COLLEGE OF APPLIED HEALTH SCIENCES

UIC

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.

Paula Allen-Meares, Chancellor Emerita and Professor

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.

https://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)
1640 West Roosevelt Road, Room 436
Chicago, Illinois 60608
Tel: (312) 413-1647
Fax: (312) 413-1630
TTY: (312) 413-0453
Website: www.ahs.uic.edu/dhd

Tamar Heller, PhD, Distinguished Professor and Head
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 (AAC)

Sarah Parker Harris, PhD, Chair
Fabricio Balcazar, 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, PE, CPE, ATP, RET
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, MEBME, ATP
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 Full 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

Students may only be eligible for an "I" grade if they have completed enough of the assigned course work to date to receive a passing grade (C or higher, 70% or higher) solely on assessments assigned by the last date the student attended class (e.g., a minimum of 28 points earned out of 40 points assigned by 10/15). Additionally, students must have completed a minimum of 50% of the total coursework for the course in order to be eligible to receive an "I".

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 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

Student Academic Grievance

First instituted in 1983, the University of Illinois at Chicago's Academic Grievance Procedures define a process by which students, faculty and academic employees can seek resolution of complaints. Not all actions are grievable so it is important that these procedures be reviewed for both eligibility and process.

There are strict deadlines, procedures, and guidelines for eligibility that must be followed by both graduate students and the faculty or administrators involved.

The Student Academic Grievance Policy and Procedures were revised effective April 27, 2017.

UIC Student Academic Grievance Policy
UIC Student Academic Grievance Procedures
UIC Student Academic Grievance Forms

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

Student Disciplinary Procedures

The Office of the Dean of Student Affairs, 3030 Student Services Building, oversees the Student Disciplinary Process. The Student Disciplinary Procedures (December 2016) provide a mechanism for review when a student is charged with an infraction of the disciplinary code. It describes just-causes for disciplinary action, outlines the procedures for filing a complaint or responding to one, lists the possible sanctions, and describes the appeal process.

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 (http://grad.uic.edu/thesis). 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.

http://grad.uic.edu/sites/default/files/pdfs/ThesisManual_rev_06Oct2016.pdf

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 Disability Studies 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 Academic Affairs 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 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 PhD program in Disability Studies.

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 PhD program in Disability Studies 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 DHD 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 online *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 593 Independent Research / DHD 596 Independent Study

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.

Students must submit the *Plan of Study Form for DHD 593/DHD 596* prior to enrollment.

https://forms.uofi.uic.edu/sec/6953440

PhD in Disability Studies 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.

Please see Appendices for specific requirements.

When the preliminary committee is set, please complete the Graduate College's *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.

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:

- 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.).

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

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 defend 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.

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 their 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, 207 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 Resources

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/oaa/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/oae/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/oae/
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.

DHSP BUILDING 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 #**
7th	705
6th	605
5th	507
4th	405
3rd	305
2nd	204
1st	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 in DHSP as well as on the DHD student listservs.

DHD Student Listservs

DHD has two graduate student and two undergraduate listservs. The Bachelor (dhdundergrads@uic.edu) and Minor (MinorinDHD@uic.edu) listservs include the students, Director of Graduate Studies. 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. 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

Graduate 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.

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/.

Disability and Human Development Student Association (DHDSA)

The Disability and Human Development Student Association (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).

Committee Members

President: Courtney Mullin, cmulli4@uic.edu
Vice-President/Secretary (co-leaders): Adrienne Smith, asmit93@uic.edu
Amy Heider, aheide3@uic.edu
Treasurer: Lily Diego Alvarez, ldiego2@uic.edu
Academic and Professional Development Committee Chair: Drew Egli, degli2@uic.edu
Student Life Committee Chair: Timotheus Gordon, tgordo7@uic.edu
Undergraduate Representatives
Committee Chair: Jordan Alcantar, jalcan8@uic.edu
Committee members: Ainsley Adique, aadiqu2@uic.edu
Alexis Ortiz, aortiz58@uic.edu

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

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: CampusCare**
   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 and Undergraduate 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) 996-2830 TDD# (312) 413-9323
Admissions and Records	(312) 996-4350 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/

PhD Program in Disability Studies
PROGRAM OF STUDY

Date: _____ **Last Name:** _____ **First Name:** _____

UIN: _____ **Advisor:** _____

Start Date of Program (Semester/Year): _____

PhD CORE COURSES (10 Credits Required)

Course Number	Course Title	Credits	Semester & Year	Grade
DHD 501	Disability Studies I	4		
DHD 502	Disability Studies II	4		
DHD 592	Interdisciplinary Seminar in Disability Studies	1		
DHD 592	Interdisciplinary Seminar in Disability Studies	1		

RESEARCH REQUIREMENTS (15 Credit Minimum)

Required Research Core Courses (6 Credit Hours)

Course Number	Course Title	Credits	Semester & Year	Grade
DHD 510	Concepts in Interdisciplinary Research on Disability	3		
DHD 541	Advanced Concepts in Disability Research	3		

Research Methodology Courses (9 Credit Hours Required)*

Course Number	Course Title	Credits	Semester & Year	Grade
DHD 542	Advanced Concept in Disability Research II	3		

* A minimum of 9 credit hours of research methodology courses is needed. These courses should be selected in consultation with your advisor.

CONTENT ELECTIVES (at least 11 additional credit hours approved by advisor) **

Course Number	Course Title	Credits	Semester & Year	Grade

**A total of 43 credit hours of elective content courses are required (beyond the research requirements noted above). Up to 32 credits from a previous Master's degree may be applied to this content elective requirement, resulting in a remaining requirement of 11 credit hours.

Note: A minimum of 12 hours of electives and/or methods courses must be taken from College of Applied Health Sciences courses [methodology courses (9 hours minimum) + content electives (11 hours minimum) = 20 hours minimum].

PRELIMINARY EXAM Date: _____ ☐ projected ☐ actual

(Committee composition of 5 members: 2 tenured and 3 of the 5 must be DHD faculty. An outside member is recommended but not required.)

Areas of Concentration (Topics)	Committee Member	Home Department

* In preparation for preliminary examination, DHD 599 may be taken.

DISSERTATION (28 credit hours of DHD 599)

Topic: _____

(Committee composition: 5 members, 2 tenured, 1 from outside DHD program—also 3 of the 5 must be DHD faculty)

	Committee Member	Home Department
Chair		
Member		
Member		
Member		
Member		

Proposal Approved by Committee **Date:** _____ ☐ **projected** ☐ **actual**

Final Oral Defense **Date:** _____ ☐ **projected** ☐ **actual**

PROGRAM OF STUDY SUMMARY

Source of Credit	Semester Hours Completed
Program Core Courses (10)	
Research Requirements (15)	
Content Electives (11)	
Dissertation Hours (28)	
Masters Hours (32)	
Total (Minimum 96 credits)	

ANNUAL SUMMARY OF PROGRESS STATEMENT

(Reviewed by the DHD Academic Affairs Committee)

Academic Year: Start Date (mo/yr) _____ **End Date** (mo/yr) _____

Student Summary (Evaluate your academic progress for the year, state any obstacles and efforts to address them. Include achievements, e.g., presentations, publications, committees, teaching, etc., on a separate sheet of paper.)

_____ _____

Date Signature of Student

Advisor Summary (Evaluate student's academic progress for the year. Comment on achievements and on any obstacles and efforts to address them.)

_____ _____

Date Signature of Advisor

*An electronic signature or typed name below is equivalent to an original signature and constitutes an agreement with the preceding statement.

RECOMMENDED PROGRAMS OF STUDIES

PhD in DHD - Recommended Program of Study for Current and New Students as of Fall 2017

Credit hours

- Full-time: minimum of 8 credit hours, recommended 9-12 credit hours
- Part-time: minimum of 5 credit hours, recommended 6-9 credit hours
- *Note: fellowship holders and international students must register for 12 credits hours*

400-level classes

- Students with a Master's may take up to 12 credit hours of 400-level courses
- Students without a Master's may take up to 24 credit hours of 400-level courses

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.

Required coursework:

- Core: DHD 501, 502, 592 (fall and spring), 510, 541
  - For students entering from fall 2017, DHD 542 is also required
- Required content: minimum of 11 credits (with Master's) or 43 credits (without Master's)
- Required methods: minimum of 9 credits
- Required dissertation research: minimum of 28 credit hours

**** Program goal for all full-time students is to complete within 4-5 years. ****

Example Program of Study 1: ***Students with Master's entering program <u>BEFORE Fall 2017</u>, taking 12+ credits per term, plus Summer. Goal to complete in 4 years.***

	Fall		**Spring**	
Year 1 *(Goal, become familiar with DHD coursework and instructors)*	**Required**	**Electives**	**Required**	**Electives**
	DHD 501 DHD 510 DHD 592	Select 2 from: -DHD 404 -DHD 514 -DHD 526 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592	Select 3 from: -DHD 405 -DHD 406 -DHD 408 - DHD 420 -DHD 440 -DHD 517 -DHD 528 -DHD 535 -DHD 570 -DHD 581 -OT 563
Summer 1	1-2 electives from cross-campus			
Year 2 *(Goal, complete all coursework; complete prelim exam)*	DHD 541 DHD 599 (3 credits for prelim prep – form committee, complete lists, gather sources)	Select 1-2 methods from: -DHD 561 -OT 553 -OT 568 -Other *(with approval)* Select 1-2 content from: -See year 1 list -Other *(with approval)*	DHD 599 (6 credits for prelim exam, complete by end of spring term)	Select either: 1 methods from: -DHD 546 -DHD 594 (Hsieh) -OT 594 (Magasi) -Other *(with approval)* OR 1 content from: -See year 1 list -Other *(with approval)*
Summer 2	Independently work on proposal and/or complete any remaining elective classes			
Year 3 *(Goal, complete proposal; start research)*	DHD 599's (6 credits, complete proposal by end of fall term)	Select any remaining electives	DHD 599's (start dissertation research)	Select any remaining electives *Submit IRB, if needed
Summer 3	Independently working on dissertation			
Year 4 *(Goal, complete research, defend)*	DHD 599's (draft by end of term)	-	DHD 599's (defend)	-

*****Students entering without a Master's:*** *Add one more year, between year 1 and year 2, for students to take additional required electives, plus complete a research thesis or major research project*

Example Program of Study 2: ***Students with Master's entering program <u>BEFORE Fall 2017</u>, taking 8-12 credits per term, minimal summer. Goal to complete in 4.5-5 years.***

	Fall		**Spring**	
Year 1 *(Goal, become familiar with DHD coursework and instructors)*	**Required**	**Electives**	**Required**	**Electives**
	DHD 501 DHD 510 DHD 592	Select none or 1 from: -DHD 404 -DHD 514 -DHD 526 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592	Select 1 or 2 from: -DHD 405 -DHD 406 -DHD 408 -DHD 420 -DHD 440 -DHD 517 -DHD 528 -DHD 535 -DHD 570 -DHD 581 -OT 563
Year 2 *(Goal, complete most or all coursework)*	--	Select 1-2 methods from: -DHD 561 -OT 553 -OT 568 -Other *(with approval)* Select 1-2 content from: -See year 1 list -Other *(with approval)*	DHD 599 (3 credits for prelim prep – form committee, complete lists by end of term)	Select either: 1-2 methods from: -DHD 546 -DHD 594 (Hsieh) -OT 594 (Magasi) -Other *(with approval)* OR 1-2 content from: -See year 1 list -Other *(with approval)*
Year 3 *(Goal, complete prelims and proposal)*	DHD 541 DHD 599 (6 credits, complete prelim exam by end of term)	Select any remaining electives	DHD 599 (6 credits, Defend proposal by end of term)	DHD 542 Select any remaining electives *Submit IRB, if needed
Summer 3	Optional – to finish in 4.5 years, recommend independently working on dissertation			
Year 4 *(Goal, complete research)*	DHD 599's	--	DHD 599's (possible final draft)	--
Summer 4	Optional – to defend in fall, recommend independently working on dissertation			
Year 4.5-5 *(Goal, defend)*	DHD 599 (possible defense)	--	DHD 599 (defend)	--

*****Students entering without a Master's:*** *Add one more year, between year 1 and year 2, for students to complete additional required electives, plus complete a research thesis or major research project.*

Example Program of Study 3: ***Students with Master's entering program <u>FROM Fall 2017</u>, taking 12+ credits per term, plus Summer. Goal to complete in 4 years.***

	Fall		**Spring**	
Year 1 *(Goal, become familiar with DHD coursework and instructors)*	**Required**	**Electives**	**Required**	**Electives**
	DHD 501 DHD 510 DHD 592	Select 2 from: -DHD 404 -DHD 514 -DHD 526 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592 **identify and confirm committee members by end of term	Select 3 from: -DHD 405 -DHD 406 -DHD 408 -DHD 420 -DHD 440 -DHD 517 -DHD 528 -DHD 535 -DHD 570 -DHD 581 -OT 563
Summer 1	1-2 electives from cross-campus			
Year 2 *(Goal, complete most of coursework; complete prelim exam)*	DHD 599 (3 credits, complete three prelim reading lists)	Select 1-2 methods from: -DHD 561 -OT 553 -OT 568 -Other *(with approval)* Select 1-2 content from: -See year 1 list -Other *(with approval)*	DHD 599 (6 credits for prelim exam, complete by end of spring term)	Select : 1-2 methods from: -DHD 546 -DHD 594 (Hsieh) -OT 594 (Magasi) -Other *(with approval)* AND/OR 1-2 content from: -See year 1 list -Other *(with approval)*
Summer 2	1-2 electives from cross-campus			
Year 3 *(Goal, complete coursework and proposal)*	DHD 541	Select any remaining electives and/or DHD 599's	DHD 542 (defend proposal by end of term)	Select any remaining electives and/or DHD 599's *Submit IRB, if needed
Summer 3	Independently working on dissertation			
Year 4 *(Goal, complete research, defend)*	DHD 599's (draft by end of term)	--	DHD 599's (defend)	--

*****Students entering without a Master's:*** *Add one more year, between year 1 and year 2, for students to take additional required electives, plus complete a research thesis or major research project*

Example Program of Study 4: ***Students with Master's entering program <u>FROM Fall 2017</u>, taking 8-12 credits per term, no or minimal summer. Goal to complete in 4.5-5 years.***

	Fall		**Spring**	
Year 1 *(Goal, become familiar with DHD coursework and instructors)*	**Required**	**Electives**	**Required**	**Electives**
	DHD 501 DHD 510 DHD 592	Select none or 1 from: -DHD 404 -DHD 514 -DHD 526 -DHD 528 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592	Select 1 or 2 from: -DHD 405 -DHD 406 -DHD 408 -DHD 420 -DHD 440 -DHD 517 -DHD 535 -DHD 570 -DHD 581 -OT 528 -OT 563
Year 2 *(Goal, complete most of coursework; complete prelim exam)*	**Required**	**Electives**	**Required**	**Electives**
	DHD 599 (3 credits, complete three prelim reading lists)	Select 1-2 Methods from: -DHD 561 -OT 553 -OT 568 -Other *(with approval)* AND/OR 1-2 Content from: -See year 1 list -Other *(with approval)*	DHD 599 (6 credits for prelim exam, complete by end of spring term)	Select: 1-2 methods from: -DHD 546 -DHD 594 (Hsieh) -OT 594 (Magasi) -Other *(with approval)* OR 1-2 content from: -See year 1 list -Other *(with approval)*
Year 3 *(Goal, complete all of coursework; complete proposal)*	DHD 541 DHD 599 (6 credits, complete prelim exam by end of term)	Select any remaining electives	DHD 599 (6 credits, defend proposal by end of term)	DHD 542 Select any remaining electives *Submit IRB, if needed
Summer 3	Optional – to finish in 4.5 years, recommend independently working on dissertation			
Year 4 *(Goal, complete research)*	DHD 599	--	DHD 599 (possible final draft)	--
Summer 4	Optional – to defend in fall, recommend independently working on dissertation			
Year 4.5-5 *(Goal, defend)*	DHD 599 (possible defense)	--	DHD 599 (defend)	--

*****Students entering without a Master's:*** *Add one more year, between year 1 and year 2, for students to complete additional required electives, plus complete a research thesis or major research project.*

PhD in Disability Studies - Recommended Program of Study for Students Entering Fall 2018

Credit hours
Full-time: minimum of 8 credit hours, recommended 9-12+ credit hours.
Part-time: minimum of 5 credit hours, recommended 6-9 credit hours.
Note: fellowship holders and international students must register for 12 credits hours.

400-level classes
Students with a Master's degree may take up to 12 credit hours of 400-level courses.
Students without a Master's degree may take up to 24 credit hours of 400-level courses.

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. Students must submit a plan of study to OSA prior to enrollment in DHD 596/593. See *PhD in DIS Academic Information* section for additional information.

Required coursework:
Core: DHD 501, 502, 510, 541, 542 and 592 (fall and spring).
Required content: minimum of 11 credits (with Master's) or 43 credits (without Master's).
Required methods: minimum of 9 credits (strongly recommended to take more than the minimum).
Required dissertation research: minimum of 28 credit hours.

Example Program of Study: Full-Time for Students with a Master's Degree. Goal to complete degree in 4-5 years (part-time, 6-10 years)

YEAR 1: 2018-2019	**FALL**		**SPRING**	
16-24 credits Goal: become familiar with DHD coursework and instructors	***Required***	***Electives***	***Required***	***Electives***
	DHD 501 (4) DHD 510 (3) DHD 592 (1)	Select 0-2 from: DHD 404 (4) DHD 406 (4) DHD 514 (3) DHD 530 (3) DHD 570 (3)	DHD 502 (4) DHD 592 (1) **identify and confirm committee members by end of term	Select 1-3 from: DHD 408 (4) DHD 420 (3) DHD 440 (3) DHD 517 (3) DHD 535 (3) DHD 581 (3) DHD/OT 528 (3) OT 563 (3) OT 571 (3)
Students without a Master's Degree: add 1-1.5 years on to program of study, complete additional 32 electives plus major research thesis before moving to year 2 below				
YEAR 2: 2019-2020				
16-24 credits Goal: complete majority of coursework and prelim exam	DHD 599 (3 credits for prelim exam prep)	Select 1-2 from: DHD 561 (3) Year 1 electives Other (with approval)	DHD 599 (6 credits for prelim exam) ** complete prelim exam by end of term	Select 1-2: DHD 546 DHD 594 (Hsieh) Year 1 electives Other (with approval)
YEAR 3: 2020-2021				
16-24 credits Goal: complete coursework and proposal	DHD 541 (3)	Select from: DHD/OT 553 (3) DHD/OT 568 (3) Any remaining electives DHD 599's (1-12+)	DHD 542 (3) ** defend proposal by end of term	Select from: Any remaining electives DHD 599's (1-12+) *Submit IRB, if needed
YEAR 4-5: 2021-2023				
16-24 credits (min) Goal: complete research, defend	**Completion Option 1 (4 years)** Fall 2021, DHD 599's (full draft of dissertation by end of fall term) Spring 2022, DHD 599's (defend March for spring graduation or April for summer graduation).	**Completion Option 2 (4.5 years)** Fall 2021, DHD 599's (complete research) Spring 2022, DHD 599's (full draft of dissertation by end of spring term) Fall 2022, DHD 599's (defend October for fall graduation).	**Completion Option 3 (5 years)** Fall 2021, DHD 599's (complete research). Spring 2022, DHD 599's (complete research) Fall 2022, DHD 599's (full draft dissertation by end of fall term) Spring 2023, DHD 599's (defend March for spring graduation or April for summer graduation)	

Preliminary Examination Process for Students Who Entered PRIOR to 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 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 date of the written 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 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 in the PhD program.

2018-2019: DHD Preliminary Exam Process (only for PhD Students Who Entered the Program in Fall 2017)

Primary and Secondary Reader Assignments

Required Broad Topics for Exam Papers	E.g. of Primary Readers	E.g. of Second Readers
Paper A: Critical analysis of theory *(in broad content area of interest).*	**Committee member 1:** Chair/DHD faculty (tenured)	**Committee member 4:** External member
Paper B: Critical analysis of methodology *(in broad methodological area of interest).*	**Committee member 2:** DHD faculty (tenured)	**Committee member 5:** DHD faculty (any)
Paper C: Critical application and translation of scholarship *(in broad content area of interest).*	**Committee member 3:** DHD faculty (tenure-track)	**Committee member 1:** Chair/DHD faculty (tenured)

Preliminary Exam Process - Summary Overview

Task	Three written take-home exam papers.
Learning Objective	To demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field.
Skills Assessed	Mastery of ability to synthesize, analyze and critique scholarship.
Broad Topics	Paper A: Critical analysis of theory *(in broad content area of interest).* Paper B: Critical analysis of methodology *(in broad methodological area of interest).* Paper C: Critical application and translation of scholarship *(in broad content area of interest).*
Reading Lists	Developed by student as part of the exam process, in consultation with committee. Advisor assigns primary and second readers to each broad paper topic (A, B, C). Student works with assigned readers to develop specific paper topic and reading lists. Each reading list is 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.
Exam questions	Written by primary reader. Advisor provides final approval of all exam questions. Student receives exam questions end of week 2, spring term - year 2 of program.
Length	15-20 pages per paper double-spaced, plus references.
Exam Due	Year 2 of program - reading lists due by end of fall term, papers due by week 10 of spring term.
Committee	Five faculty members (3 DHD, 3 full UIC Grad College members {tenure or tenure-track}; 2 tenured): • Primary advisor/chair (must be DHD appointed tenure/tenure-track faculty, includes 0% appointments). • Two additional DHD faculty members (including 0% appointments). • One outside (non-DHD) member (e.g. across UIC or outside the university). • One additional member (e.g. from DHD, across UIC, or outside the university).
Graded	Pass/Fail *(Fail is where at least two committee members vote to fail one or more papers)* Committee members review assigned paper(s) and grade using DHD preliminary exam grading rubric.

Tasks and Due Dates for Student, Advisor/Chair and Committee Members

FALL 2018 – TASKS	Due Date
STUDENT	
Sign up for three credits of DHD 599 with advisor for fall term to work on lists.	By August 27, 2018
Final confirmation of committee members, send to advisor and OSA.	By August 31, 2018
Confirm with advisor assigned readers for each broad paper topic (A, B, C), send to OSA.	By September 7,2018
Meet with committee members; finalize specific topic, discuss list development.	By September 14, 2018
Work with primary readers to develop initial lists; send to second readers for review/input.	Ongoing, through fall term
Send final lists to primary readers for approval; submit to advisor and OSA.	By December 7, 2018
ADVISOR – COMMITTEE CHAIR	
Confirm committee members with student.	August 31, 2018
Assign primary and second readers to each broad paper topic (A, B, C); inform student/committee.	September 7, 2018
Collect final reading lists from student.	December 7, 2018
Request exam questions from primary readers *(due by January 14)*.	December 7, 2018
PRIMARY READER – COMMITTEE MEMBER	
Work with student to develop specific paper topic and reading list.	Ongoing, through fall term
Final approval of list.	By December 1, 2018
SECOND READER – COMMITTEE MEMBER	
Review draft of list; contribute to list as needed.	Ongoing, through fall term
SPRING 2019 – TASKS	**Due Date**
STUDENT	
Sign up for six credits of DHD 599 with advisor for spring term to write papers.	By January 14, 2019
Receive exam questions from advisor.	January 25, 2019 - by noon
Complete written papers and submit to advisor.	March 22, 2019
Meet with advisor to discuss results and next steps.	Before May 3, 2019
ADVISOR – COMMITTEE CHAIR	
Collect exam questions from primary committee members.	By January 14, 2018
Send exam questions to student and OSA.	January 25, 2019 – by noon
Collect written papers from student.	March 22, 2019 – by noon
Send papers to primary and second readers for review.	March 22, 2019
Collect written feedback from primary and second readers, send to full committee and OSA.	April 19, 2019 – by noon
Meet with student, return written feedback from readers, and discuss results and next steps.	Before May 3, 2019
PRIMARY READER – COMMITTEE MEMBER	
Develop exam question, send to committee Chair.	By January 14, 2018
Review and grade paper (using rubric), return to committee Chair.	April 19, 2019 – by noon
SECOND READER – COMMITTEE MEMBER	
Review and grade assigned paper, return to committee Chair.	April 19, 2019 – by noon

2019-2020: DHD Preliminary Exam Process (only for PhD Students Who Entered the Program in Fall 2018)

PRELIMINARY EXAM SUMMARY

Task	Three written take-home exam papers.
Learning Objective	To demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field.
Skills Assessed	Mastery of ability to synthesize, analyze and critique scholarship.
Broad Topics	Paper A: Critical analysis of theory *(in broad content area of interest).* Paper B: Critical analysis of methodology *(in broad methodological area of interest).* Paper C: Critical application and translation of scholarship *(in broad content area of interest).*
Reading Lists	Developed by student as part of the exam process, in consultation with committee. Advisor assigns primary and second readers to each broad paper topic (A, B, C). Student works with assigned readers to develop specific paper topic and reading lists. Each reading list is 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.
Exam questions	Written by primary readers. Advisor provides final approval of all exam questions. Student receives exam questions end of week 2, spring term - year 2 of program.
Length	15-20 pages per paper double-spaced, plus references.
Exam Due	Year 2 of program - reading lists due by end of fall term, papers due by week 10 of spring term.
Committee	Five faculty members (3 DHD, 3 full UIC Grad College members {tenure or tenure-track}; 2 tenured): Primary advisor/chair *(DHD tenure/tenure-track faculty, includes 0% appointments).* Two additional DHD faculty members *(including 0% appointments).* One outside (non-DHD) member *(e.g. across UIC or outside the university).* One additional member *(e.g. from DHD, across UIC, or outside the university).*
Graded	Pass/Fail *(Fail is where at least two committee members vote to fail one or more papers)* Committee members review assigned paper(s) and grade using DHD preliminary exam grading rubric.

PRIMARY AND SECONDARY READER ASSIGNMENTS

Required Broad Topics for Exam Papers	E.g. of Primary Readers	E.g. of Second Readers
Paper A: Critical analysis of theory *(In broad content area of interest).*	**Committee member 1:** Chair/DHD faculty (tenured)	**Committee member 4:** External member
Paper B: Critical analysis of methodology *(In broad methodological area of interest).*	**Committee member 2:** DHD faculty (tenured)	**Committee member 5:** DHD faculty (any)
Paper C: Critical application and translation of scholarship *(In broad content area of interest).*	**Committee member 3:** DHD faculty (tenure-track)	**Committee member 1:** Chair/DHD faculty (tenured)

TASKS TO BE COMPLETED DURING SPRING 2019 - YEAR 1 OF THE PROGRAM, SECOND TERM

SPRING 2019	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Meet with advisor to discuss potential topics and committee members.	By January 25, 2019
Confirm committee members *(minimum of three DHD faculty to be confirmed)*. Complete the committee form and send to advisor and OSA.	By May 3, 2019
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Meet with student to discuss topics and committee members.	By January 25, 2019
Confirm committee with student *(minimum of three DHD to be confirmed)*.	By May 3, 2019

TASKS TO BE COMPLETED DURING FALL 2019 – YEAR 2 OF THE PROGRAM, FIRST TERM

FALL 2019	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for three credits of DHD 599 with advisor for fall term to work on lists.	By August 26, 2019
Final confirmation of committee members. Send to advisor and OSA.	By August 30, 2019
Confirm with advisor assigned readers for each broad paper topic (A, B, C). Send to OSA.	By September 6, 2019
Meet with committee members (in person or via phone). Finalize specific topic and discuss list development.	By September 13, 2019
Work with primary readers to develop initial lists Send to second readers for review/input.	Ongoing, through fall term
Send final lists to primary readers for approval Submit to advisor and OSA.	By December 6, 2019
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Confirm committee members with student.	August 30, 2019
Assign primary and second readers to each broad paper topic (A, B, C.) Inform student/committee.	September 6, 2019
Collect final reading lists from student.	December 6, 2019
Request exam questions from primary readers.	December 6, 2019
RESPONSIBILITIES OF THE PRIMARY READER – COMMITTEE MEMBER	
Work with student to develop specific paper topic and reading list.	Ongoing, through fall term
Final approval of list.	By December 2, 2019
RESPONSIBILITIES OF THE SECOND READER – COMMITTEE MEMBER	
Review draft of list and contribute to list as needed.	Ongoing, through fall term

TASKS TO BE COMPLETED DURING SPRING 2020 - YEAR 2 OF THE PROGRAM, SECOND TERM

SPRING 2020	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for six credits of DHD 599 with advisor for spring term to write papers.	By January 13, 2020
Receive exam questions from advisor.	January 24, 2020 - by noon
Complete written papers and submit to advisor.	March 20, 2020
Meet with advisor to discuss results and next steps.	Before May 1, 2020
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Collect exam questions from primary committee members.	By January 13, 2020
Send exam questions to student and OSA.	January 24, 2020 – by noon
Collect written papers from student.	March 20, 2020 – by noon
Send papers to primary and second readers for review.	March 20, 2020
Collect written feedback from primary and second readers. Send to full committee and OSA.	April 17, 2020 – by noon
Meet with student and return written feedback from readers. Discuss results and next steps.	Before May 1, 2020
RESPONSIBILITIES OF THE PRIMARY READER – COMMITTEE MEMBER	
Develop exam question and send to committee Chair.	By January 13, 2020
Review and grade paper (using rubric) and return to committee Chair.	April 17, 2020 – by noon
RESPONSIBILITIES OF THE SECOND READER – COMMITTEE MEMBER	
Review and grade assigned paper and return to committee Chair.	April 17, 2020 – by noon

DHD Teaching Faculty

Primary Advisor/Chair or Committee Member

Kruti Acharya, MD, Assistant Professor
(312) 413-1495; acharyak@uic.edu; Room 209
Graduate College status: Full Membership, Tenure Track Non-Tenured
Research interests include impact of adverse childhood experiences on families and children with disabilities, heath care disparities, health care transition of individuals with I/DD, autism workforce development, self-advocate leadership training, and disability bioethics.

Fabricio Balcazar, PhD, Professor
(312) 413-1646; fabricio@uic.edu; Room 442
Graduate College status: Full Membership, Tenured
Primary research interest is in developing effective strategies for enhancing consumer empowerment, entrepreneurship, and personal effectiveness among individuals with disabilities.

Lennard Davis, PhD, Professor
(312) 413-2238; lendavis@uic.edu; Room 2000 UH
Graduate College status: Full Membership, Tenured
His current interests include disability-related issues, literary and cultural theory, as well as genetics, race, identity and biocultural issues.

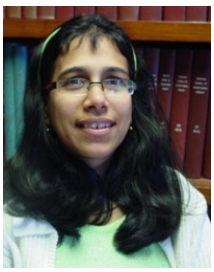
Carol Gill, PhD, Professor
(312) 355-0550; cg16@uic.edu
Graduate College status: Full Membership, Tenured
Carol's research interests include disability identity development, health concerns and health service experiences of women with disabilities, disability bioethical issues, and professional training.

Brian Grossman, PhD, Assistant Professor
(312) 996-7114; brg@uic.edu; Room 712
Graduate College status: Full Membership, Tenure Track Non-Tenured
Research interests include qualitative methodologies, disability as a social category and an axis of inequality, social theories of aging, HIV in older people, social citizenship and the role of the state in distributive justice, and sexuality studies.

Joy Hammel, PhD, Professor
(312) 996-3513; hammel@uic.edu; 1919 W Taylor St (AHSB), Room 326
Graduate College status: Full Membership, Tenured
Community-based participatory research related to community living and participation choice, control and societal opportunity or disparities with people who are aging with disabilities and disability and aging communities.

Tamar Heller, PhD, Distinguished Professor and Head
(312) 413-1647; theller@uic.edu; Room 436
Graduate College status: Full Membership, Tenured
Research interests are in studying lifespan transitions faced by individuals with a disability and their families; bridging aging and disabilities; and the impact of health care, health promotion, and family support policies and practices.

Susan Magasi, PhD, Assistant Professor
(312) 996-4603; smagas1@uic.edu; Room 327 AHSB
Graduate College status: Full Membership, Non-Tenured
Research focus includes the application of mixed methods and community-engaged research aimed at the reduction of inequities in healthcare access, outcomes, and quality experienced by people with disabilities. Areas of methodological expertise include qualitative methodologies, community-based participatory research, and knowledge translation.



Mansha Mirza, PhD, Assistant Professor
(312) 355-5427; mmirza2@uic.edu; Room 346 AHSB
Graduate College status: Full Membership, Non-Tenured
Research interests broadly focus on people with disabilities and chronic health conditions among underserved immigrant and refugee communities, their access to health, rehabilitation, and social services, their community participation outcomes, and the environmental factors that mediate both their participation outcomes and their access to needed services

Akemi Nishida, PhD, Assistant Professor
(312) 996-1792; nishidaa@uic.edu; Room 716
Graduate College status: Full Membership, Tenure Track Non-Tenured
Akemi's research interests include engaging in disability justice and other forms of activism, weaving different critical theories together (e.g., critical race, feminist, queer, decolonial, and disability theories) with affect theory, strategizing and enacting ways to transgress neoliberal forces by illuminating cross-community strengths (e.g., solidarity between disabled people and their care workers), and creative qualitative methods.

Sarah Parker Harris, PhD, Associate Professor and Director of Graduate and Undergraduate Studies
(312) 996-5485; skparker@uic.edu; Room 209A
Graduate College status: Full Membership, Tenured
Research interests include comparative and national disability policies and legislation, employment and entrepreneurship, human rights, theories of social justice and citizenship, and systematic review methodology of social policy.

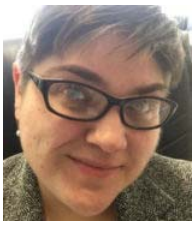
Alyson Patsavas, PhD, Assistant Professor and Associate Director of Undergraduate Studies
(312) 413-8569; apatsa2@uic.edu; Room 211A
Graduate College status: Full Membership, Tenure Track Non-Tenured
Aly's research focuses on the cultural discourses and epistemologies of pain, the intersections of disability, queer theory, and feminist theory. She is also a co-writer and co-producer on the forthcoming documentary film, Code of the Freaks.

Carrie Sandahl, PhD, Associate Professor and Associate Director of Graduate Studies
(312) 996-1967; csandahl@uic.edu; Room 246
Graduate College status: Full Membership, Tenured
Carrie's research and creative activity focus on disability as it intersects with other aspects of identity (race, class, gender, sexuality) in the performing arts, including theatre, dance, film, and performance art.

Yolanda Suarez-Balcazar, PhD, Professor
(312) 996-3051; ysuarez@uic.edu; Room 354 AHSB
Graduate College status: Full Membership, Tenured
Yolanda's research expands across several interrelated areas: Evaluation of community-based obesity prevention interventions for people from ethnically and racially diverse backgrounds; the study of cultural competence and diversity as it relates to outreach, innovations and research with people with disabilities from diverse backgrounds; and the study of community capacity building for evaluation.

Sandra Sufian, PhD, Associate Professor
(312) 413-0113; sufians@uic.edu; 808 S Wood St (CME), Room 980
Graduate College status: Full Membership, Tenured
Sandy's research focuses on the history of disability, childhood and family and the intersections between disability, medicine, and public health. Sandy also has expertise in global health issues and the history of Palestine/Israel, and has a growing interest in current issues of women with chronic illness.

Committee Member



Kate Caldwell, PhD, Clinical Assistant Professor
(312) 996-7988; kcaldw3@uic.edu; Room 538
Graduate College status: none
Areas of focus include bridging intellectual disability research with disability studies; employment and social policy with expertise in entrepreneurship and social entrepreneurship; mixed-methods and qualitative research; critical disability studies; bisexual theory; academic publishing and the social production of knowledge.

James Charlton, Research Assistant Professor
jcharlton@accessliving.org
Graduate College status: Adjunct, Non-Tenure Track UIC Appointee
Jim's research interests are the disability rights movement, critical theory, and globalization.

Daniel Cochrane, MA, MS, ATP, Clinical Adjunct Instructor
dcochr2@uic.edu
Graduate College status: none
Daniel's research interest is in the intersection of disability studies and assistive technology.

Robert Gould, PhD, Clinical Assistant Professor
(312) 413-2299; rgould3@uic.edu; Room 211A
Graduate College status: none
Rob's broader scholarship and interests include both domestic and international social policy and evaluation, employment and vocational rehabilitation, knowledge translation, and issues of rights and social justice as they pertain to people with disabilities

Rooshey Hasnain, EdD, Clinical Assistant Professor
(312) 413-0416; roosheyh@uic.edu; Room 546
Graduate College status: none
Rooshey's primary professional interest is in understanding the lives, challenges, and strengths of people with disabilities and mental health conditions, especially those from refugee and immigrant backgrounds.

Glenn Hedman, MS, Clinical Associate Professor
(312) 413-7784; ghedman@uic.edu; Room 415
Graduate College status: none
Glenn's research interests include Environmental Modification and Emergency Evacuation by Individuals with Disabilities.

Kathy Hooyenga, Clinical Assistant Professor
(312) 996-3196; hooyenga@uic.edu; Room 413
Graduate College status: none
Kathy's areas of interest are computer access, access to augmentative communication, and adaptive equipment design.

Kueifang (Kelly) Hsieh, PhD, Associate Professor
(312) 413-1530; hsieh@uic.edu; Room 708
Graduate College status: none
Kelly's research interests explore the relationship between health risk behaviors and health outcomes including obesity, falls, cardiovascular disease, and dementia across lifespan among individuals with I/DD using epidemiological approach. She is also interested in investigating efficacy of interventions to improve well-being and quality of life for adults with DD through group exercise, health education, and web personal center based approach.

Robin Jones, MPA, COTA/L, ROH, Instructor
(312) 996-1059; guiness@uic.edu; Room 405
Graduate College status: none
Robin's area of expertise include employment, architectural accessibility, community integration, educational accommodations, and accessibility of information technology.

Randall Owen, PhD, Clinical Assistant Professor
(312) 996-4406; rowen4@uic.edu; Room 709
Graduate College status: none
Research interests are in the evaluation of social policies, especially access to and quality of healthcare services and long-term services and supports within Medicaid, employment policies, and policies that promote community inclusion/integration. Randall is also interested in cross national comparisons.

Patricia Politano, PhD, Clinical Associate Professor
(312) 413-1473; politano@uic.edu; Room 413
Graduate College status: Associate, Non-Tenure Track UIC Appointee
Pat's current research interests include international AT policies and perspectives of people who use AAC.

Brenda Sposato Bonfiglio, MEBME, ATP
Clinical Assistant Professor
(312) 413-7785; bsposato@uic.edu; Room 411
Graduate College status: none
Brenda's areas of interest include practice and research in wheelchair seating and positioning, manual wheelchair configuration and powered wheelchair electronics and driver controls.

Lieke van Heumen, PhD, Visiting Clinical Assistant Professor
(312) 413-5557; lvheumen@uic.edu; Room 711
Graduate College status: none
Lieke's primary research interest is the intersection of aging and disability with a focus on supports that contribute to aging well. In her work she prioritizes the meaningful engagement of adults with intellectual disabilities in the research process by means of inclusive and accessible research methods.

DHD Graduate Course Descriptions AY 2018-2019

DHD 404. Disability, Sexuality, and Health(4 CH)
Fall, Mondays, 8.00 - 10.45 am
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 CH)
Spring, Wednesdays, 8.00 - 10.45 am
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 CH)
Fall, Wednesdays, 8.00 - 10.45 am
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 408. Disability Through the Lifecourse (4 CH)
Spring, Tuesdays, 8.00 - 10.45 am
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 (4 CH)
Spring, Thursdays, 8.00 - 10.45 am
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.

DHD 440. Introduction to Assistive Technology: Principles and Practice
Fall & Spring, Online
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 494. Special Topics in Disability and Human Development (1-4 CH)
Spring, Tuesdays, 3.30 - 6.15 pm
Systematic study of selected topics in disability and human development.

DHD 501. Disability Studies I (4 CH)
Fall, Tuesdays, 11.15 - 2.00 pm
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 CH)
Spring, Tuesdays, 11.15 - 2.00 pm
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 CH)
Fall, Thursdays, 4.00 - 7.00 pm
Introduces students to issues related to disabilities, including leadership, public health, interdisciplinary training and practice, emerging issues, cultural competence, family centered care, and research. Limited to LEND students only.

DHD 506. LEND II (3 CH)
Spring, Thursdays, 4.00 - 7.00 pm
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. LEND students only. Prerequisite: DHD 505.

DHD 510. Concepts in Interdisciplinary Research on Disability (3 CH)
Fall, Tuesdays, 2.15 - 5.00 pm
Core concepts and methodologies of the major research traditions used in disability research.

DHD 514. Ethical Issues in Disability (2-3 CH) *Fall, Online*
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 (2-3 CH)
Spring, Online
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. Prerequisite: DHD 514 or consent of the instructor.

DHD/OT 528. Race, Culture, and Health Disparities (2-3 CH) *Spring*
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 CH)
Fall, Mondays, 11.15 - 2.00 pm
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 CH)
Spring, Mondays, 5.15 - 8.00 pm
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 CH)
Fall, Thursdays, 11.15 - 2.00 pm
Seminar-based applications of advanced scholarship skills. Topics covered include problem formulation, manuscript development, and critical reviews.

DHD 542. Advanced Concept in Disability Research II (3 CH)
Spring, Thursdays, 11.15 - 2.00 pm
Second course of a 2 seminar sequence developing advanced scholarship skills. Topics include methodological implications, relationship of tradition of inquiry to data and its analysis, and limits of interpretation within the research paradigms. Prerequisite: DHD 541.

DHD 546. Qualitative Methods in Disability Research (4 CH)
Spring, Tuesdays, 2.15 - 5.00 pm
Examines qualitative research methods, design, data collection, analysis, and report-writing. Issues of ethical conduct, power relationships, and collaborative approaches.

DHD 551. Computers, Communication and Controls in Rehabilitation Technology (3 CH)
Spring, Tuesdays, 5.15 - 8.00 pm
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. Prerequisite: DHD 440.

DHD 555. Consideration, Assessment and Documentation of Assistive Technology in PreK-12 Educational Setting (3 CH)
Spring, Online
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. Prerequisite: DHD 440.

DHD 556. Seating and Positioning for Wheelchair Mobility (1 CH)
Spring, Online
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. Prerequisite: DHD 440 or consent of the instructor.

DHD 557. Manual Wheelchair Technology (1 CH) *Spring, Online*
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. Prerequisite: DHD 556.

DHD 558. Powered Wheelchair Technology (1 CH) *Spring, Online*
Covers the designs and features of powered mobility devices for people with physical disabilities. Power seat functions, assessment procedures, access methods, electronics, programming and applicable research are covered. Prerequisites: DHD 556 and DHD 557

DHD 570. Disability and Culture (3 CH)
Fall, Mondays, 2.15 - 5.00 pm
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 581. Disability Policy I: Foundations of Disability Policy (3 CH)
Spring, Mondays, 11:15 - 2:00 pm
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 592. Interdisciplinary Seminar in Disability Studies (1 CH)
Fall, Thursdays, 2.15 - 3.45 pm
Spring, Thursdays, 2.15 - 3.45 pm
Students, faculty, and guest speakers present topics addressing current issues in research in the area of disability studies.

DHD 594. Advanced Special Topics in DHD (1-4 CH)
Systematic study of advanced selected topics in disability and human development.

DHD 596. Independent Study (1-4 CH)
Advanced study and analysis of a topic under guidance of a faculty member.

DHD 597. Project Research (0-16 CH)
Independent research project under the supervision of a faculty member.

DHD 598. Master's Thesis Research (0-16 CH)
Thesis research to fulfill master's degree requirements.

DHD 599. Ph.D. Thesis Research (0-16 CH)
Independent research in one area of disability studies.

OT 553. Program Evaluation - Documenting the Impact of Human Services (3 CH)
Fall, Wednesdays, 2.00 - 5.00 pm
Examines methods in program evaluation with emphasis on empowerment and participatory evaluation. Students will study quantitative and qualitative strategies, how to communicate information to stakeholders, and how to design evaluations.

OT 563. Disability and Global Health (3 CH) *Spring*
Focuses on disability and health equity in a global context and addresses disability-related health disparities and their determinants in the context of global poverty, development aid and humanitarian crises.

OT 568/DHD 594. Learning, Teaching, Curriculum Design, Delivery and Evaluation (2-4 CH)
Fall, Tuesdays, 3:30 -6:30 pm
Focuses on how diverse adults learn and how to design, deliver and evaluate effective teaching and learning in university, professional, continuing education, and community settings and online contexts.

OT 571. Knowledge Translation in Disability and Rehabilitation Research (3 CH) *Spring*
Using an equity focused model students will form knowledge translation collaboratives to both learn and apply knowledge translation principles for advocacy, education, and clinical practice. Prerequisite(s): OT510 or equivalent; and consent of the instructor.

OT 594. Pediatric Processes of Care (2 CH) *Spring*
Focuses on students acquiring practical knowledge and skills in how to reinforce client-centeredness in their future pediatric practice. Students will learn about measuring client-centered care and outcomes as well as user-centered approaches to assessing current and ideal organizational workflows that can drive quality improvement in systems of pediatric care. They will be introduced to technology-based solutions for advancing both types of efforts and begin to develop a tangible plan that they can use to prepare for longer-term contributions.

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

https://catalog.uic.edu/gcat/course-descriptions/dhd/

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.

DHD Approved Methodology Courses

AH 544: Public Engagement in Museums
4 hours. Development of methods of audience and public interaction with exhibiting institutions and forms. Includes practicum in publicity, promotion, audience-development assessment.

AHS 511: Biostatistics
4 hours. Graduate level basic statistics includes descriptive statistics, correlation, probability, one- and two-sample statistical inference, analysis of variance, simple linear and logistic regression, clinical trials, and basic epidemiology concepts.

AHS 512: Biostatistics II
5 hours. Review of basic statistics and in-depth regression analyses; multifactor analysis of variance/covariance; non-parametric, categorical data, factor and cluster analyses; longitudinal studies; and overview of clinical studies and epidemiology methods.

ANTH 418: Ethnographic and Qualitative Research Methods
4 hours. Practical introduction to the techniques of social scientists for research in natural social settings: participant observation/non-participant observation, interviewing, use of documentary sources, etc.

BSTT 401: Biostatistics II
4 hours. Simple and multiple linear regression, stepwise regression, multifactor analysis of variance and covariance, non-parametric methods, logistic regression, analysis of categorical data; extensive use of computer software.

CHSC 434: Introduction to Qualitative Methods in Public Health
3 hours. Introduction to the major methods and techniques used in qualitative research (observation, participant observation, in-depth interviews); includes field and in-class exercises, and introduces computer-assisted qualitative data analysis.

CHSC 447: Survey Planning and Design
3 hours. Theory and applications of sample survey planning and design for conducting research in health sciences and related fields. Addresses three major topics: survey design and planning, sampling, and data collection procedures.

CHSC 534: Qualitative Data Analysis
3 hours. Emphasizes conceptual and technical skills for organizing and analyzing qualitative (textual) data from focus groups, in-depth interviews and other sources, using specialized text-analysis computer software.

CHSC 577: Survey Questionnaire Design
3 hours. Concepts and strategies for developing survey questionnaires for various modes of survey data collection.

CLJ 561: Qualitative Methods and Design
4 hours. Theories and techniques of qualitative research methods, particularly fieldwork and indepth interviews. Criminology, law, and justice problems amenable to these techniques and methods and interrelationship between the researcher role and substantive findings.

COMM 502: Seminar in Media Studies
4 hours. In-depth, intensive examination of theories, perspectives, and approaches to media studies.

DHD 546: Qualitative Methods in Disability Research
4 hours. Examines qualitative research methods, design, data collection, analysis, and report-writing. Issues of ethical conduct, power relationships, and collaborative approaches.

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. Emphasizes on conducting participatory action research in collaboration with constituents with disabilities, community organizations, and policy makers.

DHD 572: History of Disability
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 594: Data Analysis with SPSS
4 hours. Designed to give graduate students the necessary skills to analyze quantitative data. Delegates will be introduced to SPSS and its use for statistical analysis through hands-on experience.

ED 502: Qualitative Inquiry in Education
4 hours. Surveys methods for conceptualizing, gathering, managing, and interpreting qualitative data. Various ethnographic, historical, and narrative forms of inquiry are reviewed, as are the corresponding methods associated with each.

ED 503: Quantitative Inquiry in Education
4 hours. Introduces theory and assumptions behind parametric statistics.

ED 505: Paradigms and Processes
4 hours. Offers a survey introduction to the history, contexts, paradigms and orientations, ethics, and processes of educational research.

EDPS 544: Research Design in Educational Policy Studies
4 hours. Alternative research design models and evaluation methodologies; quantitative and qualitative approaches; ethnography; historiography; experimentation and quasi-experimentation; institutional and practitioner research designs and methods.

EDPS 587: Methods Case Study Research
4 hours. Study and practice in documentary and field research methods of collecting, organizing and integrating educational data for case study.

EPSY 503: Essentials of Quantitative Inquiry in Education
4 hours. Introduces theory and assumptions behind parametric statistics. Also provides hands-on experience in conducting basic quantitative research (*t*-test, correlation, regression, analysis of variance).

EPSY 504: Rating Scale and Questionnaire Design and Analysis
4 hours. Development and administration of rating scales and questionnaires, analysis of data, and reporting of results. The focus is on rating scales.

EPSY 505: Advanced ANOVA and Multiple Regression
4 hours. Detailed coverage of the principles of ANOVA models, multiple correlation, and multiple regression techniques as tools for the analysis and interpretations of educational and behavioral science data.

EPSY 546: Educational Measurement
4 hours. Contemporary models for the analysis of data arising from multiple-choice tests, rating-scale questionnaires, or experts' judgments of examinee performance.

EPSY 563: Advanced ANOVA in Educational Research
4 hours. Detailed coverage of the principles of analysis of variance and the analysis of data collected from research employing experimental designs.

EPSY 583: Multivariate Analysis of Data
4 hours. Introduction to multivariate statistical methods in education including data screening, canonical correlation, MANOVA/MANCOVA, DFA, profile analysis, component/factor analysis, confirmatory factor analysis, and structural equation modeling.

ENGL 567: Discourse Analysis
4 hours. Discourse analysis addresses issues of intentional communication, inference, the structure of texts or talk-in-interaction, and the interactive construction of social actions or identities in discourse.

GWS 502: Feminist Knowledge Production
4 hours. Exploration of diverse feminist research approaches emphasizing interdisciplinarity in terms of method and intersectionality in terms of identity. Specific themes or topics examined from a feminist perspective across disciplines.

HIST 501. Graduate Study in History
4 hours. Introduction to history as a discipline and profession. Approach is comparative and by topic.

HIST 440: History Research Seminar
3 hours. Conceptualizing, researching, and writing an individual research project based on primary sources.

HPA 462: Methods Health Disparities
4 hours. Students will learn concepts and quantitative research methods in US health disparities with a focus on local Chicago data.

HPA 473: Clinical Research Methods II
4 hours. Introduces OLS multivariate regression models, its assumptions, interpretation of outputs and departures, and surveys more advanced multivariate regression models.

LALS 403: Methods in LALS
3-4 hours. Examination of research methods in social sciences and current trends in Latin American and Latino Studies.

OT 553: Program Evaluation
3 hours. Examines methods in program evaluation with emphasis on empowerment and participatory evaluation.

OT 571: Knowledge Translation in Disability and Rehabilitation Research
3 hours. Using an equity focused model students will form knowledge translation collaboratives to both learn and apply knowledge translation principles for advocacy, education, and clinical practice.

PA 540: Research Design for Public Administration
4 hours. Logic and methods of quantitative and non-quantitative research in public administration. Issues in measurement; causal inference; experimental and quasi-experimental designs; and methods of data collection.

PA 577: Survey Questionnaire Design
3 hours. Concepts and strategies for developing survey questionnaires for various modes of survey data collection.

PA 579: Practicum in Survey Methodology
2-6 hours. Students learn about survey research by participating in the process of conducting a survey or surveys.

PA 582: Survey Data Collection Methods
4 hours. This course will address the impact of data collection methods on survey responses and data quality.

PSCH 531: Community Research
3 hours. Intro to research design for community and action research; data collection techniques; perspectives on the relationship between researchers and communities; ethical issues; and philosophies of science informing community-based research.

SOC 509: Seminar - Research Methods
4 hours. Research practicum of specialized social science research method.

SOCW 593: Quantitative Methods
3 hours. Selected statistical and analytical methods as applied to social issues. Use of computerized tools, sampling, hypothesis testing, descriptive and inferential procedure, introduction to multivariate analysis.

This is not a complete list. Please check the Graduate Course Descriptions and Schedule of Classes for additional courses and accuracy. For non-DHD courses, approvals from both Advisor and Director of Graduate Studies are required prior to registration. An email will suffice.

Department of Disability and Human Development
AY19 Class Schedule

Graduate Courses

Monday	Tuesday	Wednesday	Thursday	Online
11.15 - 2.00 pm Fall: 530 (JC) Spring: 581 (BG)	**11.15 - 2.00 pm** Fall: 501 (SPH) Spring: 502 (CS/JC)	**11.00 - 12.00 pm AAC** **12.00 - 1.30 pm Faculty Meetings**	**11.15 - 2.00 pm** Fall: 541 (RH) Spring: 542 (FB)	Fall: 514 (CG) Spring: 517 (CG) 555 (DC) 556 (BS) 557 (BS) 558 (BS) 566/594 (KHDB) 568/594 (DM/PP)
2.15 - 5.00 pm Fall: 570 (CS) Spring:	**2.15 - 5.00 pm** Fall: 510 (KC) Spring: 546 (AN)	**2.15 - 5.00 pm** Fall: Spring:	**2.15-3.45 pm (1 CH)** Fall: 592 (RO) Spring: 592 (FB)	
5.15 - 8.00 pm Fall: Spring: 535 (FB)	**5.15 - 8.00 pm** Fall: Spring: 551 (KH)	**5.15 - 8.00 pm** Fall: Spring:	**4.00 - 7.00 pm** Fall: 505 (KA) Spring: 506 (KA)	

Undergraduate Courses

Monday	Tuesday	Wednesday	Thursday	Friday	Online
8.00 - 10.45 am Fall: 404 (AP) Spring:	**8.00 - 10.45 am** Fall: Spring: 408 (LvH)	**8.00 - 10.45 am** Fall: 406 (RG) Spring: 405 (RG/RJ)	**8.00 - 10.45 am** Fall: Spring: 420 (RH)	**8.00 - 8.50 am** Fall: 101 DISx2 Spring: 101 DISx2	**Fall**: 401 (KC), 440 (GH) **Spring**: 102 (CS), 401 (KC), 440 (GH)
9.00 - 9.50 am Fall: 101 (LvH) Spring: 101 (LvH)	**8.00 - 9.15 am** Fall: 204 (AP) Spring: 201 (AP)	**9.00 - 9.50 am** Fall: 101 (LvH) Spring: 101 (LvH)	**8.00 - 9.15 am** Fall: 204 (AP) Spring: 201 (AP)	**9.00 - 9.50 am** Fall: 101 DISx2 Spring: 101 DISx2	
9.30 - 10.45 am Fall: Spring: 205 (AN)	**9.30 - 10.45 am** Fall: 203 (RG) Spring: 202 (BG)	**9.30 - 10.45 am** Fall: Spring: 205 (AN)	**9.30 - 10.45 am** Fall: 203 (RG) Spring: 202 (BG)	**10.00 - 10.50 am** Fall: 102 DISx3 Spring:	**10.00 - 10.50 am** **Fall**: 400 (RO) **Spring**: 400 (RO)
10.00 - 10.50 am Fall: 102 (CS) Spring:	**11:00 - 12:15 pm** Fall: Spring: 303 (KA)	**10.00 - 10.50 am** Fall: 102 (CS) Spring:	**11:00 - 12:15 pm** Fall: Spring: 303 (KA)	**11.00 - 11.50 am** Fall: 102 DISx2 Spring:	**11.00 - 11.50 am** **Fall**: 400 (RO) **Spring**: 400 (RO)
3.00 - 4.15 pm Fall: 301 (KC) Spring: 302 (KC)	**3:30-6:15 pm** Fall: Spring: 494 (PhD)	**3.00 - 4.15 pm** Fall: 301 (KC) Spring: 302 (KC)			

50 minute
1 hour 15 min
2 hours 45 min

20180723

Calendar of Important Dates
Fall 2018 & Spring 2019

Fall 2018

August 21	DHD TA orientation
August 24	DHD New Student Orientation
August 27	Fall session begins
September 3	Labor Day; No classes
September 7	Last day to complete late registration
September 14	Last day to file for an intent to graduate
October 8	Last day to submit thesis/dissertation for format check to OSA
November 9	Last day to submit thesis/dissertation to Grad College by 12 pm
November 22-23	Thanksgiving holiday; no classes
December 3-7	Course Evaluations week (online)
December 10-14	Finals week
December 14	Last day to submit project to Graduate College

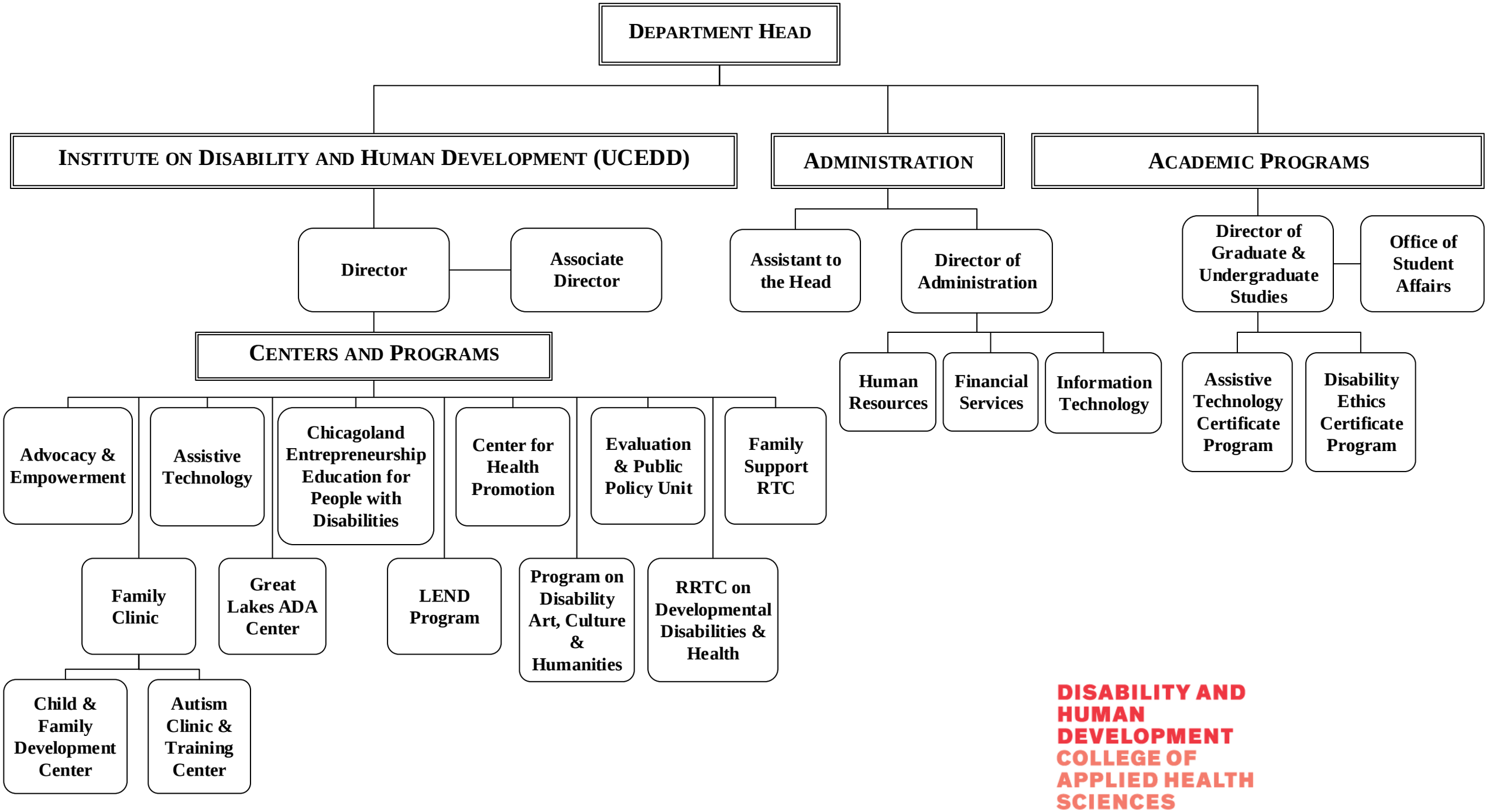
Spring 2019

January 14	Spring session begins.
January 21	Martin Luther King, Jr. Day; No classes
January 25	Last day to complete late registration
February 1	Last day to file for an intent to graduate
February 18	Last day to submit thesis/dissertation for format check to OSA
March 22	Last day to submit thesis/dissertation to Grad College by 12 pm
March 25-29	Spring break week; No classes
April 30	Progress reports due (students to submit online)
April 29-May 3	Course evaluations week (online)
May 6-10	Finals week
May 10	Last day to submit project to Graduate College

The department's internal deadline for all scholarships, awards, fellowships, etc., are 2 weeks before the submission deadline.

Dates are subject to change. Please check online for accuracy.

UNIVERSITY OF ILLINOIS AT CHICAGO (UIC)
COLLEGE OF APPLIED HEALTH SCIENCES (AHS)
DEPARTMENT OF DISABILITY AND HUMAN DEVELOPMENT (DHD)



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