Provides a foundation of disability policy. Examines policy processes, policy making and welfare state arrangements. Focus on different political/ideological approaches to disability policy.

DHD 589. Current Research in Disability Studies. 1 hour.

A review of the current primary source literature in the area of disability research.

DHD 590. Field Experience in Disability and Human Development. 0-12 hours.

Opportunities for guided experience working with agencies, families, and persons with disabilities providing concrete, practical applications of concepts and principles of disability and human development.

DHD 592. Interdisciplinary Seminar in Disability Studies. 1 hour.

Students, faculty, and guest speakers present topics addressing current issues in research in the area of disability studies.

DHD 593. Independent Research. 1-8 hours.

Advanced study and analysis of a topic selected by a student under the supervision of a faculty member.

DHD 594. Advanced Special Topics in Disability and Human Development. 1 hour.

Systematic study of advanced selected topics in disability and human development.

DHD594 - Assistive Technology for Individuals Who Are Blind or Visually Impaired. 1 hour.

An introductory overview of assistive technology for people who are blind or visually impaired. Topics include screen magnification software, screen reading software, OCR software, braille technologies, low vision devices, smart phone and tablet accessibility features, and other specialized technologies designed for people with visual impairments.

DHD594 - Assistive Technology for Infants and Toddlers. 2 hours.

A course designed for therapists, educators and service coordinators involved in the assessment and training of assistive technology for children birth to 3 years. Covered topics include assessment and intervention, EI policies and procedures, and an overview of aids and strategies for augmentative communication, adapted play and computer access.

DHD594 – Environmental Modification. 1 hour.

A comprehensive overview of accessibility issues common in private residences and public spaces. National, state, and local codes are used as a framework for addressing the barriers, and accessible design and assistive technology solutions are investigated.

DHD594 - Ergonomics & Safety for Workers with Disabilities. 1 hour.

Individuals with disabilities can often achieve employment through the application of sound ergonomic principles, and where necessary, low-to-high-tech job accommodation devices. The course covers the application of these strategies in office and manufacturing environments, as well as the unique issues that individuals with disabilities face regarding emergency evacuation from worksites.

DHD594 – Assistive Technology Tools for Education. 2 hours.

Examination of a range of assistive technology tools and strategies that support participation and learning in an educational setting across major content areas, including low tech through high tech interventions and the AT decision-making process/framework.

DHD594 - Intro to Microcontrollers in Assistive Technology. 1 hour.

In the spirit of DIY projects, this class introduces students to the use of entry-level electronics utilizing microcontrollers such as the Arduino board. Students are guided in constructing projects with an Assistive Technology focus. Project options include making an adaptive switch to operate a computer game, creating an alternate input control for accessing the computer and/or building a basic EADL/ECU control. No previous experience with microcontrollers required only a proficiency with computer use.

DHD594 – Technology to Support Universal Design for Learning. 1 hour.

An introduction to the framework of Universal Design for Learning (UDL). Technology will be explored through the lens of the three components of UDL: multiple means of representation, multiple means of expression and multiple means of engagement. Participants will explore technologies to support all learners for ages K-12.

DHD 595. Seminar in Disability and Human Development. 1-4 hours.

Identifies and analyzes a broad range of issues related to disability and human development. Topics vary according to student interests and instructor availability.

DHD 596. Independent Study. 1-4 hours.

Advanced study and analysis of a topic under guidance of a faculty member.

DHD 597. Project Research. 0-16 hours.

Independent research project under the supervision of a faculty member.

DHD 598. Master's Thesis Research. 0-16 hours.

Thesis research to fulfill master's degree requirements.

DHD 599. Ph.D. Thesis Research. 0-16 hours.

Independent research in one area of disability studies.

For a complete and more detailed listing, please see the Graduate Course Catalog:

<http://catalog.uic.edu/gcat/colleges-schools/applied-health-sciences/dis/#courseinventory>

Please note: PhD students with 32 credits from a previous Master's degree may take up to 12 credits of 400-level courses of which at least 8 credits must be in DHD. PhD students without a previous Master's degree may take up to 24 credits of 400-level courses of which at least 12 credits must be in DHD.

GENERAL INFORMATION

Student Status

Full time for graduate students is defined as registration in 9 hours in Fall and Spring Semesters. This also applies to international graduate students.

If on a student visa (F-1 or J-1), effective Fall 2009, full time for graduate students is defined as registration in 9 hours in Fall and Spring Semesters and 5 hours in Summer, although registration for Summer is optional in most situations.

Assistantship holders must register for at least 8 hours of credit each semester, excluding summer.

Students with Disabilities

The Department of Disability and Human Development encourages applications from qualified students with disabilities. To insure that all students are treated fairly and have equal access to the academic program, reasonable accommodations can be requested. Students with disabilities are encouraged to contact the Disability Resource Center at UIC to document access requirements and to recommend reasonable accommodations. See the Graduate College catalog for more details.

Disability Resource Center

<http://www.uic.edu/uic/studentlife/studentservices/disability.shtml>

At UIC, we are committed to maintaining a barrier-free environment so individuals with disabilities can fully access programs, services and all activities on campus.

To provide effective assistance to students with disabilities, UIC has developed the Disability Resource Center. From eligibility documentation, assistive technology, deaf/hard of hearing services and classroom access to exam accommodations, note taking, computing resources and transportation, the DRC offers a wide range of services. Ultimately, our goal is to help students with disabilities reach their maximum effectiveness and optimum level of performance.

Change in Address

Students must notify the DGS and Academic Coordinator of any changes in address. In addition, students must also inform the University of all address changes by updating your information at *my.UIC*.

Commencement

All students who have met graduation requirements during the academic year are invited to attend the annual College of Applied Health Sciences commencement in May. In addition to the recognition of all graduates, the program includes honoring individual accomplishments in service, academic achievement, and research, all of which contribute to the mission and goals of AHS and its programs.



AHS commencement is designed as a celebration of the accomplishments of the graduating classes of each department. This celebration is also a public affirmation of the graduating classes of each department and program and a public affirmation of the College's unique quality of unity within the university. It is a time for sharing the pride that the graduates, family, friends, and faculty have for each individual graduate as he or she becomes a professional member of the scholarly community.

Leave of Absence

After securing approval from their advisor and the Director of Graduate Studies, graduate students may take one semester and an adjoining summer session off (i.e., Spring and Summer or Summer and Fall) without formal leave approval from the Graduate College and still hold "continuing student status" from the university.

Exceptions are:

- international students whose visas require continuous registration (F-1 and J-1);
- doctoral students who are taking or who have passed their preliminary exams;
- students awarded a fellowship for the term of proposed leave; and
- students with an assistantship appointment or tuition and service-fee waiver for the term of proposed leave (unless the assistantship or waiver is withdrawn).

Degree students who desire to take another continuous semester off (in addition to the semester and summer session described above), for a total maximum of three consecutive terms, including summer, must file a *Graduate Petition for Leave of Absence* after securing approval from their advisor and the Director of Graduate Studies. The completed petition should arrive in the Graduate College by the tenth-day of the semester for which formal leave is requested (i.e., the third consecutive term to be taken off).

Graduate Petition for Leave of Absence forms may be obtained from the Graduate College, 606 University Hall, or from DHD's Office of Student Affairs, 215 DHSP.

Foreign students must register for each fall and spring term due to visa status and are rarely granted a leave of absence. Students should contact the DGS to discuss extenuating circumstances that may justify a leave of absence.

For more information, please visit the Graduate College website on Leave of Absence.

<http://grad.uic.edu/leave-absence>

Research Assistantship

A research assistantship is a category of employment which, in addition to salary, carries with it a waiver of tuition and most fees. Importantly, the research assistantship is an employed position, and it is up to the faculty member who has funding to employ a graduate student who meets his/her needs. Ordinarily, these positions require specific skills necessary to carry out a funded project or position. When a faculty member has a need to employ a Research Assistant, he or she determines the best way to identify potential employees and hires the most suitable person for the job. Students should be aware that while the research assistantship does provide tuition and fee benefits, it is not a student scholarship; it is a job.

Nondiscrimination Policy

The commitment of the university to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on individual merit and be free from individual discrimination in all its forms, whether or not specifically prohibited by law.

The policy of the University of Illinois at Chicago is to comply fully with applicable federal and state nondiscrimination and equal opportunity laws, orders, and regulations. The University of Illinois at Chicago will not discriminate in programs and activities against any person because of race, color, religion, sex, sexual orientation, national origin, ancestry, age, marital status, disability, unfavorable discharge from the military, or status as disabled veteran or veteran of the Vietnam era. This nondiscrimination policy applies to admission, employment, and access to and treatment in university programs and activities. Complaints of invidious discrimination which is not also proscribed by law shall be resolved exclusively within existing university procedures.

Sexual Harassment Policy

Sexual harassment is defined by law and includes any unwanted sexual gesture, physical contact, or statement that is offensive, humiliating, or an interference with required tasks or career opportunities at the university. Sexual harassment is prohibited under federal and state discrimination laws and the regulations of the Equal Employment Opportunity Commission. The University of Illinois will not tolerate sexual harassment of students or employees and will take action to provide remedies when such harassment is discovered. The university environment must be free of sexual harassment in work and study. In order to assure that the university is free of sexual harassment, appropriate sanctions will be imposed on offenders in a case-by-case manner. The university will respond to every complaint of sexual harassment reported.

For additional information on the equal opportunity, affirmative action policies, and sexual harassment of the University of Illinois at Chicago, please contact:

Office of Access and Equity
717 Marshfield Building (M/C 602)
809 S. Marshfield Avenue
Chicago, Illinois 60612-7227
(312) 996-8670

DHD POLICY AND CAMPUS RESOURCE

DHD Student Accommodation Procedures

Students who need accommodations must register with the Disability Resource Center (DRC) and have a documented disability condition as defined by the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973.

To register with the Disability Resource Center, follow these steps:

1. Pick up a copy of Documentation Criteria Form. The Disability Resource Center uses these criteria to determine services. Give the Documentation Criteria Form to your doctor and have him/her write up your documentation accordingly.
2. Once you have your documentation, stop by or call our office to make an appointment with one of the Disability Specialists.
3. Before your appointment, think about what difficulties your disability creates in the classroom. Be prepared to talk about what accommodations you've tried, what works best for you, and what accommodations you feel you may need. If you don't know what accommodations you need, a Disability Specialist can review your options with you.
4. Come to your appointment with the Disability Specialist. This is an hour long appointment where you will discuss your disability, your academic history, how your disability affects you academically, and your accommodations.
5. The Disability Specialist will give you a Letter of Accommodation (LOA) to give to your professor if you receive academic accommodations. Meet with your professor one-on-one, give him/her the letter and answer any questions your professor may ask. Remember – you do NOT have to tell your professors your disability. The documentation you give the DRC remains confidential. However, if you want to talk to your professors about how your disability affects you, this is your decision.
6. If you receive accommodations that require us to fax your LOA to another office (Motorpool, UPASS waiver, etc.), this will be done during your appointment or soon after.
7. Contact the Disability Resource Center preferably six (6) weeks before the semester, or immediately following diagnosis of a disability, to register or discuss your accommodation needs. If your accommodation needs ever change or you have any troubles with your accommodations please stop by or call the DRC.
8. Once the LOA has been distributed to your professor, concerns regarding the implementation of your accommodations should be directed to Robin Jones, Center Director and Principal Investigator within the Department of Disability and Human Development. Her office can be found in Room 404 and her e-mail is guiness@uic.edu.

SPECIAL NOTE:

- * General Students with accommodation needs should first connect with the Disability Resource Center.
- ** Students with Assistantships or employed by DHD with workplace accommodation needs should first connect with Robin Jones, Center Director and Principal Investigator.

Disability Resource Center (DRC)

http://www.uic.edu/depts/oa/disability_resources/index.html

1200 West Harrison Street
Room 1190 SSB (MC 321)
Chicago, Illinois 60607
(312) 413-2183 Voice
(312) 957-4822 Video Phone
(312) 413-7781 FAX

The Disability Resource Center at UIC helps students who have any type of disability to gain full access to UIC. The DRC facilitates access for students through consultation with faculty and campus departments, and the provision of reasonable accommodations.

The DRC functions under the office of Academic Affairs and is a center of diversity at UIC. The DRC does not serve students from the UIC School of Medicine.

Accessibility concerns can be reported online at:

<http://www.uic.edu/depts/oa/ADA/>

The University of Illinois at Chicago (UIC) is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at UIC. Students, Faculty, Support Staff, Academic Support, Visitors, and Patients are invited to report using this service.

UIC Office for Access and Equity

<http://www.uic.edu/depts/oe/>

This office is responsible for UIC ADA compliance. It responds to employee, hospital patient and visitor access issues. It also responds to and advises on student complaints after Disability Services has worked with the students.

Chancellors Committee on the Status of People with Disabilities (CCSPD)

<http://www.uic.edu/orgs/ccspd/index.htm>

The CCSPD promotes empowerment and inclusion of students, faculty and staff with disabilities at UIC. It provides a forum for discussion and assessment for campus and community disability-related issues. The CCSPD hosts a variety of social events throughout the academic year. For information on CCSPD activities and a variety of disability resources visit the CCSPD website.

DHD FACILITIES

Entrances and Exits

The main entrance to the building faces Roosevelt Road and consists of automatic sliding doors as well as a hinged door to the side of the automatic doors. Please note that all entrances are locked after 5:00 pm. This means that you can get out of the building but you cannot get back in unless someone inside the building lets you back in or you have key card access. Key card access can be requested from faculty teaching evening courses.

There is an exit only option located on the east side of the building. This exit does not have automatic doors.

Elevators

The building is equipped with 4 functioning elevators available to each floor. The elevator bank is located on both the east and west side of the elevator waiting areas just north of the main lobby. There is Braille signage within the elevator cabs.

Washrooms

Wheelchair accessible washrooms are located in the following floors: 1, 2, 4, 5, and 7.

First Floor:

Accessible mens and womens washrooms are located across from the auditorium (Room 166).

Second, Fourth, and Seventh Floors:

A large, single user unisex accessible washroom is located across the hall from:

Rooms 205-207

Rooms 405-407

Rooms 705-707

Additionally, partially accessible men's and women's washrooms are located on the 4th floor in Rooms 440 and 441.

Fifth Floor:

A large, single user, unisex washroom is located next to room 527.

Classrooms

Primary Classrooms: Room 204, Room 216, and Room 448

Secondary Classrooms: Room 166 (auditorium) and Room 704

Computer Labs

The DHD computer lab is located in room 135 of the DHSP building. Multiple user computer lab which includes 1 dedicated workstation with the following features: Motorized height

adjustable workstation; Mouse track ball (available upon request); Zoom Text; Headphones (available upon request); and SAS available (statistical software).

Printing Services. The computer lab provides both large print capabilities and a scanner.

Lab Director: (312) 996-6709

Lab Support: (312) 355-4015

For computer and technology support e-mail: dhd-help@uic.edu

The computer lab provides access to computer and printing functions for DHD students. If you are a DHD student and need to obtain access to the DHD computer lab, please contact the lab director or lab support to get registered.

For locations and information on other computer labs on Campus:

<http://www.uic.edu/depts/accc/pclabs/index.shtml>

Evacuation Safety Plan at the DHSP Building

Evacuation route plans are located on each floor by the elevators. Emergency evacuations drills, both planned and unplanned, are conducted by the Environmental Health & Safety Office. In the event of an emergency if you cannot exit the building safely there are designated Areas of Rescue Assistance on each floor, except the 1st floor. The room number for each area of rescue assistance is listed in the table below. Each room is equipped with a two-way communication device connected to the master communication system.

Floor	Room #
7 th	705
6 th	605
5 th	507
4 th	405
3 rd	305
2 nd	204
1 st	No Area of Rescue Assistance
Basement	Elevator Lobby

DHD STUDENT SUPPORT

DHD Event and Information Postings

Information on seminars and events sponsored or promoted by DHD will be posted by building elevators as well as on the DHD student listservs.

DHD Student Listservs

DHD has two graduate student listservs. The MS listserv (dhdstudents@uic.edu) consists of students and the Director of Graduate Studies. The PhD listserv (disphd@uic.edu), includes students, faculty, and DGS, is moderated, pending approval of DHD's Office of Student Affairs. Anyone on the list may send an email to the list. Please be careful when responding to the list. Click on "forward", not "reply," unless you want the email to go to everyone on the listserv.

Student Lounge and Braddock Library

The student lounge, located in room 213, includes comfortable lounging furniture, microwave, fridge, computer terminal, and a view! The Braddock Library is located in the adjacent room. Below is the link to a searchable catalog:

<http://tigger.uic.edu/depts/dhdlibrary/cgi-bin/libsearch.cgi?dbNum=1&action=3>

Mailboxes

Student mailboxes are located in the Student Lounge, room 213. Faculty and administrative mailboxes are on the 4th floor, near room 438.

Vending Machines

Located on the basement level.

Tunnel to Public Health Building

Access to the tunnel is found at the basement level in the same hall as the vending machines. Many students use this tunnel to access the Public Health Building during bad weather. The Public Health building has elevators at the basement level that are easy to find and accessible. Please note that there are often water puddles throughout the tunnel that may need to be travelled through.

UIC Student Support

The UIC campus has many 'spots' to meet up with fellow classmates, study, eat, get your coffee fix, and participate in all of the educational and extracurricular activities that happen every day. Here are just a few:

Student Center East
750 South Halsted

Student Center West
828 South Wolcott

Rebecca Port Center Cafe in University Hall
601 South Morgan Street



Disability and Human Development Student Organization (DHDSA)

The Disability and Human Development Student Organization (DHDSA) advocates for students through engaging with the DHD Office of Student Affairs, Director of Graduate and Undergraduate Studies, and other faculty and staff to strengthen communication throughout the department (Executive Committee). The Executive Committee will have at least one undergraduate representative. Second, this group fosters student and community life through social events and opportunities (Student Life Committee). Third, this group enhances academic and professional development through workshops, lectures, and resources (Academic and Professional Development Committee).

President: Meghann O'Leary, molear2@uic.edu

Secretary: Hailee Gibbons, hgibbo2@uic.edu

Treasurer: Yue Xu, yuexu5@uic.edu

Academic and Professional Committee Chair: Nell Koneczny, nkonec2@uic.edu

Student Life Chair: Kat Perez, kperez20@uic.edu

<http://disstud.wordpress.com/>

https://www.facebook.com/groups/31326424073/?hc_ref=SEARCH

Poster Printing

The goal of the AHS Poster Printing Services is to produce professional posters at nominal cost to AHS Faculty, Students, Postdoctoral Fellows, Residents and Staff for research conferences and other scholarly activities. For the Poster Printing Requisition Form and information about the cost, please visit <http://ahs.uic.edu/research/posters/>.

CAMPUS FACILITIES

Academic Center For Excellence (ACE)

<http://www.uic.edu/depts/ace/>

Suite 2900, Student Services Building

1200 West Harrison Street

(312) 413-0032

ACE offers courses, workshops, individual academic advising, and counseling to help undergraduate, graduate, and professional students improve their academic performance.

Counseling Services

Suite 2010, Student Services Building

1200 West Harrison Street

(312) 996-3490

Provides individual, career, couples, and group counseling, crisis intervention, and assessment for student's academic, personal, and other concerns. Speech therapy is available for students with articulation, speech anxiety, or stuttering problems. The center also conducts workshops on topics such as assertion, choosing a major, relationship skills, and stress management. All counseling services are confidential and free of cost to enrolled students. If you need to talk to someone after hours, call the In Touch Crisis Hotline (312-996-5535) daily, 6:00pm – 10:30 pm. For other after-hours emergency care, visit the UIC Hospital Emergency Room, or call 996-7298.

Department of Family Medicine (Student Health Service)

1919 West Taylor Street, 4th Floor

(312) 996-2901

The University Health Services is the designated provider and the primary source of medical care for the students enrolled at UIC. Use of the University of Illinois Hospital facilities (e.g., lab, radiology, clinics) by the student is available on specific written referral from Health Service. Students with any questions about Health Service policies, procedures, etc., should call 6-2901, to speak with a staff professional. Health Service is closed on all recognized university holidays. Persons eligible for care in Health Service are directed to the Emergency Service, University Hospital, whenever Health Service is closed. An advance appointment should be made whenever possible to ensure prompt attention. Those students appearing without an appointment may encounter a waiting period. Emergencies, as determined by the medical staff of Health Service, will take precedence over all other activities.

Office of International Services

<http://www.ois.uic.edu/>

Students holding a visa from a country outside the United States are required to fully abide by the restrictions placed on them by the U.S. Immigration & Naturalization Service while students in AHS. International students are required, by terms of their visa status, to be enrolled as full-time students every semester they are in residence, except the summer semester. International students are encouraged to take their questions concerning visa regulations, which affect their

status, directly to the Office of Foreign Student Affairs, located in the Student Services Building, 1200 West Harrison Street.

Libraries

To check out materials students must display a University I.D. card and stamped fee receipt. Library books may be checked out upon presentation of valid identification for a period of two weeks and may be renewed. Bound journals may be checked out for three days and may not be renewed. Unbound journals may be circulated overnight and are due by noon the next day.

Library of the Health Sciences

1750 West Polk, (MC 763)

(312) 413-0403, lib-cref@uic.edu

Persons without picture identification will be required to sign in and out of the Library of the Health Sciences-Chicago on Monday through Friday evenings after 5:00 and during weekends.

University Library Systems Hours

UICCAT

Sunday - Friday 6:00 AM - Midnight

Saturday 6:00 AM - 6:00 PM

ILLINET Online (IO) & IBIS

Monday - Saturday 6:00 AM - 2:00 AM

Sunday 8:00 AM - 2:00 AM

Web: <http://www.uic.edu/depts/lib/>

Office of Career Services

<http://www.uic.edu/depts/ocs/>

3050 Student Services Building

1200 West Harrison Street

(312) 996-2300

Provides multiple services that assist seniors and graduate students in their search for full-time professional employment upon graduation. The Career Placement Office includes the following services: employment counseling, on-campus interviewing, employment opportunity listings, Career Resource Center, career days, workshops, seminars, classes, credential service, and Vacancy Bulletin.

Recreational Facilities

<http://recreation.uic.edu/>

The campus unions serve as the focal point for out-of-class campus life at the university. Three excellent facilities are available to serve the social, cultural, and recreational needs and interests of students: Sport and Fitness Center at 828 South Wolcott Street, Student Recreation Center at 750 South Halsted Street, and the Physical Education Building at 901 West Roosevelt Road.

Programs offered in the campus unions include literary readings, art exhibits, lectures, concerts, films, outdoor programs, crafts, intramural sports, and fitness activities.

Sport and Fitness Center: Student Center West. The Sport and Fitness Center has a suspended running track, a 25 meter swimming pool, racquetball courts, exercise room with Stairmasters, saunas in each locker room, and a vending/lounge area. Recreational equipment and supplies are available for loan. Call (312) 413-5260 for information on hours and facility rules. The Human Performance Laboratory, within the Sport and Fitness Center, offers sophisticated stress and fitness testing, along with exercise prescriptions, and consultations, all administered by qualified personnel. Call (312) 413-5266 for information about the lab and its programs.

Student Recreation Facility: Student Center East. The Student Recreation Center offers 18,000 sq. ft. of the latest and most sophisticated exercise equipment available. 1/8 mile, 3-lane jogging track, Lap/Leisure Pool, Racquetball and convertible squash courts, 4 court wood floor gymnasium, 11,000 sq. ft. Multi Activity Court, Group Fitness Suites, including Spin Suite, Mind/Body Suite, Large Multipurpose Suite and the MAC Suite, Human Performance Lab, 42 ft. Rock Climbing Wall, Outdoor Adventures Office, Awakenings Juice/Coffee Bar, Active and Passive Lounge Areas. The outdoor tennis courts, located at Harrison and Halsted Streets, are available on a first come first serve basis when not being utilized by classes and varsity athletics. The Bowling Center houses a 16 lane bowling alley, pocket billiard tables, and new video and pinball games. For more information, call the recreation center at (312) 413-5150.

Physical Education Building Recreation. The Physical Education Building (PEB) is shared by the Athletic Department, School of Kinesiology, and Campus Recreation Department. During the day, Monday through Friday, open recreation time is limited, but after 5:30 p.m., the facility is used for free play and intramural sports. It houses two swimming pools (one Olympic sized), a large gym, indoor and outdoor running tracks, a combative room, a weight room, and racquetball and squash courts. Sports equipment available for loan at the equipment window. For information about the PEB, call (312) 413-5164.

Research Involving Human or Animal Subjects

Students using human subjects in any research (this includes surveys, interviews, preexisting data and human tissue obtained for non-research purposes) must have approval from UIC Institutional Review Board or one of its approved committees before they begin data collection. Students using animal subjects must take GC 470 (Essentials for Animal Research). Students who will be involved in such projects should contact their advisor, Division Director, or the Assistant Dean for Academic Affairs early in the planning stage to obtain the necessary information. The approval process requires 6-8 weeks.

Student Identification Card

<http://www.uic.edu/depts/idcenter/>

All students are required to carry a University I-Card during their entire period of enrollment. New students can be photographed during any semester by presenting their UIC Confirmed Schedule at the ID Office. A lost or stolen I-card must be replaced. A fee will be charged for replacing the ID card.

TRANSPORTATION

On-Campus Transportation

<http://fmweb.fm.uic.edu/Trans/intercampus.aspx>

A free shuttle bus service operates around the UIC campus during the business day and when classes are in session during evening hours. The buses used for this service have lifts for passengers who use wheelchairs. A route map and exact schedule may be obtained from the Information Booths at Student Center East and Student Center West.

Campus Parking Service

<http://www.uic.edu/depts/avcad/parking/>

Room 122, 1100 S. Wood Street

Wood Street Parking Structure

(312) 413-5800

UIC offers three types of controlled access parking on the University of Illinois Health Sciences Center Campus. One coin lot (Unit W2 on campus map) is available for students. There are several visitor lots (Units B-2, B4A, and the Paulina Street structure on the campus map) that may be utilized. Annual key card parking is available in any of a dozen improved and maintained university facilities. Motorcycle, motorscooter, and motorbike operators are encouraged to contact the Parking Office for information on parking facilities for their vehicles. For more details and current rates contact Parking Services directly.

Accessible Parking

Priority parking in lots close to buildings is available. Students should bring their class schedule to the Disability Resource Center. A Disability Specialist will specify the appropriate parking lots in the Letter of Documentation (LOD). Students should present their LOD to Parking Services to obtain a parking pass.

Parking Services Locations

East Customer Service Office

SSB Student Services Building

1200 West Harrison Street Room 2620

Phone: (312) 413-9020

West Customer Service Office (MC 579)

SRH Student Residence Hall

828 South Wolcott Ave Room B5A

Phone: (312) 413-5850

Administration Office (MC 044)

WSPS Wood Street Parking Structure

1100 South Wood Street Room 122

Phone: (312) 413-5800



UIC maintains accessible parking spaces in lots and parking structures throughout campus. Contact Parking Services for locations of lots and parking structures.

Reciprocal parking and hands-free lot access are available for authorized students, faculty, and staff with disabilities that affect physical mobility. Students with documented permanent or temporary disabilities can be authorized for reciprocal parking and hands-free access through the Office of Disability Services, (312) 413-2183 Voice, (312) 413-0123 TTY. Employees can be authorized by the Office of Access and Equity, (312) 996-8670.

Additional Transportation Services

UIC operates an escort service commonly known as the “Red Car” that provides evening transportation for authorized individuals between UIC facilities and points of public transportation or residence facilities within a designated area bounded by the Eisenhower Expressway, Clinton, Roosevelt, and Western. Call (312) 996-6800 for evening service.

Red Car service is available during daytime hours for disabled passengers who require transportation beyond the standard shuttle route. Regular sedans as well as accessible vans are available via this service. Individuals with disabilities must be authorized to use this service and need to provide documentation of a condition that affects physical mobility.

Students with permanent or temporary disabilities can be authorized through the Office of Disability Services, (312) 413-2183 Voice, (312) 413-0123 TTY. Employees can be authorized by their department; a supervisor or department head can supply authorization. Visitors can be authorized by the department or office that is sponsoring their visit. In most cases, the authorization is faxed to Motorpool Services. Once a passenger is authorized, he or she can call Motorpool Services directly at (312) 996-2842 with details about the ride that is needed.

Off-Campus Transportation

Chicago Transit Authority (CTA)

<http://www.transitchicago.com/default.aspx>

All CTA bus routes are accessible; some CTA rail stations are accessible. See the CTA website for details on accessible train stations.

http://www.transitchicago.com/riding_cta/accessibleservices.aspx

Chicago Paratransit

http://www.pacebus.com/sub/paratransit/sd_ada_chicago.asp

ADA Paratransit Service is shared-ride, curb-to-curb transportation provided in the Regional Transportation Authority's (RTA) region by Pace (the suburban bus division). To apply for ADA Paratransit service, please call the RTA's ADA Paratransit Certification program at 312/663-HELP (4357 voice) or 312/913-3122 (if you use a TTY) to request an application.

RTA Travel Training

<http://rtachicago.com/index.php?Itemid=71>

You can learn how to use accessible CTA or Pace fixed route public transportation or Metra, and the RTA can show you how! The RTA offers travel training to individuals who are eligible for ADA Paratransit and want to learn how to use fixed route or commuter rail services. Once you request travel training, a Trainer will assigned to work with you one-on-one to develop an individual training plan tailored to your travel needs. Trainers can practice specific trips with you, practice maneuvering on buses or trains with your wheelchair or other mobility device, or simply provide an orientation to the accessibility features offered on buses and trains.

To sign-up for travel training, check "YES" to travel training on page 5 of your ADA Paratransit application, advise a staff member during your ADA Paratransit interview that you are interested in travel training or call the ADA Paratransit Certification program at 312-663-HELP (4357) or 312-913-3122 (TTY).

Metra

https://metrarail.com/metra/en/home/utility_landing/riding_metra/accessibility.html

Metra has modified rail cars and made accessible most of its busiest train stations along the lines to accommodate individuals with hearing, vision, and mobility disabilities. Every accessible diesel Metra train can be identified with the "access" symbol.

U-PASS

<http://idcenter.uic.edu/upass.shtml>

The CTA Ventra U-PASS is provided to eligible students during enrolled terms. The Ventra U-PASS provides unlimited use of CTA trains and buses. Distribution for new students is conducted in the Student Services Building. You need to bring your valid i-card to pick up your U-Pass.

The U-PASS program is not optional. All full-time students are assessed the \$140 CTA Transportation Fee for each of the Fall and Spring semesters. UIC also participates in the Summer U-PASS program. This fee for the summer is \$108. The Summer U-PASS is available for the entirety of all portions of the summer term.

Eligible Students.

- All full time undergraduate students (12 credit hours, 6 summer credit hours)
- All full time graduate students in the Graduate College and School of Public Health (9 credit hours, 5 summer credit hours)
- All full time students in the College of Pharmacy, College of Dentistry, Doctorate of Physical Therapy, and College of Medicine that are assessed student fees (12 credit hours, 6 summer credit hours)
- Students in some fee-paying special programs

Students who do not meet the minimum credit hour requirement are NOT eligible nor are they assessed the fee. Students in other special programs that do not charge student fees are not eligible for the U-PASS program, nor are they assessed the fee.

Paratransit Service for Eligible Students. Students who are unable to use fixed route public transportation due to a disability, may be eligible for the Paratransit Service, a shared ride program offered by the Regional Transit Authority (RTA).

The U-Pass program at UIC is available to eligible students who are Paratransit riders; however, students must be certified by the RTA in order to use the service. Students may be asked for the certification letter from RTA as proof of their certification to use Paratransit Service. Since the CTA's U-PASS is not valid for travel on Paratransit, the ID Center and Disability Resource Center will consult with the student to provide an adequate number of PACE ADA One Ride Tickets.

An overview of the ADA Paratransit Service offered by the RTA and the application process can be found at www.rtachicago.com/accessibility/ada-paratransit-service-guidelines.html. Students should allow ample time for certification, as it may take up to a month to complete the process. For additional details, please contact the ID Center (312-413-5940) or the Disability Resource Center (312-413-2183).

Waiver for Students with Disabilities. The CTA requires the University to assess all eligible students in order for us to participate in this program. Students with disabilities who do not see the CTA as an option must contact the Office of Disability Services, (312) 413-2183. They will evaluate each request on a case-by-case basis. The disability must be documented and the CTA must be unable to accommodate the disability for a waiver to be granted.

Accessible Taxis

More than 20 taxi companies in Chicago currently operate wheelchair accessible minivans equipped with ramps, wheelchair securements and shoulder seat belts. To order an accessible taxi, call the centralized dispatch service toll-free at 800-281-4466.

For more information on accessible transportation options go to:

<http://easyaccesschicago.org/transportation/>

TRANSITIONING FROM OUT-OF-STATE

Navigating the systems to acquire the support that you need is a daunting task. Every person has specific needs and accommodations that will need to be met in order to live comfortably. Here are some tips from students who have experienced this transition ...

1. **Give yourself time.** Once you are accepted to study at UIC in the Disability and Human Development Program, begin exploring your state services immediately. Students have experienced processes which have taken anywhere from 2 months to over 12 months.
2. **If you use Medicaid contact your state Medicaid office** and ask the following questions:
 - a. What are my state's provisions for out-of-state funding within the Medicaid guidelines?
 - b. What will my state Medicaid fund out-of-state? Are there limitations?
 - c. How long will my state provide out-of-state funding through Medicaid?
 - d. If my state does not provide out-of-state funding, can my state help me with transition support to my destination?
 - e. **BE ASSERTIVE.** Do not settle for unclear answers.
"If someone does not know about the Medicaid guidelines, ask for someone else to talk to about what is allowed." – DHD Student.
3. **Personal Assistance** is a necessity for many students who are living independently. There are some resources to consider when acquiring Personal Assistance.
 - a. *Connect with your closest network.* This means that you can connect with professors in the Disability and Human Development program as well as the Nursing program at UIC and post ads on their list-serve for a PA position.
 - b. *Explore outside resources.* A few resources that have proven to be helpful for some students are – Care.com and Access Living
 - c. *Screen Carefully.* You do not have to take the first person who applies. It is wise to meet the individual in person before deciding if you would like to hire him or her.
4. **Think About the BASICS** when you are looking for a place to live.
 - a. Building accessibility, apartment size, shower accessibility, safety, and distance.
 - b. On-campus and Off-campus options
 - c. Orientate yourself to the campus. Before choosing a place to live be sure to determine an appropriate distance that will be comfortable for your daily commute.
 - d. Transportation on campus has been found to be useful. Make note of thinking about this when finding a place to live. (Further information about on campus transportation can be found on page 37.)

5. Track your Finances Thoroughly

- a. As students have worked to acquire government support one important piece of advice is to save receipts and track your finances as it may be important to qualifying for SSI benefits.
- b. Check out the *Ticket to Work* Project.
 - i. The purpose of this project is to assist individuals with disabilities in Illinois who receive Social Security benefits by providing information and advice regarding vocational rehabilitation and employment services, as well as advocacy or other services that beneficiaries with disabilities may need to secure, regain, or retain employment.
 - ii. Find more information at www.equipforequality.org

6. Student Health Care Insurance Services: Campus Care

<http://www.uic.edu/hsc/campuscare/>

- a. All full time students are automatically enrolled in the UIC student health insurance program called Campus Care. If you have insurance from an outside provider you may choose to opt out of Campus Care. You can do this by going to the Campus Care website and providing proof of insurance.
 - b. To obtain medical services you must make an appointment with one of the Campus Care Health Care physicians. A list of available physicians can be found on the Campus Care website. There are no exclusions for pre-existing medical conditions.
 - c. In case of an emergency, Campus Care has clear guidelines for services that are provided for life threatening or non-life threatening health emergencies.
 - i. Severe or Life threatening emergencies – defined at <http://www.uic.edu/hsc/campuscare/afterhours.html> may be addressed at the nearest Emergency Room.
 - ii. Non-life threatening emergencies – defined at <http://www.uic.edu/hsc/campuscare/afterhours.html> must have services provided by a Campus Care Health Center Physician.
 - d. For medical care through Campus Care in Chicago contact 312.996.2901.
7. If you have any concerns or run into obstacles you can always contact the Director of Graduate Studies (Sarah Parker Harris, skparker@uic.edu) who can connect you with the Disability Resource Center. In addition your fellow students are a wealth of information and they can connect you with someone who has had a same issue.
8. Communication issues among departments size. If you encounter information that seems to conflict with another campus entity, don't hesitate to follow up with the disability resource center.

DISABILITY CULTURE AND RESOURCES

Access Living Disability Art and Culture

http://www.accessliving.org/index.php?tray=topic_RespectSub&tid=top624&cid=9

The Disability Art and Culture program is part of an international disability culture movement that honors and fosters art from the disability community including visual art, music, dance, theater, literature and sports. Access Living has a permanent art display featuring art from professional artists with disabilities as well as artists without disabilities who have made disability a central focus of their art.

Disability Advocacy and Awareness Organization

The Disability Advocacy and Awareness Organization is a student organization at UIC whose purpose is to increase awareness of disability, to act as a source of advocacy and to increase opportunities for social engagement within the disability community. As a member of this student organization you can help to make UIC a more inclusive community for students with disabilities.

BlackBook

www.blackbookmag.com

This website allows you to search restaurants and clubs that are accessible.

Bodies of Work

Info on events and art in Chicago and internationally go to www.bodiesofworkchicago.org

Easy Access Chicago

<http://easyaccesschicago.org/>

Easy Access Chicago is an online resource for accessible destinations in Chicago. If you are planning an excursion in the city, you can go to the Easy Access website and search for businesses, sports activities, tourist sights, and more that are accessible to people with disabilities. You can find information on transportation, hotels, and various other disability resources.

Judd Goldman Adaptive Sailing Foundation

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

Provides classroom and on-water sailing instruction for people with physical disabilities.

Mayor's Office for People with Disabilities

<http://www.cityofchicago.org/city/en/depts/mopd.html>

The MOPD's goal is to make Chicago the most accessible city in the nation. The MOPD website provides great resources about programs and events happening in Chicago specifically available to people with disabilities.

McDonald's Cycle Center

www.chicagobikestation.com

This bike center in Millennium Park has hand cycles and tandems for rent. They also offer tours of the lakefront and nearby neighborhoods lasting 2 to 4 hours.

Open Doors Organization

<http://opendoorsnfp.org/>

Open Doors mission is to create a society in which all persons with disabilities have the same consumer opportunities as everyone else. They work with businesses to educate them about how to succeed in the disability market while empowering the disability community.

Student Organizations and Campus Program

UIC offers a wide variety of campus and student programs. For a complete listing of student organizations go to:

<http://www.uic.edu/depts/campusprograms/>

Victory Garden Theater

Victory Garden Theater is a theater company that focuses on developing an artist community known for its ethnic and cultural diversity. VGT frequently features stage plays and other arts events with a disability focus. To learn about upcoming events visit their website at

<http://www.victorygardens.org/index.php>

ADDITIONAL UIC RELATED PHONE NUMBERS

Police/Fire Emergency	(312) 355-5555
Police Non-Emergency	(312) 9966-2830 TDD# (312) 413-9323
	(312) 996-4350
Admissions and Records	TDD General: (312) 355-0379
	TDD Registration: (312) 355-0380
Counseling Center	(312) 996-3490
Family Medicine Center	(312) 996-2901
Financial Aid	(312) 996-3126
Gender and Sexuality Center	(312) 413-8619
Center of International Services	(312) 996-3121
Legal Services	(312) 996-9214
Ombudsperson	(312) 996-4857
Wellness Center	(312) 413-2120

UIC OFFICE OF THE VICE CHANCELLOR FOR STUDENT AFFAIRS

Mission

UIC Student Affairs enhances learning and development through programs, services, and facilities that engage students in a dynamic and diverse campus community and foster lifelong success to the benefit of society.

- Student Affairs provides access to excellence by offering students a wide range of out-of-class experiences that build skills in preparation for high levels of academic endeavor and life in a community of scholars. Student Affairs works to remove barriers to success and, in partnership with other campus units, prepares students for life in a technologically challenging and diverse global community.
- Student Affairs incorporates excellence and innovation in the delivery of programs, services and facilities.
- Student Affairs matches individual student goals for success with appropriate programs and services.
- Student Affairs enhances the quality of campus life for all students and for the faculty, staff, parents and friends who nurture students' dreams and aspirations.

Vision

We will be leaders in providing exemplary programs, services and facilities that engage students in the campus and surrounding communities and contribute to student success for active participation in a diverse global society.

<http://www.uic.edu/depts/ovcsa/>