

UIC DCEP Student Handbook

**Each DCEP student is accountable for the information contained in the student handbook, which includes pertinent policies and procedures of the department, college, and university****.**

**When you have completed reading this handbook, please sign the acknowledgement form** **and email it to Hannah Ozemek (hanclaeys@uic.edu).**

**If you have questions or require clarification, please speak with your adviser or the Director of the DCEP Program.**

**WELCOME**
Welcome to the Doctor of Clinical Exercise Physiology (DCEP) program at the University of Illinois at Chicago (UIC). UIC is rooted in a community culture of diversity and social responsibility. As a member of the UIC DCEP program, you will be integrated into a program designed to prepare you as CEP practitioner who possesses qualities of professionalism, commitment, caring, integrity, leadership, and innovation. You will have the opportunity to expand your understanding of CEP and give back to the university, local, national, and even international community through your portfolio activities. You will work closely with faculty as you engage in active learning.

Although the curriculum is rigorous and demanding, you have the support of your peers, the faculty and staff, and your friends and families. This handbook has been developed to provide you with information regarding the UIC DCEP program, the College of Applied Health Sciences, and the university. All the policies and procedures that define governance, principles of fairness, and due process in the program, the college, and the university are described and referenced. Should you have any questions regarding this document, do not hesitate to ask any faculty member for assistance.

**We are very happy to welcome you to UIC and the DCEP program.**

**We are committed to taking your skills and knowledge to the next level!**

# Clinical Exercise Physiology (Definition)

“A CEP is a certified health professional that utilizes scientific rationale to design, implement and supervise exercise programming for those with chronic diseases, conditions and/or physical shortcomings. They also assess the results of outcomes related to exercise services provided to those individuals. Clinical Exercise Physiology services focus on the improvement of physical capabilities for the purpose of: (1) chronic disease management; (2) reducing risks for early development or recurrence of chronic diseases; (3) creating lifestyle habits that promote enhancement of health; (4) facilitating the elimination of barriers to habitual lifestyle changes through goal-setting and prioritizing; (5) improving the ease of daily living activities; (6) and increasing the likelihood of long-term physical, social and economic independence.”

<https://www.acsm-cepa.org/content.aspx?page_id=22&club_id=324409&module_id=291959>

# GENERAL POLICIES

Students are responsible for knowing and following the policies and procedures currently in effect. The DCEP Faculty will do its best to notify students of changes as they are made. In addition to policies and procedures in this Handbook, students are governed by policies and procedures of the UIC. Individual course instructors will inform students of course policies and procedures in the written syllabi.

# MISSION/VISION

The following are the mission statements of the UIC, the College of Applied Health Sciences (CAHS), and the PT Department:

The UIC embraces its mission of teaching, research, service and economic development through hundreds of academic programs, community service initiatives, and research endeavors.

**The UIC mission is to:**

* Create knowledge that transforms our views of the world and, through sharing and application, transforms the world.
* Provide a wide range of students with the educational opportunity only a leading research university can offer.
* Address the challenges and opportunities facing not only Chicago but all Great Cities of the 21st century, as expressed by our Great Cities Commitment.
* Foster scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world.
* Train professionals in a wide range of public service disciplines, serving Illinois as the principal educator of health science professionals and as a major healthcare provider to underserved communities.

 **College of Applied Health Sciences Mission Statement**

The mission of the College of Applied Health Sciences is to prepare professionals for the advancement of health and of healthcare and its related aspects of human development, performance, and adaptation. The principal means through which this mission is accomplished is by actively integrating teaching, research, and service. The college’s priority is the education of its students, which includes fostering their capacity for compassion, dedication, and advocacy. As a major component of an urban land grant institution, the college is committed to diversity, community needs, and the creation and dissemination of new knowledge.

**Department of Physical Therapy Mission Statement**

The mission of the PT Department is multi-faceted, supporting the overall mission of UIC, an urban, public research university. The PT Department strives to pursue excellence in education, research, clinical practice, community outreach and service.

**The mission of the PT Department is to:**

* Educate compassionate practitioners and scholars in the practice and science of CEP to meet current and future societal needs.
* Advance and apply research and scholarship in rehabilitation sciences and other related fields to ultimately promote excellence in care and health outcomes as well as improve quality of life in the populations we serve.
* Provide related services to benefit individuals, communities, the profession of PT, and the broader healthcare arena.
* Strategically partner with the Illinois Medical District, other colleges, and departments at UIC, other clinical and academic institutions, national and international collaborators, and community organizations

**DCEP PROGRAM GOALS FOR STUDENTS**

* Upon graduation, students will acquire, at a minimum, entry-level knowledge to enter CEP profession and practice in a safe and competent manner.
* Students will acquire communication skills and knowledge to enable them to interact with various constituents in a respectful, sensitive, and culturally competent manner.
* Students will demonstrate expertise in patient care focused on health promotion, wellness, fitness, patient advocacy and autonomous practice. Students will be able to apply critical theories and methodologies to understand major issues in the field of CEP.
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**TEACHING PHILOSOPHY**

The UIC PT Department contributes to the development of CEP as a collaborative and scientifically based profession. The aim is to produce scientific clinicians trained for general practice and invested in integrating new knowledge into practice. A foundation in liberal arts and a strong scientific curriculum provide UIC graduates with the tools for independent practice. The curriculum rests on four fundamental concepts:

1) The practice of clinical exercise physiology requires that clinical exercise physiologists address needs of patients at all levels by a) conducting screening, examination, and detailed evaluation, b) prescribing the optimal frequency, intensity, time, type and progression of exercise interventions, c) referral to other practitioners, d) developing and implementing intervention plans, and e) designing and implementing prevention and wellness programs.

2) The evaluation of the effectiveness of clinical exercise physiology serves as the basis for decisions about future interventions. Skills that are necessary to make appropriate clinical decisions are the ability to: a) reflect and adapt, b) choose between alternatives which may have elements of uncertainty, c) consider multiple factors in setting priorities, d) make and manage decisions that account for the needs of individuals, communities, and populations.

3) The rights and dignity of persons receiving care must be respected by health care practitioners and by the health care system. Considering resources and societal needs, healthcare services should be provided in a manner that serves the patient rather than what best serves healthcare professionals or organizations that employ healthcare workers, manage health care, or provide reimbursement. The patient should be the decision maker whenever possible through the sharing of information and through dialogue about the patient’s priorities and choices.

4.) Students of the UIC DCEP program are expected to contribute to their education by demonstrating a commitment to self-learning through appropriate questioning of concepts and by maintaining openness when considering new information. Graduates are expected to be committed to life‑long study and to actions that serve the needs of their patients, society, and the future of the clinical exercise physiology profession.

# LINKS TO PT DEPARTMENT INFORMATION

* [Staff and Faculty Directory](https://ahs.uic.edu/physical-therapy/directory)
* [Department Hours/ Contact Information](https://ahs.uic.edu/physical-therapy/contact)

# DCEP ACADEMIC POLICIES

Fall and Spring classes follow UIC’s undergraduate academic calendar.

Scheduling Note: While Fall and Spring classes follow [UIC’s undergraduate academic calendar](http://catalog.uic.edu/ucat/academic-calendar/), Summer courses and Clinical Education Experiences have PT Department specific dates.

[UIC Academic Calendars](https://catalog.uic.edu/ucat/academic-calendar/)

[**COURSE DESCRIPTIONS**](https://catalog.uic.edu/all-course-descriptions/pt/)[Access Course Descriptions](https://catalog.uic.edu/all-course-descriptions/cep/)

# [CURRICULUM PLAN](https://ahs.uic.edu/physical-therapy/admissions-and-programs/doctor-of-physical-therapy/what-to-expect/) [Access the Curriculum Plan](https://ahs.uic.edu/physical-therapy/admissions-and-programs/doctor-clinical-exercise-physiology/what-to-expect/)

The DCEP curriculum is a three-semester program and is based on the PT Department’s mission and the theme of evidence-based practice, both of which are woven throughout all coursework and clinical experiences. The curriculum consists of didactic learning during which a variety of educational and evaluation methods are used to prepare the student in basic, behavioral, and clinical sciences, and supervised clinical internship experiences requiring the student to integrate knowledge and skills in application to patients/client management. In addition, clinical activities and learning experiences are incorporated into the didactic phase of the clinical courses. The curriculum design was developed for adults who enter with a masters degree and are expected to be self-directed, active learners.

**GRADUATION REQUIREMENTS**

* Cumulative GPA of 3.0 or greater for all required didactic and clinical education DCEP courses
* Satisfactory completion of Clinical Education Experiences as defined in the Clinical Education Handbook
* Project Completion and sign-off by advisor

**COMPUTER LITERACY**

Students should have proficiency in a variety of computer applications, including Microsoft Word, Excel, and PowerPoint. Students must have a laptop computer for online coursework. Tablets are not compatible with our examination software.

**STUDENT ACADEMIC STANDING IN THE DCEP PROGRAM**

Each student's progress will be reviewed at the end of the fall and spring semester as well as any time a faculty member raises a concern. Grades, professional behaviors, and communications skills will be discussed as appropriate. Input from course instructors will also be shared and a narrative assessment is completed for each student.

**Academic Standing**The status of a student in the DCEP program. Academic Standing is based on performance in required classwork and behavior that is consistent with professional standards. There are 4 categories of academic standing: Commendable, Satisfactory, Probationary and Dismissed.

**Commendable Standing**A student is deemed to have commendable standing if they have achieved a cumulative GPA of > 3.75/4 or a semester and/or has been recognized for an exceptionally strong performance in the clinic or recognized for other outstanding performance.

**Satisfactory Standing**

A student is deemed to have satisfactory standing if they have achieved a cumulative GPA of > 2.70, with no course grade lower than a C, and a grade of Satisfactory in clinical education coursework.

A student must maintain Satisfactory Standing in the DCEP program to progress to the next semester without conditions or interruptions.

**Probationary Standing**

A student is deemed to have probationary standing if they have a semester or cumulative GPA of less than 2.70/4, with no grades below a C. A student in Probationary Standing must meet the requirements for Satisfactory Standing by the end of the subsequent semester. If the student fails to return to Satisfactory Standing by the end of the subsequent semester, they will be dismissed from the DCEP program.

**Dismissed Standing**

A student is deemed to have a Dismissed Standing if they have received a grade below a C in a didactic course, received an Unsatisfactory in a clinical education course, has been on probation for one semester and has not regained satisfactory standing or has demonstrated behavior that is not consistent with professional standards.

**NOTE: Semester and Cumulative GPAs**

For purposes of the DCEP program, this grade point average is calculated on grades earned in required DCEP courses.

**ADVISING/ADVISORS**

The Director of Professional Education will assign a faculty adviser to each student when the student enters the DCEP program. The PT Department Head will review any request by a student or a faculty adviser for a change in advising assignment.

The faculty advisor will assist the student with any problems affecting academic performance. If appropriate, the adviser may refer the student to other resources, e.g., tutorial services, or counseling services. The faculty adviser may seek the counsel of the PT Department Head and the PT Department faculty regarding a student's progress. Faculty advisors may request meetings with students in academic and / or professional difficulties. Yet students are strongly encouraged to initiate contact with their advisor whenever necessary.

If a student has a need beyond the scope of responsibilities of the faculty advisor, the adviser may refer the student to the Director of Professional Education. If a problem cannot be resolved within the PT Department, the student may be referred to AHS Assistant Dean for Student Affairs. The PT Department may require remedial work or require the student to utilize UIC counseling or tutoring services.

The Director of Professional Education will serve as the class adviser for each class to improve communication and to address issues that affect the group as a whole.

There must be a compelling reason for a change of adviser. A student may request a change of adviser by a petition to the PT Department Head in writing. The petition shall include the name of the current and proposed advisers as well as the reason(s) why the change is being requested.

**COURSE LEARNING CONTRACTS/SYLLABUS**

Syllabi will be prepared prior to the start of the term and posted to the Course Black Board site.

The syllabus for each course will follow the master Departmental format and will include a schedule of assignments/lectures/exams and any instructor policies regarding tests, absences, or other information specific to the course. Course objectives will be written in measurable terms and will reflect the level of knowledge or application expected for the content within the course and within the curriculum.

Each course syllabus is a contract between the student and the course instructor and outlines what the course instructor will provide and the requirements that the student will be asked to complete to achieve a successful evaluation. Syllabus assignments, exam, and assignment percentages and/or course expectations cannot be changed once the syllabus is posted. Students are expected to meet all syllabus expectations.

**BLACKBOARD: YOUR INSTRUCTIONAL RESOURCE SITE**
Course materials can be accessed on the [UIC Blackboard site](https://uic.blackboard.com/). With a few exceptions, course materials must be downloaded from Black Board as no paper copies will be distributed.

**GRADING POLICIES**

The following conversion scale will be used by the Physical Therapy faculty for assigning Physical Therapy course grades unless otherwise specified by the instructor in course materials: Grade rounding is at the discretion of the course instructor. A passing grade in any course is 70% or higher.

100-90 A
89-80 B
79-70 C
69-60 D
59 (or below) F

**ASSIGNMENTS**

Papers, projects, and assignments must be submitted on or before the due date, unless an approved extension has been granted by the course instructor. At the discretion of the course instructor, grades on late assignments may reflect a grade penalty.

**Corrective Action**

1. Failure to comply with this policy may result in intervention by course faculty and clinical instructors, the Director of Professional Education, and/or the Committee on Student Promotion and Professionalism (CSPP).
2. Individual or repeated violations may result in the student being placed on professional probation.
3. The specific terms of the probationary period will be determined by the Committee on Student Promotion and Professionalism and will be communicated in writing to the student.

## Failed Examinations

There is an expectation that students in the DCEP program will meet a Minimum Performance Level (MPL) on assessments (including assignments and exams). **A score of less than 70% on any of the aforementioned assessments is considered a failing grade.** However, the decision to remediate any assessment is at the discretion of the individual course faculty.

Students will be allowed no more than three failed grades on assessments during the academic year. A fourth score below the MPL during the year is grounds for dismissal from the DCEP program.

1. When scores are less than 70% on any two assessments in a single semester of the curriculum a student will be referred to the Committee on Student Promotion and Professionalism (CSPP) for review. This could be two assessments within the same course or one assessment in two different courses. The CSPP will provide recommendations to support the student and include the student’s advisor as an additional resource. Students who receive a letter from the CSPP are advised to seek out specific resources (e.g., tutoring when available) and will be advised to meet with the course director(s).
2. When scores are less than 70% on any three assessments in a single year of the curriculum a student will be referred to the Committee on Student Promotion and Professionalism (CSPP) for review. Inability to meet the MPL on three assessments within a semester of the curriculum is grounds for academic probation. Academic probation may begin at the start of a new semester or mid-semester. The CSPP will discuss each individual student and provide supportive terms of academic probation.
3. Inability to meet the MPL on four assessments within a year of the curriculum is grounds for dismissal from the DCEP program. The student will be referred to the Committee on Student Promotion and Professionalism (CSPP).

## CLINICAL INSTRUCTION AND PRACTICE POLICIES

This information can be found in the Clinical Education Handbook and Clinical Education Experience course syllabi.

**ACCOMMODATIONS**

The Disability Resources Center (DRC) is available to all students to assess their accessibility needs. It is the responsibility of the student to contact the DRC if they have known or suspected accessibility requirements. The Disability Resource Center (DRC) could be found in Room 1190 Student Services Bldg., Chicago, IL 60612; (312) 413-2183; (312) 413-0123 (TTY).

[DRC Information](https://drc.uic.edu/accommodations/academic-accommodations/)

**LEAVE OF ABSENCE (LOA) POLICY AND FORM**

Students who are unable to complete any term in which they are currently enrolled, or unable to continue into the next semester must petition for a leave of absence to maintain their status as a student in the DCEP program. Any absence of longer than one week will require a petition for a leave of absence. A leave of absence may be granted for a specified period, for a maximum of 12 months. The written petition should be submitted to the Director of Professional Education and must include a detailed description of the requested leave including a start and end date. Approval for a leave of absence will be a decision of the PT Department Head and Program Director and will be based on facts presented by the student, reports from the faculty in any coursework in a term in which the student is enrolled at the time the leave of absence is requested and other information submitted on behalf of the student. Once the leave is approved the student will be provided with and must complete the Doctor of Clinical Exercise Physiology Student Petition for Leave of Absence Form. Additional requirements may be assigned to ensure that the student maintains academic readiness to continue in the DCEP program if the leave extends beyond a one-week period.

In an unanticipated emergency, the student must petition for a Leave of Absence as soon as possible after the absence begins.

A request for a leave of absence related to a documented health condition, pregnancy, parental leave, or the serious illness of a family member must be accompanied by a letter from a qualified health professional stating that the situation justifies an absence or could be expected to negatively affect the student’s performance in required coursework.

**STUDENT PROFESSIONAL STANDING IN THE DCEP PROGRAM**
**The Committee on Student Promotion and Professionalism (CSPP)**

Oversight of academic and professional standing in the DCEP program is the responsibility of the Committee on Student Professionalism and Promotion (CSPP). The CSPP is an independent committee that works with the departmental Curriculum Committee. The CSPP and the departmental curriculum committee will work in concert with the chair of the curriculum committee serving as an ex-officio member of the CSPP.

The mission of the CSPP is to establish, oversee, and/or continually evaluate: 1) the guidelines for academic promotion within and across years of the curriculum; and 2) the expectations for professional behavior for students enrolled in the DCEP program such that this committee promotes the missions of the College of Applied Health Sciences and the UIC. The mission of this committee is to allow our students to attain the knowledge, skills, and attitudes expected for future practicing clinical exercise physiologists.

**Professionalism**

Professionalism embodies a sense of personal integrity, compassion, and a constant awareness of the commitment to the highest standard of competence made to yourself, peers, DCEP program faculty and administration, patients, and to the other members of the teams with whom you may work in the future. Students are expected to maintain the professional standards of the DCEP program as outlined in the student handbook and clinical education manual. Violation of professional standards is grounds for professional probation. In cases wherein students are not able to successfully remediate unprofessional behavior, unprofessionalism is grounds for dismissal from the DCEP program.

**Professional Probation**

Failure to demonstrate behavior consistent with the UIC and PT Department professional standards will result in a period of “professional probation.” Any student who is not in compliance with the professional standards will be brought before the Committee on Student Professionalism and Promotion (CSPP) to determine the terms of probationary status. The CSPP will discuss each individual student and provide supportive terms of probation. The student will also meet with his/her academic advisor to discuss probation and requirements for remediation. A student who is on professional probation is expected to comply with the written probation plan. The following topics describe expectations for professional behavior in the DCEP program.

## Ethical Behavior

Students have access to information about patients which is extremely personal. Betrayal of confidence, even in 'shop talk' is unethical behavior. Any sharing of information about a patient should be based on the need to understand problems, never as topics for idle talk, however innocent it may seem. Students are reminded of the requirements to not disclose personal health information and share only the minimum information necessary for the purposes of professional discussion.

**Honor Code**

The UIC PT Department **Honor Code** can be found in the student handbook folder on the class Box site. You are required to sign this form and send it to Hannah Ozemek (hclaeys@uic.edu) prior to the first day of class.

**Violations of Academic Integrity**

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by academic and professional integrity. All members of the campus community–students, staff, faculty, and administrators–share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the [Student-Disciplinary-Policy-2020.pdf](https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf).

Assessments are designed to measure students' mastery of course material. It is unethical to obtain or distribute copies of tests from previous classes unless an instructor gives permission. Students are advised to ask instructors about policies for the course. Students who distribute or receive copies of old tests when it is prohibited may be considered to have performed unethically and may be subject to disciplinary action. Obtaining or distributing copies of tests from previous offerings of the course to avoid mastering the material is not acceptable. If a course instructor specifically gives permission to retain copies of tests, the tests may be considered as equivalent to course notes.

**Plagiarism**

Plagiarism can be either the intended or unintended use of others’ words or written work without proper citations or by copying and pasting from an article without citing or quoting. Please see the UIC library for more information or speak with a librarian if you are not sure how to AVOID PLAGIARISM. [Also access this link](https://researchguides.uic.edu/etds/plagiarism)

 **ABSENCES/ATTENDANCE POLICY**

There is an expectation that students in the DCEP program will always demonstrate professional behavior. Attendance at didactic and laboratory sessions and during clinical education experiences is mandatory. It is the expectation of the faculty that students will also arrive on time and not leave early from any academic or clinical activities.

Students are required to contact the instructor via email, text, or phone call in advance if they are going to be absent or tardy for any reason. An individual instructor may indicate a preferred method of communication. (See below for specific details regarding excused and unexcused absences and tardiness).

**Excused Absences**

Definition: Only illnesses, personal or family emergencies, observance of a religious holiday, and/or pre-approved attendance at conferences are classified as excused absences.

**Procedure**

* Notification should be in the form of an email, text, or phone call to the course director, lecturer, laboratory instructor, and/or clinical instructor.
* The student is required to confirm receipt of the notification of the absence by the appropriate course faculty. This may be in the form of a phone conversation or confirmed reply to a notification email or text. Until notification is confirmed, the absence it not considered communicated.
* In the event of an illness or personal emergency, when at all possible, the student is expected to notify the instructor prior to the start of class.
* In the event a student wishes to request an excused absence for observance of a religious holiday, pre-approved attendance of a personal commitments and/or professional conferences/educational experiences, the student is expected to contact the course director or clinical instructor as early as possible in advance of the planned absence. Such absences are granted at the discretion of the course faculty and are not considered excused without written permission (e.g., an email approval from the course director).
* Supporting documentation may be required in any circumstance for an absence to be deemed “excused.”
* Students may be required to complete additional work to compensate for absence(s).
* Requests for deferments of assessments are special cases and are outlined below.

**Unexcused Absences**

Definition: Any absence that occurs without prior notification and/or written communication.

**Procedure:**

* Students are NOT allowed any unexcused absences.
* Unexcused absence(s) may result in a student being reviewed by the Committee on Student Promotion and Professionalism and put on professional probation.
* Students may be required to complete additional work to compensate for unexcused absence(s). This is the decision of the course instructor.

**Tardiness**

Definition: Arriving to class after the start time of class as listed on the course schedule/syllabus.

**Procedure**

* Students will NOT be allowed any tardy behaviors
* If a student must arrive late for class (e.g., for a medical appointment) that student must contact the course director to request permission in advance of the class. Permission is granted at the discretion of the course director. Written documentation as to the reason for lateness to class may be requested.
* After permission is obtained from a course director, the student should contact any faculty involved in teaching the session that day to explain the reason for arriving late and inquire as to how one might best enter class to avoid disrupting other students.
* Unexcused tardiness may result in a student being reviewed by the Committee on Student Promotion and Professionalism and put on professional probation.
* Students may be required to complete additional work to compensate for tardy(s) to be determined by the course instructor.

**Early Departure from Class**

Definition: Leaving class prior to the end time of the class as listed on the course schedule/syllabus.

**Procedure**

* Students may not leave class prior to being dismissed by the instructor.
* If a student must leave class early (e.g., for a medical appointment) that student must contact the course director to request permission to leave early in advance of the class. Permission is granted at the discretion of the course director. Written documentation as to the reason for an early departure from class may be requested.
* After permission is obtained from a course director, the student should contact any faculty involved in teaching the session that day to explain the reason for leaving class and inquire as to how one might best exist class to avoid disrupting other students.
* Unexcused early departure(s) from class may result in a student being reviewed by the Committee on Student Promotion and Professionalism and put on professional probation.

## APPEARANCE AND CONDUCT

Students are expected to dress and conduct themselves in a manner appropriate to the setting in which they are studying. Many classes are held in areas where there is direct contact with patients and other health professionals. Inappropriate professional dress or conduct could result in dismissal from the DCEP program.

## Dress Code

Students are expected to dress, appear and act professionally during all class and clinical fieldwork experiences (including part-time observations, lab experiences, field trips, etc.). For all clinical experiences, students are expected to follow the dress code of the academic DCEP program, while being mindful of their representation of themselves, the PT Department at UIC and the profession of Clinical Exercise Physiology.

* No shorts, jeans of any type, Capri pants, overalls, t-shirts, sweatshirts, shirts that reveal midriffs or thermal underwear shirts. Shirts with tails should be tucked in. Shirts without collars should not resemble T-shirts. Clothing should not restrict movement.
* No open-toed shoes, sandals, platform shoes or high heels are allowed. Socks must be worn. If athletic shoes are worn, they must be specifically for clinical work, and therefore clean.
* Care should be taken to appear clean and well groomed. No dangling jewelry, long or artificial nails, perfume, colognes, or body soaps / lotions with strong odors. Facial hair should be well groomed. Students should be mindful of the negative impressions that may be created by excessive body piercing, tattoos, unnatural hair colors, or excessive makeup including artificial eyelashes.
* Students are required to have an ID with them during all clinical experiences.

This list is not an exhaustive list, and it is impossible to continually update. Therefore, the student should take care to always project a professional appearance. If in doubt, err on the conservative side.

**COMMUNICATION WITH FACULTY**

All UIC business managed electronically between students and faculty, staff, partnering clinical sites and the community are to occur on UIC email. Communication from the faculty, PT Department, college, and UIC are sent to students' UIC email accounts. Students are expected to check their email accounts daily and respond using UIC email.

As a student in the professional DCEP program, there is an expectation that students will respond to faculty and administrative email by responding to direct requests for information or to acknowledge receipt of the email within 48 hours of when the communication was sent.

All students should set up their signature on their UIC email to include a professional closing such as sincerely, kind regards, etc. and using the following UIC approved format:

**Student Name, Degree, Certification(s)/Certificate(s)**
**Student Doctor of Clinical Exercise Physiology**

**College of Applied Health Sciences**
**University of Illinois at Chicago**

**1640 W Roosevelt Rd, Room 336**
**Chicago, IL 60608**
**Phone Number**
**Email Address**

**USE OF ELECTRONIC DEVICES**

Use of electronic devices should be restricted to note taking, in class projects and examinations. Cell phones should be turned to silent or vibrate. In the event of an emergency notify the class instructor. The use of electronic devices to access social media in class is distracting to you and other class participants.

**SOCIAL MEDIA POLICY**

Social media networks provide students with an opportunity to network and share knowledge and information. While these networks offer benefit to students, there is a risk of violating confidentiality and privacy, as well as engaging in unprofessional behavior. Students are representatives of the PT Department and the UIC and must act professionally when participating in social media. Students may refer to the following professional expectations:

1. Always maintain patient privacy and confidentiality. Students may not post or share any patient related information or images. This is a legal and ethical obligation of the student and violations could result in penalties, fines, or jail time according to state and federal laws.
2. Professional boundaries with patients, clinical sites, the PT Department, and the UIC must be maintained at all times.
3. Social media posts must contain professional and respectful language.
4. Any observation of deviation from this policy should be brought to the attention of the student’s academic adviser.

The actions of students who violate the guidelines above will be reviewed by the CSPP and the student may face disciplinary action including professional probation or dismissal from the DCEP program.

**WITHDRAWAL AND DISMISSAL POLICIES**

**Withdrawal From a Class or the DCEP Program**

<https://registrar.uic.edu/registration/policies-procedures/>

<https://registrar.uic.edu/financial-matters/withdrawal/>

**COURSE AND CURRICULUM EVALUATIONS**

Every semester, students can provide feedback on their courses, course instructors and guest lecturers using online course evaluations. At the conclusion of every semester, students can evaluate the DCEP program curriculum through a series of evaluation questions. All evaluations are optional and confidential.

# PT DEPARTMENT POLICIES AND INFORMATION

## Access to PT Department Resources

The PT Department copier, fax machine, telephones, office supplies, and staff time are not available to students unless permission is granted by a faculty or staff member.

A computer lab can be found on the 5th floor of the Applied Health Sciences Building. The computer lab is open to DCEP students during business hours. Students are not authorized to purchase or install or authorize the purchase or installation of software or hardware on behalf of the PT Departments. Students are not authorized to install software obtained from the Internet on any UIC system, and specifically on those located in the lab. Students who are found in violation of the policies related to the lab may be required to reimburse the PT Department for costs associated with repairing and/or restoring the system to its standard configuration. Furthermore, students found violating this policy could have their privileges to the lab suspended or revoked.

Clinical equipment (testing and exercise equipment, ultrasound machines, vascular testing devices etc.) are stored in various locations within the DHSP building. Students may use this equipment for practicing clinical skills. Any use of the PT Department resources should be made responsibly. Any malfunctioning or broken equipment should be immediately reported to a faculty member or one of the student workers to prevent accidents or injury. Equipment must remain in the laboratory spaces.

## Building Access

Students may access the building outside of normal business hours on evenings and weekends. After hours and on weekends the building is locked, but the UIC student I-card can be swiped to open the front door of the building. Elevator access may not be available after hours. Students may make a request for after-hours access to a classroom to the Assistant to the Head for Business.

**Student Lounges and Building Access** [More information at this link](https://forms.uofi.uic.edu/sec/8082725)

## Student Certifications

Students are required to maintain certification in CPR (cardiopulmonary resuscitation) for Health Care Providers, current immunization records including yearly TB testing, and certification of HIPAA (Health Information Portability and Accountability) training. HIPAA training certification is arranged through the PT Department. All other certifications and immunizations are the responsibility of the student and should be completed within the first month of entering the DCEP program. Students may also be required to document additional immunizations as required by clinical sites. These may include Hepatitis B vaccination and proof of immunity to Varicella (chicken pox).

## Class Cancellation

“UIC’s [Emergency Notification System (ENS](https://emergency-staging.cc.uic.edu/)) is referred to as UIC ALERT. If there is an emergency, a weather-related cancellation, or a threat to the campus community, a UIC ALERT will be sent describing the nature of the situation. In a campus emergency, the UIC will use a variety of communication methods to reach you. UIC ALERT will deliver messages to some or all of the following channels: text message, email, UIC.edu, emergency.uic.edu, Twitter (@UICNews), Facebook (@UIC.edu), and digital signage on campus.”

## PT Department Diversity Committee and Website

The PT Department [Diversity and Inclusion Advisory Committee](https://ahs.uic.edu/physical-therapy/diversity-equity-and-inclusion-dei/) was established in the fall of 2020 by the PT Department, to recommend practices and initiatives that promote a culture of diversity, equity, and inclusion across the department. This committee comprises of 6 diverse members from the PT Department: three faculty, one staff member, and two students.

The committee meets monthly and as necessary. The Diversity and Inclusion Advisory Committee is responsible for working with the Head of the PT Department to adopt specific anti-racist policies and to commit to listening, learning, speaking out, and acting against systemic racism that exists within our institution, colleges, classrooms, curricula, labs, clinics, and processes. These include faculty and student recruitment, faculty and student retention and evaluation, and initiatives that promote diversity and inclusion, so that all faculty and students of color feel welcome and respected and have equal access to opportunities.

**Ecological Considerations**

Students are responsible for closing windows and turning off air conditioners and lights at the end of each day. The UIC encourages recycling. Please participate by using the appropriate receptacles for trash, paper and bottles that can be found in the hallways. A receptacle for used batteries can be found in the copy room.

## Email Communications

The UIC and the PT Department use listservs to communicate important information with students, faculty, and staff. As a student in the DCEP program, you are responsible for the content of these communications and should read each communication to determine if there is an associated action that applies to you.

## Housekeeping

Students are expected to leave classrooms neat and orderly. Eating is not permitted in the classrooms. Lights and air conditioners should be turned off.

## Faculty Mailboxes

Students are not permitted in the faculty mail room (Room 411) unless specifically instructed by faculty to leave materials in their mailbox.

**Student Addresses**

The PT Department and UIC require accurate permanent and current addresses and contact phone numbers for every student. Students should notify both the DCEP Program Coordinator and the UIC Office of Admission and Records in the event of address or telephone number change.

**STUDENT AWARDS AND SCHOLARSHIPS**

**UIC AHS/Graduate Awards**

**AHS Achievement Award**
Award presented at Convocation by each AHS program to outstanding students who are recognized for overall performance and leadership in the College. Awarded to only one student unless there is a tie.

**Van Doren Award**
An award given in the spring and fall semesters to students in good standing who demonstrate financial need. The W.E. Van Doren Scholarship Fund in the University of Illinois Foundation provides income for scholarships in the field of medicine and related healing arts. The selection of the Van Doren Award is performed at the AHS level. Both DCEP and graduate students can apply. May be given to more than one student.

**Lillian B. Torrance Award**
A gift from an alumnae and benefactor for which use is restricted to scholarships that must be applied to cover tuition and fees for students in the Departments of Biomedical Visualization, Occupational Therapy, and Physical Therapy, who have expressed an interest in rehabilitative activities or studies**.** Both DCEP and graduate students can apply for this award. May be given to more than one student.

**Scalzitti Scholarship**

The Scalzitti Scholarship is funded through the generosity of alumnus, David Scalzitti, who received three degrees from the UIC College of Applied Health Sciences. These include a BS in Physical Therapy (‘87), MS in Kinesiology (‘94), and Ph.D. in Disability Studies (‘08). Dr. Scalzitti spent 11 years working at the American Physical Therapy Association (APTA) as the associate director for research and is now an assistant professor in the PT Department and Health Care Sciences at The George Washington University.  Enrolled ***undergraduate, graduate, or professional degree-seeking students in the College of Applied Health Sciences*** at UICare eligible to apply for the Scalzitti Scholarship.

## FACULTY OFFICE HOURS

Faculty office hours are individual to each faculty member and are included in the course syllabus or posted on their office door.

## STUDENT ID CARDS / ACCESS CARDS

**Student ID**

UIC i-cards are issued by the ID Center. Typically, new student orientation includes a scheduled visit to the ID Center to have ID photos taken and receive an i-card. Students need to present a current passport, driver's license, or state ID – and be registered for classes. When campus guidelines for social distancing preclude onsite orientation and/or group appointments at the ID Center, students will be notified of an alternate process.

For instructions on replacing a lost ID or for more information about the ID Center see <https://idcenter.uic.edu/>.

**Hospital ID**

UI Hospital IDs are issued to new students in the first semester. The IDs are generated using i-card photos and delivered to the PT Department to distribute to students. To replace a lost UI Hospital ID, contact the academic program coordinator for instruction.

## WAIVERS, PHOTO AND VIDEO RELEASES

## Waivers or releases will be posted on your class Black Board site. You will receive emails requesting you complete any necessary waivers or consents and upload them to the Black Board by a specific date and time.

# UNIVERSITY AND COLLEGE INFORMATION

# Diversity Statement [Access statement here](https://phil.uic.edu/about/diversity/diversity-statement/)

## Nondiscrimination Statement

**UIC Nondiscrimination Statement**

“The commitment of the University of Illinois System 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 invidious discrimination in all its forms.

The University of Illinois System will not engage in discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, order of protection status, genetic information, disability, pregnancy, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, access to and treatment in the programs and activities of the University of Illinois System.

Complaint and grievance procedures provide employees and students with the means for the resolution of complaints that allege a violation of this Statement. Members of the public should direct their inquiries or complaints to the appropriate equal opportunity office.”

Approved by: Committee on Policy
Approval date: March 9, 2017
Approved as: Updated policy (Updates University of Illinois Nondiscrimination Statement, Revised June 10, 2010)

**Sexual Harassment Policy** [Access the site](https://sexualmisconduct.uic.edu/policy/)

“UIC is committed to providing an educational and work environment that is free from all forms of sex discrimination, sexual violence, and sexual and gender-based harassment (collectively referred to as “sexual misconduct”). UIC prohibits and will not tolerate sexual misconduct of or by students, employees, patients, or visitors. UIC will take prompt and fair action to eliminate such conduct, prevent its recurrence, and remedy its effects through interim protective measures and accommodations, equitable investigations, and disciplinary processes. Employees and students in violation of this policy may face sanctions up to and including termination or expulsion. The Office for Access and Equity, through its Title IX Coordinator, has the authority to conduct investigations, to determine when there have been violations of this policy based on the standard of preponderance of evidence, and then make recommendations in accordance with the relevant UIC policies for students, employees, patients, or visitors.

UIC encourages good faith reports of sexual misconduct and prohibits retaliation against any person who reports sexual misconduct and/or who participates in a Title IX investigation or resultant disciplinary process.

All employees are considered as “Responsible Employees” with the authority and responsibility to report Sexual Misconduct to University Officials. Employees who are exempted from this reporting requirement are professional or pastoral counselors who provide work-related mental-health counseling, campus advocates who provide confidential victim assistance, and employees who are otherwise prohibited by law from disclosing information received while providing professional care and treatment.

The PDF version [of U](https://www.justice.gov/sites/default/files/ovw/pages/attachments/2015/02/09/campustasupplementalproductimplementingvawprogram_comp.pdf)IC's Comprehensive Policy regarding Dating Violence, Domestic Violence, Stalking and Sexual Assault is available for viewing or downloading.”

## 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 UIC 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. [*[Chancellor’s Statement of Commitment for Persons with Disabilities]*](https://ccspd.uic.edu/)

**Religious Observance Policy** [Calendar of Religious Holidays](https://oae.uic.edu/religious-calendar/#:~:text=The%20UIC%20Senate%20Policy%20on,25%2C%201988)%20is%20below%3A&text=Students%20who%20wish%20to%20observe,tenth%20day%20of%20the%20semester.)

The faculty of the UIC shall make every effort to avoid scheduling examinations or requiring that student projects be turned in or completed on religious holidays. Students who wish to observe their religious holidays shall notify the faculty members by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the students shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

**Registration** [Access this link](https://registrar.uic.edu/registration/policies-procedures/)

The PT Department emails registration details to students before each term. Students are expected to register promptly. Late fees are charged to student accounts as applicable.

Registration for summer and fall opens by early April. Spring registration opens in early November. Students access the registration system via their [myUIC portal](https://my.uic.edu/uPortal/f/welcome/normal/render.uP) (If the webpage does not load, please copy, and paste the link into the browser address bar <https://my.uic.edu/uPortal/f/welcome/normal/render.uP>).

Tuition and fee charges for fall and spring terms are billed in September and February, respectively. Summer term charges are billed in June and/or July depending on enrollment. See the [Financial Matters webpage](https://registrar.uic.edu/financial-matters/) for more information.

[Add/drop and other related policies](https://registrar.uic.edu/registration/policies_procedures.html#dropping)

[Academic withdrawal](https://registrar.uic.edu/registration/policies_procedures.html#withdrawal)

**Textbooks and Course Materials**

Students will be provided with a list of textbooks and course materials to purchase prior to the start of each term. Students are expected to obtain the required materials for each course.

**Financial Clearance**

Students are responsible for ensuring that they are in good financial standing with the UIC, that is that all tuition payments are up to date. The UIC will not permit registration when outstanding balances are overdue.

**Accessing Your Grades** [Access Grades here](https://registrar.uic.edu/student-records/courses-grades/)

## Student's Right to Inspect or Review Education Records[Student Record Policy](https://registrar.uic.edu/campus-policies/records-policy/)

UIC Students have the right to physically review their own Education Records in the presence of a designated UIC representative. Where necessary and reasonable, an explanation and interpretation of the record will be provided by qualified UIC personnel. Student access may include electronic means. To ensure that Students may only have access to their own records, a UIC Enterprise ID is assigned and stored in the UIC Student Information System. This Enterprise ID and a password are required for access to the system.

1. The student is required to submit all requests for access to his/her records in writing to the appropriate office and will be required to present appropriate identification.
2. The appropriate office shall comply with the request within a reasonable amount of time, not to exceed 45 days after receipt of the request.
3. Original records may not be removed from any office where they are maintained.

**Grievance Procedures**

**Student Academic Grievance Procedures** [Student Grievance Policy](https://policies.uic.edu/educational-policy/student-academic-grievance-policy/#:~:text=Across%20UIC%2C%20the%20Academic%20Grievance,where%20an%20attempt%20at%20informal)

Students may seek resolution of complaints or grievances regarding academic standing during their enrollment at UIC.

## Public Formal Grievance Procedures [Public Grievance Information](https://registrar.uic.edu/campus-policies/public-grievance-procedures/)

These procedures have been implemented to address complaints of discrimination based on age and/or disability in any activity, policy, rule, standard, or method of administration that is related to the operation of UIC programs. [Public Formal Grievance Procedures](http://registrar.uic.edu/campus_policies/public_grievance_procedures.html)

**STUDENT RESOURCES**
A comprehensive list of UIC Student Resources can be found at:

<https://today.uic.edu/uic-resource-guide>

**Bookstore**

<https://www.bkstr.com/uicbookstore/home>

Student Center West, 828 S. Wolcott, (312) 413-5550

**Campus Security**

<https://police.uic.edu/>

5‐5555 (from a campus phone) or (312) 355‐5555 (from your cell phone)

The telephone number of the UIC Police Department is 996-2830.

**Counseling Center**

<https://counseling.uic.edu/>

**Financial Aid Office**

[Financial Aid Office](http://www.uic.edu/depts/financialaid/) 1800 Student Services building, 1200 W. Harrison St., Chicago, IL 60607; (312) 996-3126 Information on financial aid, FAFSA applications, lists answers to frequently asked questions, UIC scholarships, links to other financial aid websites and scholarship search engines

**Libraries**

**Library of Health Sciences**

1750 W. Polk

312-413-0403

<https://library.uic.edu/libraries/lhs-chicago>

Amelia Brunskill - Assistant Professor

Information Services Liaison to the AHS College Students and Faculty

Abrunsk2@uic.edu

**Richard J. Daley Library**

801 S. Morgan 312-996-2726

<https://library.uic.edu/libraries/daley>

**Minorities in Healthcare Mentorship Program**

This [program](https://minoritymentorship.org/) works to encourage students of color to pursue careers in health care and to support their academic success. This program was started by two DCEP alumni and they welcome participation from students in the DCEP program.

**Parking**

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

Administration Office: 1100 S. Wood Street, Chicago, IL 60612; parking@uic.edu

Service Offices: 217 SRH (312) 413-5850; 2620 Student Services Bldg. (312) 413-9020; 122 WSPS (312) 413-5800. Information on parking applications, assignments, cash lots, rates, and special services for special needs.

**Sport and Fitness Center**

<https://recreation.uic.edu/facilities/facility_sfc/>

**The Writing Center**

<https://writingcenter.uic.edu/>

105 Grant Hall, (312) 413-2206

**University Student Handbook**

Additional information regarding UIC policies and procedures can be found at
[University Student Handbook](https://dos.uic.edu/wp-content/uploads/sites/262/2020/10/P2100486_DOS_Student-Handbook-Spring-2021.pdf). However, DCEP students are responsible for all information, policies, and procedures in the DCEP specific student handbook.

**Urban Health Program**

The Urban Health Program serves to further the mission of the College of Applied Health Sciences through its focus on healthcare in the urban environment and its promotion of professional development activities. The Urban Health Program is dedicated to enhancing students’ experience and appreciation of cultural differences and circumstances and how they impact healthcare delivery and contribute to health disparities.

[Urban Health Program](https://ahs.uic.edu/inside-ahs/student-resources/urban-health-program/)