

**BACHELOR OF SCIENCE IN
DISABILITY AND HUMAN DEVELOPMENT**

**STUDENT HANDBOOK
2016-2017**

20170314

TABLE OF CONTENTS

	Page
Welcome	5
Program Contacts	6
About Disability and Human Development	7
Program Outcomes	7
Program Summary	8
DHD Major Requirements	9
Sample Program of Study	10
Careers	11
Course/Grading Policies and Procedures	11
Attendance/Absences	
Religious Holidays	
Blackboard Learn	
Grading Scale	
Repeating Courses	
Grade Resolution	
Grades and Academic Records	
Advising	14
Responsibilities of Advisor	
Responsibilities of Advisee/Student	
Advising Requirements	
Advising Holds	
Academic Standards and Policies	16
Dean’s List	
University Honors	
Academic Standing: Probation and Dismissal	
Petitions	
Double Degrees	
Second Bachelor’s Degree	
Minor	
Graduate-level Coursework for Undergraduate	

TABLE OF CONTENTS (continued)

	Page
Professional and Behavioral Expectations	19
Professionalism	
Student Health	
Field Experience	
Student Code of Conduct	
Academic Integrity	
Academic Grievances	
Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct	
Discrimination	
Diversity and Access	
Office of the Dean of Students	22
The Student Disciplinary Policy	
Incident Report Form	
Student Advocacy Services	
Student Ombuds Services	
Student Legal Services	
U and I Care Program	
Registration and Enrollment	24
Academic Load	
Registering for Courses	
Adding/Dropping Courses	
Withdrawing from Courses	
Canceling Registration	
Registration Helpline	
Credit / No Credit Request	
Transfer Credit	
Leave of Absence	
Military Leave	
FERPA (Federal Educational Rights and Privacy Act)	
Graduation and Commencement	27
Applying to Graduate	
Graduation Check	
AHS Commencement ceremony	
Contact Information	28
my.UIC portal	
Emergency contact information	
Diploma mailing address	

TABLE OF CONTENTS (continued)

Building and Equipment Policies	29
Tobacco Free Campus	
Building Access	
Computer Usage	
Email Policies	
Student Lounges	
Accommodations for Students with Disabilities	30
Student Resources	31

Welcome!

The Department of Disability and Human Development would like to welcome you to the Bachelor of Science in Disability and Human Development. The Bachelor of Science in Disability and Human Development offers a uniquely interdisciplinary approach to the study of disability and human development. Building on the Department of Disability and Human Development's strong background in research, teaching, and community engagement, the Undergraduate Degree in Disability and Human Development will provide you with a high quality, comprehensive and interdisciplinary education in disability and human development.

We have an excellent group of faculty who are leaders in the field of disabilities and who have attained national and international distinctions. They bring their knowledge to the classrooms through our wide array of course offerings. Many of our faculty direct leading research centers and programs as well as have strong ties to the broader local, national, and international disability communities, providing excellent educational and training opportunities to students.

The Department of Disability and Human Development is committed to fostering a friendly and supportive environment for students. As part of that commitment, the department offers an Office of Student Affairs which houses student advising; a disability studies library, student lounge, and an accessible computer lab. In addition, we work closely with the Disability Resource Center on the provision of accommodations for students. We hope you will make use of these and other University available supports to facilitate your success here at UIC and in DHD.

On behalf of the faculty, staff, teaching assistants, and students, welcome to the Department of Disability and Human Development!

Program Contacts

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See final page for additional contacts.

About Disability and Human Development

A Bachelor of Science in Disability and Human Development offers a comprehensive interdisciplinary curriculum that fosters understandings of disability as a social, political, historical, cultural, and environmental phenomenon, not just a medical or biological condition. This program uses a disability studies approach to understanding disability and applies this approach within the broader framework of disability and human development to create a broad knowledge base for students as they enter into a variety of fields of research, study, and employment. The curriculum reflects the interdisciplinary nature of the program, which brings together the expertise of faculty within the Department of Disability and Human Development spanning across disability policy, disability culture, performance and arts, history and literature, advocacy, rights, and social justice, family and community studies, assistive technology, and health disparities and health promotion.

Program Mission and Outcomes

Taking an interdisciplinary approach, the Minor in Disability and Human Development examines various aspects of society - healthcare, culture, politics, economics, history, legislation, education and social attitudes - that uniquely impact the experience and development of people living with disabilities. The coursework comprising the Minor in Disability and Human Development fosters understandings of disability as a social, political, historical, cultural, and environmental phenomenon, not just a medical or biological condition. This program uses a disability studies approach to understanding disability and applies this approach within the larger framework of disability and human development to create a broad knowledge base for students to understand disability comprehensively. The curriculum reflects the interdisciplinary nature of the program, which brings together the expertise of faculty within the Department of Disability and Human Development spanning across disability policy, disability culture, performance and arts, history and literature, advocacy, rights, and social justice, family and community studies, assistive technology, and health disparities and health promotion.

The following provides an outline the B.S. in Disability and Human Development's learning objectives:

1. Students will develop and apply critical thinking skills to their understanding of disability, health, and human development.
2. Students will demonstrate an understanding of and ability to evaluate the multiple and varying approaches to the study of disability found within the fields of disability studies and disability and human development.
3. Students will identify and evaluate the role that historical, social, cultural, political, and economic contexts play in shaping understandings and experiences of disability.
4. Students will evaluate research conducted about disability.
5. Students will identify, analyze, and critically engage with issues facing people with disabilities at the local, national, and international level.
6. Students will evaluate rights frameworks and policies as they pertain to people with disabilities.
7. Students will demonstrate an understanding of and ability to evaluate the multiple perspectives found within disability theory, disability history, disability culture, disability identity, and disability advocacy.

8. Students will identify and evaluate resources available to people with disabilities to support community living, participation, and self-determination at the local, national, and international level.
9. Students will apply understandings of disability and human development within a practical setting within the areas of advocacy, research, policy, and service provision.

Program Summary

The program summary is outlined below.

BS with a Major in Disability and Human Development	Hours
University Writing Requirement	6
General Education Requirements	18
Major Requirements (Core, Selectives & DHD Electives)	34
Electives to reach Minimum Total Hours	62
Total Hours – BS in Disability and Human Development	120

University Writing Requirement

ENGL 160 – Academic Writing I: Writing in Academic and Public Contexts	3
ENGL 161 – Academic Writing II: Writing for Inquiry and Research	3
Total Hours	6

General Education Requirements ^a

Analyzing the Natural World	3-5
Understanding the Individual and Society	3-4
Understanding the Past	3
Exploring World Cultures	3
Additional General Education courses from any categories ^b	3-6
Total Hours	18

^a The University General Education requirement is 24 hours distributed across the six categories. The Understanding US Society and Understanding the Creative Arts General Education requirements are met by required courses within the major (DHD 101 and 102).

^b Students take additional General Education courses from any GE category to reach the required 24 hours of GE coursework in six categories.

DHD Major Requirements

Core Courses (22 hours)

Course Number	Course Title	Hours
DHD 101	Disability in U.S Society+*	3
DHD 102	Disability in American Film~+	3
DHD 201	Disability, Rights, and Culture*	3
DHD 202	Disability, Health, and Society*	*3
DHD 301	Disability, Research, and Interdisciplinary Methods	3
DHD 302	Disability, Policy, and Law	3
DHD 400	Capstone	1
DHD 401	Foundations of Disability and Human Development	3

Selective Courses (Select two of the following, 6 hours minimum)

Course Number	Course Title	Hours
DHD 205	Disability, Race, Class, and Gender*	3
DHD 303	Disability Activism: From the Local to the Global	3
DHD 407	Cultural Politics of Disability and Health	3

DHD Electives (Select two of the following, 6 hours minimum; students may replace one course with the remaining selective from the list above):

Course Number	Course Title	Hours
DHD 203	Disability in World Cultures^	3
DHD 204	Disability in the Humanities~	3
DHD 402	Historical Issues in Disability and Disease	3
DHD 403	Disability in Latino Communities	3
DHD 404	Disability, Sexuality, and Health	3
DHD 405	Exploring the Promise of the ADA	3
DHD 406	Disability and Work	3
DHD 408	Disability though the Lifecourse	3
DHD 420	Mental Health, Asian Americans, and Community Engagement	3
DHD 440	Introduction to Assistive Technology	3
DHD 445	Topics in Disability Studies	3

+Satisfies Understanding US Society Gen-Ed

~Satisfies Understanding the Creative Arts Gen-Ed

* Satisfies Understanding the Individuals and Society

^ Satisfies Understanding World Cultures

Elective Courses

Electives to reach total hours 62

Total Hours 120

Sample Program of Study (four years, full-time)

First Year (30 hours)	
Fall	Spring
DHD 101 (3 hrs.) Gen Ed-Understanding US Society	Gen Ed-Understanding the Individual and Society (3 hrs.)
DHD 102 (3 hrs.) Gen Ed-Understanding the Creative Arts	Additional General Ed (3 hrs.)
ENGL 160 (3 hrs.)	ENGL 161 (3 hrs.)
Gen Ed-Analyzing the Natural World (3 hrs.)	Gen Ed-Understanding the Past (3 hrs.)
Elective (3 hrs.)	Elective (3 hrs.)
Total: 15 hours	Total: 15 hours
Second Year (30 hours)	
Fall	Spring
Gen Ed-Exploring World Cultures (3 hrs.)	DHD 201 (3 hrs.)
Elective (9 hrs.)	DHD 202 (3 hrs.)
Additional General Ed (3 hrs.)	Elective (9 hrs.)
Total: 15 hours	Total: 15 hours
Third Year (30 hours)	
Fall	Spring
DHD 301 (3 hrs.)	DHD Elective (3 hrs.)
DHD 302 (3 hrs.)	DHD Selective (3 hrs.)
Elective (9 hrs.)	Electives (9 hrs.)
Total: 15 hours	Total: 15 hours
Fourth Year (30 hours)	
Fall	Spring
DHD 401 (3 hrs.)	DHD 400 (1 hr.)
DHD Elective (3 hrs.)	DHD Selective (3 hrs.)
Elective (9 hrs.)	Electives (11 hrs.)
Total: 15 hours	Total: 15 hours

Careers

Students completing the undergraduate degree in Disability and Human Development will be positioned to pursue careers with potential employers that include: non-profit organizations that work with people with disabilities, care and community support services, businesses that require knowledge of disability laws and policies. With a BS in Disability and Human Development, you will offer businesses, service providers, cultural centers, and health-care professionals a comprehensive knowledge of the factors that influence and shape people with disabilities' lives. As such, you will be well positioned to meet the increasing demand for skilled employees able to foster the fuller inclusion of people with disabilities in all aspects of cultural, social, economic, and political life.

Additionally, students completing the degree can continue on to pursue further education for careers directly or indirectly working with people with disabilities. A BS in Disability and Human Development sets you up with the skills and knowledge to excel in these careers. Students pursuing careers in any of the allied health professions, for instance, will begin those careers with a broader foundational knowledge of disability, people with disabilities, and the needs of this population of people that only an interdisciplinary degree such as the proposed major can offer.

Course/Grading Policies and Procedures

Attendance/Absences

Students are expected to maintain regular attendance in all of their classes. Individual instructors will provide more detailed information and expectations for attendance in their course syllabi. It is important that students communicate with their instructors about any planned or scheduled absences prior to the date they occur. Students should work directly with their instructor to discuss how to make up any missed points for assignments or attendance.

Instructors are not obligated to allow students to make up any assignments, labs, quizzes, exams or other course content missed due to an absence. For this reason, it is important that students work directly with their individual instructors to discuss options for making up any work missed prior to any absence. In cases, where prior notification is not possible (i.e., illness, emergency, etc.), students should communicate with their instructor immediately after their absence to discuss options for making up missed work.

Unexcused absences may be reflected in the course grade in a manner determined by the course instructors and in accordance with the policies of the University. Students with unexcused absences may be asked to leave the program.

Religious Holidays

The campus has a universal policy for addressing observance of religious holidays. Please refer to the link below for additional information. As a general guideline, faculty will make every effort to avoid scheduling exams or requiring student projects be turned in on religious holidays. Students who wish to

observe their religious holidays shall notify their instructors by the tenth day of the semester of the date when they will be absent unless the absence is observed before the tenth day of the semester. In these cases, students shall notify their instructors five days prior to their date of absence. Instructors shall make a reasonable effort to honor the request, not penalize the student for missing class, and if an exam is given during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance: <http://oae.uic.edu/UnlawfulDiscrimination/Policies.htm>.

Blackboard Learn

Many instructors will utilize an on-line learning system to manage their course. Blackboard Learn is a web application that allows the creation, administration, tracking, and delivery of digital content via course sites. This type of application is also referred to as a Learning Management System or LMS. At UIC, Blackboard Learn course sites are used in three main ways:

1. For the enhancement of face-to-face instruction
2. As an important component of content delivery for blended courses
3. As a core element delivering and assessing learning in online courses

Students can access their Blackboard site via the UIC homepage or their *my.UIC* portal. In addition, <https://www.lynda.com/> offers faculty, staff, and students at UIC unlimited access to a vast library of high-quality, video tutorials always available 24/7 for convenient, self-paced learning.

Grading Scale

The grading scale at UIC is based on a 4.0 system.

- A = 4.0 (90 – 100)
- B = 3.0 (80 – 89)
- C = 2.0 (70 – 79)
- D = 1.0 (60 – 69)
- F = 0.0 (59 – 50)

Most courses use the traditional grading scale, but some courses may be graded on a Satisfactory/Unsatisfactory (S/U) scale. In addition to the grades above, there are other possible grades that may be assigned. No credit will be earned when a grade of “U” is assigned.

I – Incomplete

Course work is considered incomplete when a student fails to submit all required assignments or is absent from the final exam; incomplete course work will normally result in a failing grade. An “I” — Incomplete grade may be assigned if the following conditions are met:

- The student has been making satisfactory progress in the courses.
- The student is unable to complete all course work due to unusual circumstances that are beyond their control.
- The student presents their reasons to the instructor prior to the time the final grade roster is due.
- The reasons are acceptable to the instructor.

The instructor and student will identify a deadline for all missing course work to be completed. This time period should not be longer than one year. If a student fails to submit their course requirements in this timeframe, then an “F” grade will be assigned for the final grade. Students should not reregister for the course during the term in which they are making up the missing course work.

DFR – Deferred

“DFR” – Deferred grades may be assigned by an instructor for seminar, independent study, or other courses which require extensive work beyond the term. Once all work for the course is completed, a final grade will be assigned.

NR – Not Reported

A “NR” – Not Reported grade is entered when no grade is submitted for a student enrolled in a course. A student who is assigned a “NR” should contact their instructor to determine why the grade was not reported.

Repeating Courses

Students may repeat a course to increase their knowledge of the subject matter. There are circumstances under which repeating a course is advisable and to a student’s advantage. There are also circumstances where repeating a course may disadvantage a student and narrow a student’s options.

Students may repeat a course for grade replacement under the following circumstances. Courses with A or B grades may not be repeated. Courses with C, D, or F grades may be repeated once. Students who wish to repeat a course must fill out a general petition and submit this petition to their advisor. The Department of Disability and Human Development requires students to discuss any plan to repeat a course with their academic advisor before they register to repeat the course.

Grade Resolution

Should a student wish to contest a grade, the student should first attempt to resolve the grading issue directly with their instructor. If the grade concerns have not been resolved, the student should then consult the undergraduate program director for the program offering the course. If the grade dispute has not been resolved, then students may consider pursuing a formal grievance. Students can refer to the Academic Grievances section of the handbook for additional details.

Grades and Academic Records

Students are able to view their grades through the *my.UIC* portal in the week following final grades. Grades are typically posted by the Friday after final exam week. Students can monitor their academic records including grades earned per semester, semester and cumulative grade point averages, and academic standing through the *my.UIC* portal as well. Should a student need official documentation of grades earned official transcripts can be order through the Records Office. See the following link for additional details https://registrar.uic.edu/student_records/transcripts.

Advising

Responsibilities of Advisor

An academic advisor is expected to support students and facilitate their progress toward achieving their academic and career goals. Advisors are expected to:

- Be knowledgeable about the programs for which they are advising;
- Inform students about their degree requirements;
- Assist with or direct students to resources for career planning;
- Have a strong understanding of the policies, procedures, and academic rules impacting a student's enrollment, retention, and graduation from their program and UIC;
- Assist students in exploring majors and career alternatives based on their interests;
- Provide guidance on selecting a course schedule and an academic plan of study that supports a student completing their degree in 4 years, with adjustments for student's individual and personal goals;
- Discuss students' progress toward degree completion and academic performance;
- Serve as referral resource for university services and support as needed;
- Receive and stay updated on university student systems including Banner, DARS, and others as appropriate;
- Coordinate with other campus advisors who are supporting your program's students to ensure there is open communication to best support the needs of the students.

Responsibilities of Advisee/Student

A student (or advisee) also has responsibilities in the advisor-advisee relationship. Students are expected to:

- Obtain degree requirements for the major of choice and monitor their own progress toward their degree completion;
- Be aware that primary responsibility for selecting courses and meeting degree requirements is the student's. Advisors can recommend and make suggestions, but it is ultimately a student's responsibility for staying on track and meeting their degree requirements;
- Know how to contact your advisor(s);
- Keep your advisor informed about any changes in your career or major plans or any life changes that could impact your progress toward completing your degree (i.e., finances, job, health, academic problems, etc.);
- Plan your schedule with your advisor in advance;
- Be aware of published policies and regulations of the university (i.e. undergraduate catalog, handbooks, student code of conduct, etc.);
- Discuss your academic performance and its implications with your advisor;
- Follow up on referrals made by your advisor;
- Maintain your own records on advising sessions, performance, and progress; and
- Meet with your academic advisor once each semester.

Advising Requirements

All students are expected to meet with their academic advisor at least once each term. It is recommended that students schedule this meeting between week's 8 and 10 of each term. You will have an advising hold placed on your registration until you have met with your academic advisor each term. Students who are on probation status must meet more regularly with their academic advisor. In addition, students are expected to meet with their advisor at least one semester prior to their expected term of graduation to complete a graduation check. This will ensure that remaining degree requirements are clear and that all transfer work has been properly articulated.

Advising Holds

Advising Holds are placed on students' registration when they are required to meet with an advisor prior to making any changes to their registration. Advising holds will be placed during a student's first semester, during any terms on probation, or if a student has failed to meet with an advisor on multiple occasions. Advising holds will be removed as soon as a student has met with their academic advisor.

Academic Standards and Policies

Dean's List

Each semester the Dean's List honors the academic excellence of students enrolled in the college's undergraduate programs. Students must be full-time and earn at least 12 semester hours of letter grades in his or her respective department to be eligible. Students must also earn a semester grade point average of 3.50/4.00 or higher.

University Honors

The college recognizes and conforms to the campus-wide honors program. University Honors are awarded to graduating students whose UIC grade point average falls within the following honors categories:

- **Summa cum laude:** 3.90 and above
- **Magna cum laude:** 3.75 to 3.89
- **Cum laude:** 3.50 to 3.74

The college will reserve the right to make permanent adjustments to the list of students receiving Latin Honors based on final semester grade point average.

Academic Standing: Probation and Dismissal

Probation

Academic probation designates the status of a student who has failed to attain the acceptable level of academic achievement as defined below:

1. An overall grade point average of 2.00/4.00 in all courses designated as professional course work or an academic major offered by the department in which the student is enrolled.
2. A grade point average of 2.00/4.00 for each semester completed in the Department of Disability and Human Development.
3. A cumulative grade point average of 2.00/4.00 following matriculation into the Department of Disability and Human Development.
4. Satisfactory attainment of competencies prescribed and published for any particular course.

Academic probation at UIC cannot be removed by course work from other colleges or universities, including programs of the Springfield and Urbana-Champaign campuses.

Removal from probationary status is dependent upon earning a minimum 2.00 grade point average (GPA) during the probation semester, and in subsequent terms achieving a grade point average that is sufficiently above 2.00 to maintain a GPA of 2.00 or above for all work at the University of Illinois at Chicago.

Dismissal Rules

The Department of Disability and Human Development reserves the right to terminate a student's enrollment. When dismissed, a student is ineligible to enroll at the University for subsequent semesters. Such action will be initiated when the faculty of the program in which the student is enrolled deems it inadvisable for the student to continue toward completion of the course of study.

The conditions contributing to this determination by the faculty may include but are not limited to:

1. Failure to meet the department's minimum grade point average standard 2.00/4.00, or the program minimum requirements which can include a higher overall GPA (refer to program student handbook).
2. Failure to meet the conditions of probation.
3. Failure to meet the conditions specified at the time of admission.
4. Failure to earn any credit in a semester.
5. Inadequate achievement and maintenance of professional and academic performance, including during instruction in coursework and field placements, overall professionalism, and adhering to ethical standards expected of students at UIC.
6. Unsatisfactory progress toward completion of the DHD degree requirements.
7. Failure to maintain additional professional program standards as outlined in throughout the program student handbook.

Petitions

Students may file a written petition with their individual program director to request an exception to college policies. The program director will make a recommendation to the college for granting or denying the request. Petitions are generally only approved for exceptional cases. The general petition form is available on the AHS website, <http://ahs.uic.edu/currentstudents/forms/> (signature required).

Double Degrees

Double degrees consist of two bachelor's degrees completed concurrently. Students seeking two bachelor's degrees concurrently must formally request acceptance into the second degree program. Students must complete a minimum of 30 semester hours beyond those required for the first degree and all requirements for each of the degree programs as specified by the college and major department. All students interested in double degrees should discuss this option with an advisor.

Double degrees are not permitted when there is substantial course overlap between the first and second degrees.

Students who plan to earn two degrees concurrently in separate colleges must choose a primary college (the college of record), enroll at the University through that college.

DHD students who want to complete a second degree in another college should consult that college to determine the options available and applicable rules. DHD students who want to complete a second degree in AHS should follow one of the procedures listed above. Students who obtain double degrees receive a diploma for each degree. No more than two bachelor's degrees may be awarded concurrently.

Second Bachelor's Degree

Students who have already earned a bachelor's degree at UIC or another institution are required to follow the same application procedures as all other applicants in order to pursue a second bachelor's degree. Students must complete all requirements for the second degree as specified by the college and the major department, including a minimum of 30 semester hours beyond those required for the first

degree. The UIC enrollment residence requirement must also be met, i.e., the last 30 semester hours for the second degree must be taken at UIC. A second bachelor's degree is not permitted when there is substantial course overlap between the first and second degrees.

Minor

The Department of Disability and Human Development offers a Minor in Disability and Human Development. Students interested in completing the DHD Minor should consult the DHD website for further information.

Students in the Bachelor of Science in Disability and Human Development may choose to pursue a minor offered in another UIC college with permission of that college. Students interested in pursuing a minor, should first discuss their interest with their Advisor. As the final determination of whether the student has fulfilled the minor requirements will be made by the college/department that offers that minor and not the Department of Disability and Human Development, students are advised to consult their minor department for review of minor requirements.

Graduate-level Coursework for Undergraduate

Undergraduate students with junior or senior status may enroll in a course in the Graduate College (500-level) for undergraduate credit. Prior to enrollment, students must obtain approval by the course instructor and the Director of Undergraduate Studies by filling out the DHD general petition and must have met course prerequisites. Students should understand that graduate-level courses taken by undergraduate students are generally not applicable toward a graduate degree.

Professional and Behavioral Expectations

Professionalism

Students in the Department of Disability and Human Development are expected to uphold the professional standards of their individual programs and the university. Students should conduct themselves in an appropriate manner in all interactions with professors, office staff, fellow students, and any patients and/or research subjects. Abusive language, verbal outbursts, offensive written communications, or discriminatory remarks or actions will not be tolerated. Students displaying nonprofessional behavior will be counseled, and if warranted, will be subject to disciplinary action. In addition, scheduled appointments with faculty must be kept or rescheduled in advance.

Student Code of Conduct

As members of the University of Illinois at Chicago community, students assume obligations of academic performance and conduct reasonably imposed by the institution relevant to its objectives and mission. The purpose of the student conduct process is to assist each student in the development of a responsible lifestyle which is rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. The student conduct process plays a supportive role in the development of responsible student behavior. If the behavior of a student conflicts with established university standards, the student conduct process seeks to educate the student about the personal and social consequences of his or her behavior.

According to the Student Disciplinary Policy, the conduct for which students are subject to disciplinary action includes, but is not limited to the following: academic dishonesty, violation of professional standards, withholding or giving false information; disruption of university activities; failure to complete requests from university officials; violations to rules, policies, or procedures; misuse or unauthorized use of university facilities, property, and grounds; misuse or unauthorized use of university documents; misuse or unauthorized use of university resources and information; offenses involving substances, products, and drugs; offenses involving weapons; violation of regulations for student organizations; actions that adversely affect the university's community interest; and violation of local, state, or federal law or Board of Trustees' action.

The actions imposed in the student conduct process may include educational and disciplinary measures which are designed to contribute to the growth of the student and the welfare of the community. Because the primary goal of the student conduct process is educative, the process is non-adversarial, confidential, and not to be considered analogous to court proceedings.

The Student Disciplinary Policy is the University's process-for handling allegations of misconduct by UIC students, which addresses both academic and behavioral misconduct. The main purpose of the conduct process is to insure that students receive due process - which means that every student should have a fair opportunity to express their side of the story before any decisions are made about their disciplinary case. The conduct process is designed to be educational in nature. To learn more about the student conduct process and the student disciplinary policy, please see the following document <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>.

Academic Integrity

The university and college are committed to creating an environment that support academic and professional integrity. Academic integrity violations includes, but is not limited to: cheating; fabricating; plagiarism, facilitating academic dishonesty or plagiarism; offering bribes, favors, or threats; taking an exam by proxy; grade tampering; and submitting non-original work. All members of the campus community are responsible for ensuring that academic integrity standards are upheld. Instances of academic misconduct shall be subject to the student disciplinary process.

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

Please keep in mind that plagiarism occurs through intentional copying of another's work as well as through the lack of proper citation of resources that you use in your papers and discussions. Plagiarism will result in, at a *minimum*, a zero on the assignment. Other consequences include any and/or all of the following: an automatic failure of the course, reporting to the University, academic probation (at the University or Department level for Minor and Major student), and/or expulsion (from the Minor, Major or the University).

Academic Grievances

The Student Academic Grievance Procedures define an administrative process through which students may seek resolution of complaints or Grievances regarding academic standing during their enrollment at UIC. The Student Academic Grievance procedures may only be used by students to address a complaint during their enrollment at UIC and must be related to an academic decision made about them by faculty, staff, administrator or committee at the University of Illinois at Chicago. The formal student grievance procedures can be found at the following link along with relevant timelines, forms, and instructions for proceeding with a grievance. Students in the College of Applied Health Sciences should call the AHS Student Affairs Office at 312-996-2079 if they have additional questions.

http://www.uic.edu/depts/dos/docs/FINAL_VERSION_STUDENT_PROCEDURES.pdf

Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

According to the University of Illinois Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct, the University of Illinois prohibits and will not tolerate sex discrimination, sexual harassment, or other sexual misconduct of any kind (including sexual assault, sexual violence, and sexual abuse) of or by employees, students, and visitors. The University will take action to provide remedies when such discrimination, harassment, or misconduct is discovered. The University complies with applicable federal and state laws to achieve an environment for study, work, and public engagement that is free from sex discrimination, sexual discrimination, and sexual misconduct. Please consult the Office of Access and Equity (<http://oae.uic.edu/UnlawfulDiscrimination/SexualHarassment.htm>) or Sexual Misconduct (<http://sexualmisconduct.uic.edu/>) websites for further details on this policy's related to sexual discrimination, sexual harassment and sexual misconduct.

Discrimination

The University of Illinois will not engage in discrimination or harassment against any person because of race, color, disability, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. The nondiscrimination policy applies to admissions, employment, and access to and treatment in the University programs and activities. The university strives to maintain an environment free of any form of unlawful discrimination and harassment. The Office of Access and Equity provides training and consultation on matters of discrimination. For additional information on the university's policies on discrimination, please visit the Office for Access and Equity website for additional details at <http://oae.uic.edu/>.

Diversity and Access

DHD anticipates and welcomes students from diverse backgrounds and perspectives. Similarly, our courses present material from a variety of different perspectives, some of which may differ from the personal beliefs that you, classmates, or instructors hold. We encourage lively and critical discussion, valuing diverse perspectives whilst adhering to respectful discussion. The Department of Disability and Human Development strives to create a classroom where learners encounter, discuss, and analyze diverse perspectives through rigorous academic inquiry.

Office of the Dean of Students

The Student Disciplinary Policy

The Student Disciplinary Policy outlines expectations for student behavior, both on and off campus. Information was updated in the Policy related to recent federal and state legislative requirements. The policy information has also been reformatted for clarity and ease-of-use. For more information, visit <http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>.

Incident Report Form

All members of the university community are encouraged to report violations of the University's Standards of Conduct, as described in the Student Disciplinary Policy, by filing a formal complaint. To report behavioral misconduct, please use the Student Misconduct Incident Report at <https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago>. To report academic misconduct, please use the Academic Integrity Incident Report at https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=10.

Student Advocacy Services

Student Advocacy Services in the Office of the Dean of Students assists students faced with personal challenges that may conflict with their ability to be successful at UIC. Whether students are dealing with issues of crime victimization, safety and security, health emergencies, homelessness, food insecurities, financial problems, family issues, or interpersonal concerns, we are here to advocate for their needs. To request assistance, visit https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=2.

Student Ombuds Services

The Student Ombuds Service provides an impartial advocate for fairness who investigates student complaints. The types of complaints addressed by this service include: grade disputes, grievance procedures, student record errors, billing/financial issues, registration problems, and other administrative concerns. For more information, visit <http://dos.uic.edu/ombudsfaq.shtml>. To request assistance, call 312-996-4857 or visit https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=2.

Student Legal Services

UIC's Student Legal Services (SLS) is a full-service law office dedicated to providing legal solutions for currently enrolled students. SLS offers advice and representation on a wide variety of legal matters, including:

- Landlord-Tenant Matters
- Expungement of Records
- Family Law
- Some Criminal Matters
- Traffic Issues

- Orders of Protection
- Employment Agreements

To make an appointment, call 312-996-9214.

U and I Care Program

Last semester, we announced our new initiative, the U and I Care Program, and we have received a very positive response from the UIC community. The U and I Care program provides a network of care for UIC students and centralizes campus information and resources related to student advocacy efforts through three components: a website containing resource and referral information, educational outreach activities and services, and U and I Care Partners. For more information and resources, please visit <http://dos.uic.edu/uicare.shtml>.

Registration and Enrollment

Academic Load

Twelve (12) credit hours is considered full-time during the fall and spring semesters, and six (6) hours is considered full-time during the summer semester. Students are permitted to register for up to eighteen (18) credit hours per semester. If a student would like to register for more than eighteen (18) credits, they must request advisor approval in order to exceed the credit hour limit.

Registering for Courses

Students are assigned a “time ticket” through the *my.UIC* portal with the earliest date and time on which they can register for the next semester. For continuing students, registration for the fall and summer terms begins in late March/early April, and registration for the spring term begins in early November.

Students are encouraged to check for any advising holds prior to their assigned time ticket to ensure that they can register as early as possible. Registration is completed through the *my.UIC* portal. All first year students are required to meet with their academic advisor prior to enrolling for the next semester to ensure that they are on track for graduation and have an academic plan of study in place.

Registration occurs through the 10th day of the fall and spring semesters (and through the 5th day of the summer term) through the *my.UIC* portal. Any registration changes after this date must be approved and submitted by your academic advisor and/or your program director.

Adding/Dropping Courses

Registration occurs through the 10th day (2nd Friday) of the fall and spring semesters (and through the 5th day of the summer term) through the *my.UIC* portal. Any registration changes after this date must be approved and submitted by your academic advisor and/or your program director. Students can request to drop an individual course up through the end of the tenth week of the fall and spring semester.

Please visit the academic calendar for registration deadlines for eight week and summer courses.

https://registrar.uic.edu/registration/policies_procedures.html

Withdrawing from Courses

In some cases, it may be to a student’s benefit to withdraw from all of their courses for a semester. If a student withdraws from all of their classes prior to the tenth day of instruction, the student will receive a 100% refund of all tuition and fees. Students can request a university withdrawal through the last day of instruction (prior to final exam week). Withdrawn “W” grades will be listed on a student’s transcript on their academic record for the semester. Depending on the week in the term that the student requests a withdrawal, a partial refund of tuition and some fees may be given. Refer to the Pro Rata Refund Schedule at the following link for additional details.

https://registrar.uic.edu/financial_matters/refund_schedule.html

Canceling Registration

In order for a student to cancel their registration and receive a 100% refund of tuition and fees, the student must drop all of their classes and select the “Cancel Registration” option through the Student Self-Service menu in the *my.UIC* portal during the add/drop period. Students should refer to Registrar’s website these deadline dates: http://registrar.uic.edu/registration/policies_procedures.html. Petitions for a cancellation of registration after this period will only be considered for extenuating circumstances.

Registration Helpline

Students who are experiencing trouble with registering for courses can contact the Registration helpline in the Registrar’s Office at 312-996-8600. The Help Line is open Monday through Friday from 8:30 AM to 5:00 PM. Students can also contact the AHS Office of Student Affairs at 312-996-2079 for assistance.

Credit / No Credit Request

Students in good standing may request to take a course as “credit/no credit.” The “credit/no credit” option is only an option for elective courses and must not be used for courses required for the degree or that are prerequisites for required courses. If a student earns a passing grade for the course, in general, this is a grade of “D” or higher, a grade of Credit – “CR” will be noted on the transcript. Students should consult with their advisor to determine the minimum grade necessary to earn credit for individual courses. If a failing grade is earned, a grade of No Credit – “NC” will be posted on the transcript. If a student wishes to take a course as “credit/no credit,” a request must be submitted by the 10th day of the fall and spring semesters. No requests will be approved after this date. A limit of 21 semester hours may be earned with the Credit/No Credit option, and no more than one course per semester.

Transfer Credit

All transfer credit will be reviewed and evaluated upon a student’s admission to UIC. Students who wish to attend another institution during their time at UIC must receive prior approval from their academic advisor and/or their program director to ensure that there will be no interruption in residency requirements and that courses that are transferrable to the student’s degree will be completed.

Leave of Absence

Students can be away from the university for one semester without being enrolled. If a student will be away for more than one semester, excluding the summer term, the student will need to reapply to the university to continue his or her enrollment. In some cases, such as an illness or other extenuating circumstance, a student may request a leave of absence for a period of more than one semester. Students who wish to consider this option must speak with their academic advisor and/or program director for approval of a leave. If a leave is approved, a student will not need to reapply to their program in order to continue their enrollment in a future term.

Military Leave

Students who have been called to U.S. Military service or anticipate being called are entitled to certain rights. Students who are leaving for or returning from U.S. Military Service should speak with the Student Veteran Affairs Office and with the Veteran’s Registration Coordinator in the Office of Records and Registration both of which are located in the Student Services Building - 1200 West Harrison.

Additional details for undergraduate student veterans can be found at the following link https://registrar.uic.edu/registration/withdrawal_military_undergrad.html.

FERPA (Federal Educational Rights and Privacy Act)

Pursuant to the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, the University cannot disclose personally identifiable information contained in the student's education records without the student's written consent, except to the extent that FERPA authorizes disclosure without consent. A parent does not have the automatic right to view his/her child's records without the express written consent of the student, unless that parent can provide proof that the student is still a dependent for income tax purposes. View the complete UIC Student Records Policy here: https://registrar.uic.edu/campus_policies/records_policy.html.

Students may grant any third party (e.g., spouse, parent and/or sponsor) permission to access their financial aid records by completing the FERPA Release Form and returning it to the Office of Student Financial Aid (OSFA). Please visit the Forms section of the OSFA website for the current FERPA Release Form. For release of educational records, student must follow up with individual offices for their FERPA release forms. A FERPA release must be signed for each office for which a third party is requesting records access.

Graduation and Commencement

Applying to Graduate

Students who intend to graduate in a given semester must submit an application for graduation by the end of the third week of the fall and spring semesters and the end of the second week of the summer semester. The application is accessible through the *my.UIC* portal in the Academics tab under the “Student Self Service Log In - Registration Menu.” Students who have questions about applying to graduate can contact the DHD Student Affairs Office at 312-996-1508. Additional instructions can be found at the following link: <http://ahs.uic.edu/currentstudents/graduation/>.

Graduation Check

All students who expect to graduate should make an appointment with academic advisor at least one semester prior to their anticipated graduation. This will ensure that all coursework has been properly applied, and the student has a clear understanding of all of their remaining requirements. Students who fail to complete their graduation checks could lose their eligibility to graduate if requirements are missing.

AHS Commencement ceremony

The College of Applied Health Sciences hosts its commencement ceremony in early May of each year at the end of the spring semester. There is also a campus-wide commencement ceremony held in December of each year for summer and fall graduates. Details regarding the commencement ceremonies including attire, guest seating, accommodations, reception, RSVP and more can be found at the AHS Commencement website: <http://ahs.uic.edu/currentstudents/graduation/>.

Graduates from the spring semester from all of the Applied Health Sciences undergraduate, graduate, and professional programs are invited to attend the ceremony in May. Graduates from the summer and fall semesters are invited to participate in the December commencement ceremony.

Contact Information

my.UIC portal

The *my.UIC* portal is a valuable tool for students for registration, financial aid, accessing grades, etc. However, the information provided by students in the portal including current mailing address and phone are critical to ensure timely communication. The UIC email address is the primary official means by which the university communicates important information to students, but it is also important to provide and update contact information as often as needed. This will ensure that important communications are received in a timely manner.

Emergency contact information

All students are expected to provide emergency contact information as soon as they enroll on campus. In the event of an emergency or urgent need, this information can be accessed by emergency personnel to contact those identified by the student. Please take the time to update this information as often as needed.

Diploma mailing address

All students are encouraged to update their diploma mailing address at the time they apply for graduation. If this information is not updated appropriately, diplomas will be mailed to the most current address the student has provided. This could significantly delay receipt of a student's diploma.

Building and Equipment Policies

Tobacco Free Campus

UIC is a tobacco-free campus, prohibiting all forms of tobacco – cigarettes, cigars, pipes, chewing tobacco, electronic cigarettes and smokeless tobacco products – anywhere within campus boundaries.

Building Access

In general, the College of Applied Health Sciences buildings are open from 6 AM to 6 PM Monday through Friday. Courses that are offered in the evening will be held in buildings that have extended hours or students will be given ID swipe access to these buildings. Students may remain in buildings for studying purposes after the building has closed.

Computer Usage

There are several computer labs throughout the campus. Additional information on computer lab spaces can be found at the following link <http://acc.uic.edu/lab/all>. Students are expected to use UIC computers in an efficient, ethical, and legal manner and to follow the acceptable use policy for the Academic Computing and Communications Center (ACCC) Services and Facilities found at the following link <http://acc.uic.edu/policy/acceptable-use-policy>.

Email Policies

When using campus computer facilities and email, students are expected to identify themselves clearly and accurately in all electronic communications. Concealing or misrepresenting your name or identity is unacceptable behavior and subject to disciplinary action. In addition, electronic mail should not be used to harass, offend, antagonize, or annoy other users.

The UIC email address is the primary means by which faculty, staff, and other representatives of the university will communicate with a student. Students are responsible for all information sent to their UIC email address. Students should be certain that they regularly check their UIC email address for important messages.

Student Lounges

The College of Applied Health Sciences has departments in several building across campus including: the Applied Health Sciences building (AHSB) – 1919 West Taylor Street; the Disability, Health, and Social Policy building (DHSP) – 1725 West Roosevelt Road; the Physical Education Building (PEB) – 901 West Roosevelt Road; and the College of Medicine East Tower (CMET) – 808 South Wood Street. Within each of these buildings there are study areas including the 1st and 5th floor student lounges in AHSB; the Academic Support and Achievement Program (ASAP) in PEB; and the Disability and Human Development student lounge on the 2nd floor of DHSP.

Accommodations for Students with Disabilities

As reflected in the University of Illinois' Nondiscrimination Statement and the UIC Chancellor's Statement of Commitment to Persons with Disabilities, UIC strives to maintain a barrier-free environment so that students with disabilities can fully access classes, programs, services and other campus activities.

The Disability Resource Center (DRC) facilitates access for students through consultation with faculty and campus departments, and the provision of reasonable accommodations.

The Disability Resource Center recognizes various environments in which people function: physical, programmatic, informational and attitudinal. Some modifications to these environments are readily-achievable through direct consultation with faculty or staff.

Students can request an accommodation at the department level, however, students are encouraged to register with the Disability Resource Center, as they offer resources to help support student success in the classroom and work with instructors to best meet the individual needs of students. If students choose to request accommodations at the department level, they must contact the Director of Undergraduate Studies, Sarah P. Harris, to discuss their access needs. Please communicate any current or anticipated access needs as soon as possible to best facilitate access. Note that students who request accommodations through the department may still be referred to the Disability Resource Center.

Below are a list of links to learn about the DRC:

- Vision & Mission, <http://drc.uic.edu/vision-mission/>
- Services Provided, <http://drc.uic.edu/services-provided/>
- Digital Accessibility, <http://drc.uic.edu/digital-accessibility/>
- Meet the DRC Staff, <http://drc.uic.edu/meet-the-drc-staff/>

If you have any questions, please contact the DRC.

Disability Resource Center

1190 Student Services Building (SSB)

(312) 413-2183 (Voice)

(312) 957-4822 (Video Phone)

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

Student Resources

There are several resources available to students throughout the UIC campus. Please contact the AHS Student Affairs Office for information about specific services available at 312-996-2079 or ahsinfo@uic.edu. A select few of these critical resources have also been identified below. Students will find comprehensive information about student services and resources by visiting the following website: <http://vcsa.uic.edu/>.

Academic Center for Excellence (ACE)

(Academic Skills Program)
2900 Student Services Building (SSB)
(312) 413-0031
www.uic.edu/depts/ace/index.shtml

Academic Support & Achievement Program (ASAP)

901 West Roosevelt Road, Room 356 PEB
(312) 996-9377
www.ahs.uic.edu/asap

ASAP is a center provided by the College of Applied Health Sciences. ASAP offers tutoring, academic workshops, books, printing, and more. ASAP tutors are upper-class students, who have successfully completed the courses they tutor. All students are highly encouraged to attend and “brain build.” ASAP is open Mondays through Thursdays, 8:30 am - 5:00pm, and Fridays, 8:30 am - 3:00 pm.

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).

Campus Advocacy Network

286 Roosevelt Road Building (RRB)
(312) 413-1025
<http://can.uic.edu/>

CampusCare - Student Health Benefit Program

820 South Wood Street, CSN 911, Suite W310
<https://campuscare.uic.edu/>

For administrative questions: CampusCare Phone Number, (312) 996-4915 option 3 or CampusCare email: cchealth@uic.edu

For Medical Appointments: Family Medicine Phone Number, (312) 996-2901

Counseling Center

2010 Student Services Building (SSB)

(312) 996-3490

www.uic.edu/depts/counseling

Dean of Students Office

3030 Student Services Building (SSB)

(312) 996-4857

www.uic.edu/depts/dos

Veterans Affairs

Student Veteran Affairs

3030 Student Services Building

(312) 996-4857

www.uic.edu/depts/dos/studentveteranaffairs.shtml

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/>.

UNDERGRADUATE PROGRAM IN DISABILITY AND HUMAN DEVELOPMENT 2016-2017

ACADEMIC ADMINISTRATION			
Name	Role	Contact	
Tamar Heller	Head	theller@uic.edu	
Sarah Parker Harris	Director of Undergraduate Studies	skparker@uic.edu	
Aly Patsavas	Alternate Director of Undergraduate Studies	apatsa2@uic.edu	
Maitha Abogado	Academic Coordinator	maitha@uic.edu	
Maris Fujiura	Academic Advisor	mfujiu2@uic.edu	
TEACHING FACULTY			
Name	Academic Title	DHD Course(s)	Contact
Kate Caldwell	Postdoctoral Fellow	101-Spring	kcaldw3@uic.edu
Lennard Davis	Professor	445	lendavis@uic.edu
Hailee Gibbons	PhD Student	400	hgibbo2@uic.edu
Rob Gould	Instructor	203, 405, 406	rgould3@uic.edu
Brian Grossman	Assistant Professor	101-Fall	brg@uic.edu
Glenn Hedman	Clinical Associate Professor	440	ghedman@uic.edu
Rooshey Hasnain	Clinical Assistant Professor	420	roosheyh@uic.edu
Robin Jones	Instructor	405	guinness@uic.edu
Pia Justesen	Visiting Professor	203	pju@uic.edu
Sandy Magana	Professor	403	maganas@uic.edu
Janie Mejias	PhD Student	401	nmejia2@uic.edu
Lex Owen	Research Specialist	202	abolya2@uic.edu
Aly Patsavas	Instructor	201, 204, 205	apatsa2@uic.edu
Carrie Sandahl	Associate Professor	102	csandahl@uic.edu
Lieke van Heumen	Postdoctoral Fellow	408	lvheumen@uic.edu

TEACHING ASSISTANTS		
Course	Schedule	TA Names and Contact
DHD 101 Disability in U.S Society	Fall and Spring Mon/Wed: 2.00-2.50pm Fri (discussion): 1pm, 2pm	Jessica Awsumb (jhunne2@uic.edu), Nell Koneczny (nkonec2@uic.edu), Karen Lukaszewski (klukas3@uic.edu), Nicole Sims (nsims3@uic.edu), Alisa Sheth (ajorda25@uic.edu)
DHD 102 Disability in American Film	Fall and Spring Mon/Wed: 3.00-3.50pm Fri (discussion): 2pm, 3pm	Nili Broyer (nbroye2@uic.edu), Alison Kopit (akopit2@uic.edu), Nicole Sims (nsims3@uic.edu), Cathy Webb (cwebb24@uic.edu), Sandi Yi (cyi9@uic.edu)
DHD 201 Disability, Rights and Culture	Spring Tue/Thurs: 12.30-1.45pm	Anne Bowers (abower3@uic.edu), Heather Gabel (hgabel3@uic.edu), Hailee Gibbons (hgibbo2@uic.edu)
DHD 202 Disability, Health and Society	Spring Tue/Thurs: 2.00-3.15pm	Jacqueline Kish Beck (jkish4@uic.edu), Janie Mejias (nmejia2@uic.edu)
DHD 203 Disability in World Culture	Fall Tue/Thurs: 3.30-4.45pm	Alfiya Battalova (abatta5@uic.edu), Nili Broyer (nbroye2@uic.edu), Heather Gabel (hgabel3@uic.edu)
DHD 204 Disability in the Humanities	Fall Tue/Thurs: 12.30-1.45pm	Alfiya Battalova (abatta5@uic.edu), Meghann O'Leary (molear2@uic.edu)
DHD 205 Disability, Race, Class, and Gender	Spring Tue/Thurs: 3.30-4.45pm	Meghann O'Leary (molear2@uic.edu), Ashley Volion (avolio2@uic.edu)
DHD 400 Capstone	Fall and Spring Mon: 1.00-1.50pm	Anne Bowers (abower3@uic.edu)
DHD 403 Disability in Latino Communities	Fall Thurs: 3.30-6.15pm	Yue Xu (yuexu5@uic.edu)
DHD 440 Introduction to Assistive Technology	Fall Online	Anne Bowers (abower3@uic.edu)