APPLIED HEALTH SCIENCES

Department of Occupational Therapy

Entry-level Occupational Therapy Doctorate (E-OTD)

S T U D E N T   H A N D B O O K

2023 - 2026

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INTRODUCTION

The purpose of this handbook is to assist you in becoming acquainted with policies, procedures, and organization of the Department of Occupational Therapy in the College of Applied Health Sciences (AHS) at the University of Illinois at Chicago (UIC), and the Entry-level Occupational Therapy Doctorate (E-OTD) program offered by the UIC Department of Occupational Therapy. You are expected to read this handbook and be familiar with its contents and should keep it ready for reference at all times. All E-OTD students are required to sign a form indicating that they have read the E-OTD Handbook, and that they understand that they are responsible for the information contained within the E-OTD Handbook. These signed forms are kept on file in the Department.

The UIC Department of Occupational Therapy faculty and staff will make every effort to see that you have current and accurate information to guide you through processes associated with your role as an E-OTD student, such as registration and graduation. However, it is your responsibility to make sure that deadlines are met, and that necessary forms or requests for information are provided to allow timely progression in the program.

ACADEMIC CALENDAR 2023-26

The academic year consists of the fall and spring semesters and summer session. Each of the regular fall and spring semesters includes fifteen weeks of instruction and one week of final examinations. However, semesters including fieldwork courses follow a different schedule as detailed below. Dates are subject to change. Plan to be in attendance during all instructional periods. Refer to the detailed curriculum roadmap for the start and end dates of the block courses. The standard UIC academic calendar can be accessed online at https://catalog.uic.edu/ucat/academic-calendar/

FALL SEMESTER 2023

Date	Day	Event
August 21	Monday	Instruction begins.
September 4	Monday	Labor Day. No classes
September 12	Tuesday	CampusCare Waiver Deadline.
November 23-24	Thu-Fri	Thanksgiving holiday. No classes.
December 1	Friday	Instruction ends.
December 4-8	M-F	Final examinations.

SPRING SEMESTER 2024

Date	Day	Event
January 8	Monday	Instruction begins.
January 15	Monday	Martin Luther King, Jr. Day. No classes.
March 18-22	M-F	Spring Vacation. No classes.
April 26	Friday	Instruction ends.
April 29-May 3	M-F	Final examinations.

SUMMER SEMESTER 2024

Date	Day	Event
May 20	Monday	Instruction begins.
May 27	Monday	Memorial Day holiday. No classes.
June 19	Wednesday	UIC observance of Juneteenth holiday. No classes.
July 4	Thursday	Independence Day holiday. No classes.
July 19	Friday	Instruction ends.

FALL SEMESTER 2024

Date	Day	Event
August 26	Monday	Instruction begins.
September 2	Monday	Labor Day. No classes.
November 5	Tuesday	Election Day Holiday. No classes.
November 28-29	Thu-Fri	Thanksgiving holiday. No classes.
December 6	Friday	Instruction ends.
December 6	Friday	Last day to complete registration for Spring semester courses.
December 9-13	M-F	Final examinations.

SPRING SEMESTER 2025

Date	Day	Event
January 6-17	Mon-Fri	Fieldwork Level I-C/I-D* runs for 2 weeks.
January 20-24	M-F	No scheduled classes, allowing for travel back to UIC (1 week)
January 27	Monday	Classroom instruction begins and runs for 8 weeks.
March 21	Friday	Instruction ends.
March 24-28	M-F	Spring Vacation. No classes.
March 31-Apr 4	M-F	No scheduled classes, allowing for fieldwork travel (1 week)
April 7	Monday	Fieldwork II-A* begins and runs for 12 weeks.

SUMMER SEMESTER 2025

Date	Day	Event
June 27	Friday	Fieldwork II-A* ends.
June 30-July 11	M-F	No scheduled classes.
July 14	Monday	Instruction begins and runs for 4 weeks.
August 8	Friday	Instruction ends.

FALL SEMESTER 2025

Date	Day	Event
August 25	Monday	Instruction begins and runs for 4 weeks.
September 1	Monday	Labor Day. No Classes.
September 19	Friday	Instruction ends.
September 22-26	M-F	No scheduled classes, allowing for fieldwork travel (1 week)
September 29	Monday	Fieldwork II-B* begins and runs for 12 weeks.
December 19	Friday	Fieldwork II-B* ends.

SPRING SEMESTER 2026

Date	Day	Event
January 5	Monday	Capstone Experience begins and runs for 14 weeks.
April 13-17	M-F	No scheduled classes, allowing for travel back to UIC (1 week)
April 20	Monday	OT 678 Capstone Project 2 begins and runs for 3 weeks.
May 8	Friday	OT 678 Capstone Project 2 ends.
May	TBD	Commencement and Pinning Ceremony

*Note: While the majority of fieldwork sites use the dates indicated above, a few fieldwork sites require that students to start a week earlier or later. Therefore, students should consider the above dates tentative until they confirm the exact fieldwork dates with their assigned fieldwork sites.

DIRECTORY – DEPARTMENT OF OCCUPATIONAL THERAPY

ADMINISTRATION

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Ryan Thomure, OTD, OTR/L, LCSW, Clinical Assistant Professor

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DIRECTOR OF THE PhD IN DISABILITY STUDIES PROGRAM
Sarah Parker Harris, PhD, Associate Professor

ADMINISTRATIVE STAFF
Maria Larson, Senior Academic Advisor (E-OTD Program)

Other college and university phone numbers can be searched under the UIC website's "Phonebook" function, available at www.uic.edu/searchUIC.html

FACULTY MEMBERS

For more information on our faculty including their scholarship of practice, please visit our Faculty Profiles page at the following link: https://ahs.uic.edu/occupational-therapy/directory

Dalmina Arias, OTD, OTR/L, Clinical Assistant Professor 312-996-1263
(arias3@uic.edu)
Dalmina Arias teaches courses in the E-OTD program, including *Introductory OT Knowledge and Skills, Integrating Conceptual Practice Models with the OT Process* and is the lead instructor for *Policy, Payment, Advocacy and Access to OT.* Dr. Arias has expertise in providing neurorehabilitation occupational therapy services in both the inpatient and outpatient settings. Dr. Arias specializes in chronic disease self-management and has extensive experience developing sustainable interventions that promote health equity and healthy living. Her research interests include health literacy and creating health promotion methods that address health disparities.

Heidi Fischer, OTD, OTR/L, Clinical Associate Professor 312-355-3184
(hwaldi1@uic.edu)
Heidi Fischer is lead instructor for the *OT Process: Application* block courses and is co-instructor for several block courses in the E-OTD including *Client-Centered Practice Using Occupation-Focused Models*, and the *Occupational Performance and Participation* courses. She is director of the UIC OT Faculty Practice: Self-Management for People Experiencing Chronic Conditions. Her scholarly interests include occupation-focused self-management for people with stroke and diabetes; novel technology to enhance stroke rehabilitation; and addressing health disparities in clinical service contexts with underserved communities.

Joy Hammel, PhD, OTR/L, FAOTA, Professor and Director of the Post-Professional OTD Program 312-996-3513
(hammel@uic.edu)
Joy Hammel is the Wade-Meyer Endowed Chair, Director of the Post-Professional OTD program, teaches courses for doctoral students, and contributes to several master's-level courses. Dr. Hammel directs participatory research related to community living and participation with people with disabilities and older adults, evaluating the impact of environmental barriers and supports upon participation and health, and effecting systems change and community capacity building.

Mary Khetani, ScD, OTR/L, FAOTA, Professor 312-996-0942
(mkhetani@uic.edu)
Mary Khetani conducts research that is relevant to advancing pediatric occupational therapy practice. She works to leverage technology to strengthen the delivery of client-centered and participation-focused processes of care to service-eligible families and within pediatric organizations. Dr. Khetani has contributed to teaching courses that develop the knowledge and clinical reasoning necessary for employing occupation-focused models to frame evidence-based and client-centered occupational therapy. Dr. Khetani directs the Children's Participation in Environment Research Lab (CPERL) (https://cperl.ahs.uic.edu) to teach students who have the requisite skills and commitment to include research engagement in their careers.

Jenica Lee, OTD, OTR/L, **Clinical Associate Professor** 312-355-5955
(jenlee22@uic.edu)
Jenica Lee is the lead instructor for *Communication and Therapeutic Relationships, Integrating Conceptual Practice Models with the OT Process*, and *Group Theory and Process*; and co- instructor for several block courses including *Occupational Development Across the Lifespan*, the *Occupational*

Performance and Participation: Evaluation and the OT Process: Application. Her clinical experience is in adult neurological/cognitive rehabilitation in both acute care and inpatient rehabilitation settings. Her scholarly interests include integrating theory to enhance OT education and practice, self-management for people with chronic conditions, and promoting health & wellness in aging populations.

Susan Magasi, PhD, Professor and Associate Department Head for Administration
(smagas1@uic.edu)   312-996-4603
Susan Magasi teaches in the Research Foundations for Evidence-Based Practice series. Her research promotes health equity for people with disabilities. She works closely with the disability and cancer survivorship communities to conduct inter-disciplinary research aimed at creating peer support and technology-enable interventions to help people break down barriers to health and social participation. Dr. Magasi directs the Healthcare Justice for People with Disabilities Research Lab (https://hjpwd.ahs.uic.edu) and is passionate about mentoring the next generation of disability and rehabilitation researchers.

Mansha Mirza, PhD, OTR/L, MSHSOR, Associate Professor   312-355-5427
(mmirza2@uic.edu)
Mansha Mirza is involved in teaching courses in the Research Foundations for Evidence-Based Practice series. She also teaches an elective course on disability and global health. She has advanced doctoral and postdoctoral training in disability studies and health services research. Her research focuses on identifying and addressing disparities in health and rehabilitation services among low-income, underserved communities, with a special interest in new immigrant and refugee groups.

Elizabeth Walker Peterson, PhD, OTR/L, FAOTA, Clinical Professor and E-OTD Program Director
(epeterso@uic.edu)   312-996-4506

Elizabeth Peterson is the E-OTD Program Director. She is the lead instructor for *Professional Development and Leadership (PD & L)* 5 and contributes to earlier courses in PD & L series. The overarching goal of Dr. Peterson's research is to develop interventions to prevent falls and manage fear of falling among well and at-risk individuals, with special attention to people living with multiple sclerosis. Articulating occupational therapy's role in interprofessional fall prevention efforts and preparing occupational therapy students for work on interprofessional teams is an important focus of Dr. Peterson's work.

Kathy Preissner, EdD, OTR/L, FAOTA, Clinical Professor and Academic Fieldwork Coordinator
(kpreiss@uic.edu)   312-996-5220
Kathy Preissner serves as a Clinical Professor and Academic Fieldwork Coordinator. Dr. Preissner's scholarly work is focused on the development and testing of self-management programs for people with multiple sclerosis and their caregivers. She is also involved in the creation of practice guidelines and other resources to support practitioners in providing evidence-based recourses for people with multiple sclerosis.

Sabrin Rizk, PhD, OTR/L, Assistant Professor   312-996-2656
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Sabrin Rizk was a 2021 Bridge to Faculty postdoctoral scholar, the first in the Department of Occupational Therapy and in the College of Applied Health Sciences, prior to transitioning to the Faculty after her two-year postdoctoral training phase. Dr. Rizk focuses on understanding and improving equitable care coordination across health and education systems for children and youth with disabilities and their families, beginning in early childhood. Dr. Rizk uses diverse data sources (e.g., population and programmatic) to examine social and structural barriers to coordinated medical home primary care and

educational service use through early intervention and special education for children and youth on the autism spectrum.

Caitlin Smith, OTD, OTR/L, CLT-UE, Clinical Assistant Professor 312-413-3449
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Caitlin Smith is a clinical assistant professor of the E-OTD Program. She is a co-instructor for several block courses including Introductory Occupational Therapy Knowledge and Skills, Occupational Performance and Participation: Evaluation, and lead instructor for Fieldwork Level 1-B. She teaches across the lifespan with both pediatric and adult content. Dr. Smith's clinical experience ranges across many settings and population groups but have included developing and running an independent occupational therapy practice in an outpatient setting, working with medically fragile children, and addressing the needs of cancer survivors. Dr. Smith's scholarly interests include cancer rehabilitation, program development in outpatient care, addressing needs of high acuity pediatric clients, improving interventions for sleep and rest, and incorporating mental health into outpatient settings with both pediatric and adult populations.

Ashley Stoffel, OTD, OTR/L, FAOTA, Clinical Professor 312-996-4626
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Ashley Stoffel co-leads and contributes to several block courses including *Occupational Development Across the Lifespan*, the *Occupational Performance and Participation: Outcomes and Interventions* blocks and the *OT Process: Application* blocks. She has clinical experience working with children and families in Early Intervention as well as community, outpatient and school settings. She is the director of the UIC OT Faculty Practice: Children, Youth & Families. Dr. Stoffel's scholarly interests include promoting family engagement with young children and families in diverse Early Intervention and community settings.

Yolanda Suarez-Balcazar, PhD, **Professor** 312-413-0117
(ysuarez@uic.edu)
Yolanda Suarez-Balcazar's research focusses on understanding social determinants of health impacting families of color of children and youth with disabilities and designing culturally tailored health promotion interventions. She contributes to the *Professional Development and Leadership* course series and other courses with topics related to diversity, equity, inclusion, cultural humility, culturally tailored interventions, and implicit bias. She also teaches the *Needs Assessment and Program Evaluation* course and teaches an elective course on *Race, Culture and Health Disparities.*

Jennifer Summers, OTD, OT/L, Clinical Associate Professor, Capstone Coordinator
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Jennifer Summers supports the entry level OTD students with development, implementation, and dissemination of the doctoral capstone project. She has clinical experience as an OT and OTA in a multitude of settings including acute care, subacute care, inpatient and community mental health, home health, and non-traditional settings such as in domestic violence shelters, prison systems, and other community environments. Her scholarly activities are related to understating and addressing occupations associated with sexuality and intimacy, OT theory development and integration, and inclusive teaching practice in health science. She is also involved with advocacy efforts at the local, state, and national level to promote occupational well-being and access.

Renée Taylor, PhD, Associate Dean for Academic and Faculty Affairs
Professor of Occupational Therapy and Psychology
Director, Model of Human Occupation Clearinghouse 312-996-3412
(rtaylor@uic.edu)
Renée Taylor has served as a professor of occupational therapy since 2001, in addition to her role as director of the Model of Human Occupation and Intentional Relationship Model Clearinghouse. Her research focuses upon identifying biobehavioral correlates of ME/CFS (myalgic encephalomyelitis - chronic fatigue syndrome), validation of theoretical concepts related to the Intentional Relationship Model (which she created), and assessment development related to Kielhofner's Model of Human Occupation. Currently, she and her team are exploring whether a relationship exists between COVID-19 and fibromyalgia/ME/CFS.

Ryan Thomure, OTD, OTR/L, LCSW, Clinical Assistant Professor and Academic
Fieldwork Coordinator 312-413-8016
(athomu2@uic.edu)
Ryan Thomure serves as a Clinical Assistant Professor and Academic Fieldwork Coordinator. He has worked as an occupational therapist in both home health and psychiatric settings and in addition to his work at UIC, he serves as the Occupational Therapy Supervisor at Ascension Housing and Health Alliance. Ryan's clinical and academic focus has been on psychosocial aspects of practice, work with people affected by homelessness and addiction, and fieldwork. Ryan is the lead instructor for the Level IA Fieldwork experience and is part of the teaching team for *Interprofessional Collaborative Practice in HIV Prevention and Care,* a joint offering of the University of Illinois Chicago and the Midwest AIDS Training and Education Center (MATEC).

Toni Van Denend, OTD, OTR/L, Clinical Assistant Professor
(tvande2@uic.edu)
Toni Van Denend is a Clinical Assistant Professor in the program. She contributes to the *Professional Development and Leadership* entry-level OTD course series, in addition to courses primarily related to physical disabilities in the adult population. Her research interests are in supporting quality self-management programs related to fall prevention and fatigue management for people with multiple sclerosis. She is also interested in supporting future occupational therapists in their delivery of evidence-based services, especially for the older adult population and/or people with MS.

FACULTY EMERITUS

Gail Fisher, Ph.D, OTR/L, FAOTA, Clinical Professor Emeritus

Academic Staff

Maria Larson, M.Ed., Senior Academic Advisor (E-OTD Program)   312-413-0124
(mlarso1@uic.edu)
Maria Larson's responsibilities as Senior Academic Advisor range from student recruitment and admissions file evaluation to correspondence with applicants, registration support, scholarship administration and assisting with E-OTD program evaluation efforts. Ms. Larson leads organization of student events, such as the new student open house, orientation, and graduation. Additional duties include serving as liaison between the UIC Department of Occupational Therapy various campus departments.

UI Health (UIH) DEPARTMENT OF OCCUPATIONAL THERAPY

Caroline Deskin, MHA, M.Ed., CCC-SLP, Associate Chief Clinical Operations Officer, Therapy Services

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Hannah Colias, MS, OTR/L
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Teodora Branca, MS, OTR/L
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Mariah Malachi, MS, OTR/L
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Amy Early, OTD, OTR/L
Gabriela Jacquez-Jimenez, COTA/L
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GENERAL INFORMATION ABOUT THE UIC OT DEPARTMENT AND E-OTD PROGRAM

HISTORY OF THE DEPARTMENT OF OCCUPATIONAL THERAPY

In August 1943, the first ten students began their studies in occupational therapy under the direction of Beatrice D. Wade. At its inception, the Occupational Therapy program of the University of Illinois was a Department in the College of Medicine (on the Medical Center Campus, Chicago) and in the College of Liberal Arts and Sciences (on the Urbana-Champaign Campus). The base of operations was divided between the two campuses, with students spending their first three years in Urbana and matriculating to Chicago for their sixteen-month senior year.

At the onset, clinical laboratory units were established in the University of Illinois Hospital. It was in these settings, under the supervision of the occupational therapy faculty, where students applied the principles taught in the classroom by the same group of faculty and the medical staff. This plan of integrated didactic and clinical instruction, while modeled after Medicine, was a daring departure in occupational therapy education at the time of its inception and became known as the "Illinois Plan".

Soon after the program was established, World War II provided the impetus for the establishment of "Emergency War Courses" in occupational therapy. The curriculum offered concurrently intensive courses of study for college graduates; sixty-eight emergency war course graduates completed the program. Today over 2500 students have graduated from the program.

Need for health care professionals to assume leadership roles in education, administration and clinical specialization prompted the faculty to initiate planning for a graduate program. Final approval for a Masters Degree in Associated Medical Sciences was granted in August 1978. The first five students in the post-professional occupational therapy option began their studies Fall Semester 1978; the first student graduated in June 1980. In 1996 the department began offering a master's degree leading to certification for occupational therapy students with a bachelor's degree in another subject. In 1999, the last class was admitted to the undergraduate program, in anticipation of the move to Master's degree required for entry into the field as passed by the American Occupational Therapy Association. In 2002 the first class of all MS students graduated.

In 1988, the Department received funding from the American Occupational Therapy Association and the American Occupational Therapy Foundation (AOTA/AOTF) to establish one of two Charter Centers of Research in Occupational Therapy in the country under the direction of the late Dr. Gary Kielhofner. The department received six years of funding, which provided support for expansion of research efforts. In 1999, the Department became the only occupational therapy program in the country to be named as the Center of Outcomes Research and Education by AOTA/AOTF, with three years of funding to facilitate outcomes research in the profession.

Alice Clement Meyer, a former faculty member, provided a substantial estate gift to the department in 1990. This gift, combined with alumni donations and other bequests, funds the Wade/Meyer endowed chair in the department. This endowed professorship is one of only several in occupational therapy in the country. Dr. Gary Kielhofner held the endowed chair position from 2000 until 2011.

In 1998, a PhD in Disability Studies was established, the first such program in the country. This interdisciplinary doctorate is offered in collaboration with the Department of Disability and Human Development. A clinical Post-Professional Doctor of Occupational Therapy Program began enrolling students in fall 2006. UIC's Post-Professional OTD program was the first established at a public university

in the U.S. A PhD in Rehabilitation Sciences jointly offered with the Department of Kinesiology and Nutrition and Physical Therapy was established in 2009. Dr. Joy Hammel was named the Wade/Meyer Endowed Chair in 2013.

The entry-level OTD (E-OTD) program was granted Candidacy Status for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) in August, 2021. The first cohort of E-OTD students began the program in Fall 2022. UIC will learn ACOTE's decision regarding accreditation of the E-OTD program in December 2024, in advance of the graduation of the first E-OTD cohort in May 2025. The final cohort of students in the MS program graduated in July 2023.

Accreditation

UIC's E-OTD degree program has been granted Candidacy Status for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Consistent with ACOTE policy, the program must have a pre accreditation review, complete an on-site evaluation and be granted Accreditation Status before its graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

UIC will learn ACOTE's decision regarding accreditation of the E-OTD program in December 2024, in advance of the graduation of the E-level OTD cohort in May 2025.

ACOTE is located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. Its telephone number c/o AOTA is (301) 652-2682 and its web site is www.acoteonline.org.

UIC Department of Occupational Therapy Vision[1]
Our Department's vision is as follows:

Creating Tomorrow's Practice
Leading the field in education, scholarship, and practice

Our *vision* is grounded on the following:

Leadership
- Commitment to leading innovation in occupational therapy in education, scholarship, and practice

Capitalize on the intersection between the three prongs of education, scholarship, and practice
Intersections among education, scholarship, and practice bring opportunities that include:
- Shaping the profession through research
- Preparing students as creative thinkers
- Leading and shaping future practice

Meeting the needs of our diverse society
- Diversity in students
- Preparing students for practicing with diverse populations
- Globally connected
- Building community capacity for addressing current needs

Attitude towards taking action
- Confidence to embrace the future
- Inviting action

[1] University of Illinois at Chicago, Department of Occupational Therapy. (2012). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago, Chicago, IL.

UIC Department of Occupational Therapy Mission[1]

"The *mission* of the Department of Occupational Therapy is to achieve excellence and lead the field in education, scholarship, and practice. Our mission is guided by the scholarship of practice model that asserts that education, scholarship and practice are equally valuable, interdependent, and mutually enhancing. We carry out our mission in the context of an urban research university that embraces diversity, social justice and community engagement."

[1] University of Illinois at Chicago, Department of Occupational Therapy. (2012). *University of Illinois at Chicago Department of Occupational Therapy Strategic Plan*. University of Illinois at Chicago , Chicago, IL..

The Mission Statement of the E-OTD

The mission of the E-OTD program is to graduate entry-level, generalist practitioners who will:
- Engage with the community to promote occupational performance and participation in society[1]
- Be prepared to practice in a variety of environments and contexts [1,2] with diverse clients including persons, groups, and populations.
- Effectively use theory and research to engage in evidence-based practice [1,3,4,5]
- Synthesize in-depth knowledge in a practice area to create tomorrow's practice.

Enacting the mission of our public, urban research university, our program educates a wide range of students and is committed to reflecting and responding to the needs of diverse communities. We are dedicated to preparing culturally responsive, client-centered, and occupation-focused practitioners who will become leaders and advocates in the profession.

REFERENCES

1 Hammel, J., Magasi, S., Mirza, M., Fischer, H., Preissner, K., Peterson, E., and Suarez-Balcazar, Y. (2015). A Scholarship of Practice revisited: Creating community-engaged occupational therapy practitioners educators, and scholars. Occupational Therapy In Health Care, 29(4), 352-369. doi: 10.3109/07380577.2015.105169.

2 American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74(Suppl. 2), 7412410010. https://doi.org/10.5014/ajot.2020.74S2001

3 Kielhofner G (2000). A scholarship of practice: How knowledge development can best serve practice in the new millennium. Keynote Address. British Occupational Therapy Annual Conference, Keele, England, July 18, 2000.

4 Kielhofner, G. (2005). Research Concepts in Clinical Scholarship—Scholarship and practice: Bridging the divide. American Journal of Occupational Therapy, 59, 231–239.

5 Hammel, J., Finlayson. M., Kielhofner, G., Helfrich, C., Peterson, E. (2002). Educating Scholars of Practice: An Approach to Preparing Tomorrow's Researchers. Occupational Therapy & Health Care, 15(1/2), 157-176.

Department Philosophy

I. The Philosophical Base of Occupational Therapy

A. The Profession's Core of Occupation: A View of Humanity

At UIC, we believe that all people:

- have intrinsic dignity and worth, are active occupational beings and shape and are shaped by the environment.
- have valuable and diverse experiences, abilities, knowledge and strengths that can contribute to participation in life.
- have the right to make choices, exercise control, take risks and make changes in their lives, in accordance with their preferences, needs, and values.
- are social and interactive beings with the potential to actively learn through participation in occupation.

We also believe that participation:
- represents an interaction of the person, their occupations, and the environment.
- occurs in the context of people's daily lives and social worlds. This context is multifaceted and includes social, physical, cultural, political and economic aspects. The context has the potential to influence the individual, family and community.

These beliefs reflect the philosophical base of occupational therapy as published by the American Occupational Therapy Association (2017), which states that:

Occupations are activities that bring meaning to the daily lives of individuals, families, communities, and populations and enable them to participate in society. All individuals have an innate need and right to engage in meaningful occupations throughout their lives. Participation in these occupations influences their development, health, and well-being across the lifespan. Thus, participation in meaningful occupations is a determinant of health and leads to adaptation.

Occupations occur within diverse social, physical, cultural, personal, temporal, and virtual contexts. The quality of occupational performance and the experience of each occupation are unique in each situation because of the dynamic relationship among factors intrinsic to the individual, the environment and contexts in which the occupation occurs, and the characteristics of the occupation.

B. The Nature of Occupational Therapy Practice

Occupational therapy is the collaborative and planned engagement with clients in occupations that positively influence performance and participation. Clients include the individual, family, care partners, groups, communities, organizations, populations and systems. Occupational therapy practitioners provide services with the goal of "achieving health, well-being, and participation in life through engagement in occupation" (AOTA, 2014, p. S4). The client's needs, perspectives and values along with the client's context drive how intervention decisions are made. Occupational therapy practitioners collaborate with clients to determine intervention priorities and strategies that will support occupational performance and participation. Occupational therapy practitioners utilize occupations and activities, preparatory methods and tasks, education and training, advocacy, and group interventions in order to:

- create or promote health and wellness, well-being, and quality of life;

- facilitate engagement in life roles and participation in desired occupations;

- improve or enhance occupational performance; and

- prevent secondary conditions and loss of performance capacity.

Occupational therapy practitioners work with diverse client populations in a variety of settings including, but not limited to, homes, schools, worksites, communities, organizations, and health care settings. It must be recognized that the setting of service delivery influences the occupational therapy practitioner's roles and responsibilities but that in return, the occupational therapy practitioners can influence the practice setting through advocacy, systems change and evidence-based practice. Occupational therapy practitioners can operate in diverse and interdependent roles including practitioner/direct service provider, consultant, educator, manager, administrator, entrepreneur, researcher, case manager, and advocate for the profession and consumer. In order to maximize benefit to clients, occupational therapists frequently function as a part of interprofessional teams.

Occupational therapists make decisions and solve problems in complex situations. This means the occupational therapist must be a critical and reflective thinker, capable of evaluating and synthesizing theory and research. The occupational therapist should use evidence and experiential knowledge as part of therapeutic reasoning to drive and assure competent and ethical practice as well as to document and justify outcomes of occupational therapy. Finally, the therapist contributes to the knowledge base of the field through supporting and engaging in scholarship that can inform and transform practice, as well as systems.

Our philosophy regarding the nature of occupational therapy practice reflects the philosophical base of Occupational Therapy as published by the American Occupational Therapy Association (2017):

The focus and outcome of occupational therapy are clients' engagement in meaningful occupations that support their participation in life situations. Occupational therapy practitioners conceptualize occupations as both a means and an end in therapy. That is, there is therapeutic value in occupational engagement as a change agent, and engagement in occupations is also the ultimate goal of therapy.

Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation. The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

II. The UIC E-OTD Program Philosophy Statement

The Scholarship of Practice (SOP) is the guiding educational philosophy of the UIC Department of Occupational Therapy (see Figure 1; Hammel Magasi, Mirza, Fischer, Preissner, Peterson, & Suarez-Balcazar, 2015). Our SOP philosophy emphasizes a strong, reciprocal relationship between practice, evidence and stakeholders in the communities we interact with. Those stakeholders include individuals in community-based, non-medical practice settings and schools, as well as traditional, medically-oriented (clinical) practice settings. Applied to the E-OTD program, this philosophy underscores the importance of embedding learning in situations that link practice, evidence, and community. Practice occurs in diverse settings and includes service delivery across a diverse range of contexts with target audiences that can include individuals, families, groups, organizations, communities, and populations. Evidence includes, but is not limited to, both theory and research informing occupational therapy practice.

The relationship among practice, evidence and the community is dynamic and can be transformative for all stakeholders involved. For example, if the voice and engagement of communities and community

members are respected and validated, the community may transform itself and become stronger, and, thereby influence public health, human rights, policies, and participation within society (Commission on Community-Engaged Scholarship in the Health Professions, 2005; Jagosh et al., 2012; Meurer et al., 2011). Likewise, involvement in research can transform occupational therapy theory, research, and, ultimately practice by improving its social and ecological validity and sustainability in communities (Commission on Community-Engaged Scholarship in the Health Professions, 2005; Minkler, Hammel, Gill, Magasi, Breckwich Vasquez, Bristo & Coleman, 2008). Importantly for the entry-level OTD program, students have the potential to bring innovative programming to communities through their doctoral capstone that is thoughtfully informed by both the needs of communities and available evidence.

Figure 1: The Community-Engaged Scholarship of Practice (Hammel et al., 2015)

While the SOP is the guiding educational philosophy of the UIC Department of Occupational Therapy, the E- OTD program is also informed by three key learning theories: social (Bandura, 1986); experiential (Merriam & Baumgartner 2020), and transformative (Mezirow, 2000). Both the SOP philosophy and these learning theories lead to an educational philosophy for the E-OTD program that is highly consistent with AOTA's Philosophy of Occupational Therapy Education that emphasizes that students are occupational beings who are in dynamic transaction with the learning context and the teaching–learning process (AOTA, 2018).

Our beliefs about how human beings best learn include that:

- Knowledge is acquired and needs to be learned in context;

- Learning results from social processes that involve collaborative problem solving situated around specific issues; and

- Learning should not be separated from the world of social action and its rich complexity of actors, actions, and situations, which can be catalysts for applied practice, education, and research.

These beliefs about how human being learn motivate the UIC occupational therapy faculty and staff to: a) create a community of learning that supports the intellectual and professional development of the students, faculty and staff; b) create opportunities to advocate for clients (i.e., person, groups and populations; AOTA 2020), often within culturally and socio-economically diverse settings; and c) promote participation opportunities for clients in society. These endeavors are undertaken by faculty and staff in recognition that:

- Participation in occupations (i.e., activities that bring meaning to the daily lives of clients and enable them to participate in society) influences humans' development, health, and well-being across the lifespan (AOTA, 2017); and
- *Participation in meaningful occupations is a determinant of health and leads to adaptation* (AOTA 2017).

These endeavors are also undertaken by faculty and staff an effort to prepare E-OTD graduates so they are well-equipped to embrace the full scope of occupational therapy practice, as described in the Occupational Therapy Practice Framework, 4th edition (AOTA, 2020) and the current published philosophy of the profession (AOTA, 2017). With respect to the scope of occupational therapy, that philosophy emphasizes that:

- The focus and outcome of occupational therapy are clients' engagement in meaningful occupations
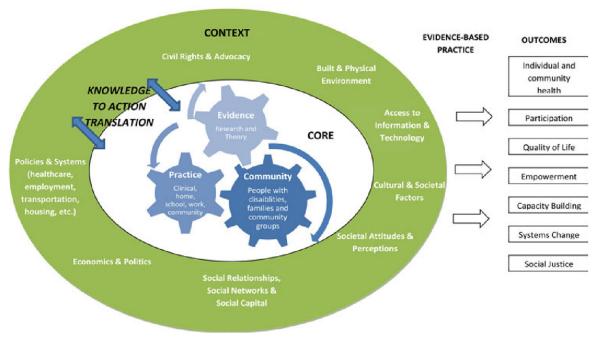- Occupational therapy is based on the belief that occupations are fundamental to health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation and adaptation; and
- The use of occupation to promote individual, family, community, and population health is the core of occupational therapy practice, education, research, and advocacy.

The guiding SOP educational philosophy and the experiential, social and transformative learning theories provide guidance to all aspects of the entry-level OTD curriculum, from development and implementation of individual courses to student advising. Overall, teaching and learning within our department are viewed as social processes that are embedded in a community of scholars working collaboratively on salient human experience in the community context.

Therefore, the E-OTD program at the University of Illinois at Chicago prepares students to:

1. Develop, implement, and evaluate effective and innovative occupational therapy with individuals, families, and groups.

2. Develop, implement, and evaluate effective and innovative occupational therapy at the program, organizational, community and population level.

3. Identify and appraise relevant evidence, make evidence-informed practice decisions, and actively engage in the knowledge translation process.

4. Apply the Scholarship of Practice by integrating theory, research, and practice to effectively collaborate with diverse people and communities.

5. Demonstrate a sustained commitment to professional development, leadership, and advocacy.

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E-OTD CURRICULUM DESIGN: A SCHOLARSHIP OF PRACTICE

The Scholarship of Practice (SOP) is the guiding educational philosophy of the UIC Department of Occupational Therapy (Hammel Magasi, Mirza, Fischer, Preissner, Peterson, & Suarez-Balcazar, 2015; Kielhofner, 2005; Hammel, Finlayson, Kielhofner, Helfrich & Peterson, 2002). The Department's SOP philosophy emphasizes a strong, reciprocal relationship between practice, evidence, and stakeholders in the communities we interact with. Those stakeholders include individuals in community-based, non-medical practice settings and schools, as well as traditional, medically oriented (clinical) practice settings. Applied to the E-OTD program, this philosophy underscores the importance of embedding learning in situations that link practice, evidence, and community. This vision guided all aspects of E-OTD curriculum development.

Consistent with the SOP philosophy, the curricular content of the program has been organized around 4 major themes. Each major theme includes areas of focus. (See Box 1).

Box 1. E-OTD themes and associated areas of focus.

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1. Occupational performance and participation in context
   - Each course will address at least one of the following:
     A. Occupation-focused, client-centered, culturally responsive practice.
     B. Participation in environments and contexts.
     C. Delivering services with diverse clients including individuals, families, groups, organizations and populations.
     D. Implementing and evaluating effective and innovative occupational therapy in a variety of environments and contexts.
     E. The OT process: evaluation, intervention, outcomes.
     F. Synthesize in-depth knowledge in a practice area.

2. Rigorous inquiry
   - Each course will address at least one of the following:
     A. Evidence-based practice that includes research, theoretical perspective, clinician expertise, client preferences, and adaptation to the context.
     B. Content supporting students' ability to be effective consumers of research and theory (ACOTE® preamble)
     C. Critical appraisal
     D. Reflective practice.
     E. Appreciation of a variety of research methods to inform practice and understand occupation and participation in context.
     F. Needs assessment, program development and program evaluation.

3. Client and community engagement, advocacy, and social justice
   - Each course will address at least one of the following:
     A. Community engagement to promote occupational performance and participation in society.
     B. Effective collaboration with diverse individuals, families, groups, organizations and populations.
     C. Significant influence of contexts and environments.
     D. Advocacy and alliances with diverse communities including people with disabilities to advance human rights and social justice.
     E. Client empowerment in seeking and obtaining resources to participate in daily life occupations.
     F. Health, healthcare and participation disparities within the social determinants of health framework.

4. Professional identity and leadership
   - Each course will address at least one of the following:
     A. Professional development and leadership.
     B. Advocacy for the profession and access to OT services.
     C. Interprofessional collaboration.
     D. Ethical practice.

The E-OTD curricular design provides the basis for program planning, implementation & evaluation. Each course in the E-OTD curriculum will reflect and integrate at least one focus area of each of the four curricular themes. This thematic integration across all courses is designed to ensure that students can meet the program objectives listed in Box 2.

To ensure that the curriculum addresses each program outcome fully, courses have been grouped by the program outcome they are most closely aligned with. Evaluation measures prioritize, but are not limited to, students' attainment of core competencies associated with program outcomes. The key course or courses holding responsibility for assessment of given core competency have been identified in the planning phase of the E OTD program. The assessment of core competencies among students is one component of a comprehensive evaluation plan for the E-OTD program that includes program evaluation

processes that occur while students are in the E-OTD program, at graduation, and after students have passed the certification examination and begun to practice.

Box 2. E-OTD Program Outcomes

Program graduates will be able to:
1. Develop, implement, and evaluate effective and innovative occupational therapy with individuals, families, and groups.
2. Develop, implement, and evaluate effective and innovative occupational therapy at the program, organizational, community and population level.
3. Identify and appraise relevant evidence, make evidence-informed practice decisions, and actively engage in the knowledge translation process.
4. Apply the Scholarship of Practice by integrating theory, research, and practice to effectively collaborate with diverse people and communities.
5. Demonstrate a sustained commitment to professional development, leadership, and advocacy.

The E-OTD curriculum design, with its specific content themes and associated areas of focus, is consistent with UIC's mission as well as E-OTD program's mission statement. The UIC mission reveals a commitment to applying knowledge to transform the world and fostering scholarship and practices that reflect and respond to the increasing diversity of the U.S. in a rapidly globalizing world. The E- OTD mission highlights the unique nature of the program, given its attention to
- the SOP, i.e., effectively using theory and research to engage in evidence-based practice;
- creating tomorrow's practice; and
- preparing students to practice in a variety of environments and contexts with diverse clients.

Curricular theme 1: Occupational performance and participation in context reflects the essential concepts of the profession's philosophy of occupational therapy. Consistent with the program philosophy, the E-OTD program aims to graduate entry-level OTRs who are dedicated to preparing culturally responsive, client-centered, and *occupation-focused* practitioners who will become leaders and advocates in the profession.

The E-OTD program will prepare graduates to excel as occupational therapists in today's complex practice environment and will thoughtfully utilize the expertise of faculty within the Department of Occupational Therapy. The E-OTD curriculum is made up of 38 required courses, for a total of 110 600-level professional course credits, informed by the 2018 *ACOTE® Standards and Interpretive Guide* (available at https://acoteonline.org/accreditation-explained/standards/).

The E-OTD curriculum includes:

a. 28 required didactic or seminar classroom-based courses that cover theory and evidence-based clinical practice skills, leadership, management, program development and foundations for capstone work,
b. 7 required fieldwork courses,
c. 1 required 14-credit (14-week) capstone experience,
d. 2 required capstone project courses, which together culminate in a 3-credit capstone project. With the capstone experience, the capstone project provides students with an in-depth experience in a specialized area of practice,
e. (optional) elective courses offered within and outside the Department of Occupational Therapy.

The curricular themes guide the selection of the content, scope of content and the sequencing of coursework. Course content is selected to address at least one area of focus for each curricular theme. The themes and associated areas of focus represent curricular priorities and guide the scope of content.

The thoughtful sequencing of the E-OTD content is evidenced by the plan for students to demonstrate core competencies through evaluations occurring in later courses. The sequencing of coursework also ensures that later courses in a course series (e.g., the evidence-based practice series, the professional development and leadership series, and heavily practice-oriented courses) build on earlier courses in the series, and that a high level of integration exists between Level I and II fieldwork experiences, the doctoral capstone and courses addressing "B" standards. Importantly, the course sequence also reflects the overarching SOP philosophy implicit in the curriculum design that theory, research, and practice are inextricably linked. In the 1st semester, students are introduced to the primary theories of the field; basic concepts in research and the role of research in occupational therapy; the skills to develop therapeutic use of self; as well as the roles, systems and settings in which OTRs practice. The remainder of the curriculum builds upon this knowledge to broaden students' perspectives and to build the skills needed to become entry-level generalists and *practice scholars.*

As one example of how our curricular themes informed curricular design, we expect graduates to have a strong professional identity based on an appreciation of the importance of occupation to health & quality of life, as reflected in curricular Theme #1: *Occupational performance and participation in context.* To that end, the faculty have intentionally created the foundation for appreciation of essential concepts of the profession's philosophy of OT in the 1st semester with OT 600/Introductory Occupational Therapy Knowledge and Skills and OT 602/Client-Centered Practice Using Occupation-Focused Models. Our inclusion of Theme #1 content in each course allows students to consistently return focus to OT practice, and the essential concepts of the profession's philosophy of OT.

The curriculum includes 12 innovative "block" courses. These block courses typically meet for 12 hours per week and are two to eight weeks in length. These intensive courses follow the precedent set by the UIC Doctor of Medicine curriculum developed by the UIC College of Medicine and build students' ability to develop, implement and evaluate effective and innovative occupational therapy with individuals, families and groups (a key outcome associated with the E- OTD program). The block courses accomplish this by addressing the many influences on critical reasoning and occupational therapy practice and integrating curricular content. Additionally, the scheduling of the block courses provides an opportunity for students to focus on a smaller number of courses at any one time. Block class sessions will typically be 3 to 4 hours long, which open possibilities for exciting instructional design options. Specifically, experiential learning experiences and other active learning experiences will be thoughtfully utilized in the E-OTD program. Students will interact with consumers at community-based organizations, work with standardized patients, and participate in team-based learning activities in many of the practice-oriented courses.

The beginning of the Fall 3 semester and the Spring 3 semester will be devoted to the ACOTE$^{®}$ required doctoral capstone, which consists of a full-time 14-week, 14-credit capstone experience and a 3-credit capstone project.

Overall, the E-OTD curriculum will result in graduates of the E- OTD program who possess the knowledge, skills, and competencies necessary to serve in numerous occupational therapy roles: direct care provider, consultant, educator, manager, leader and advocate for the profession and the consumer.

 CURRICULUM DETAILS
- The unique qualities of the curriculum

- The delivery method/instructional design
- The curriculum's alignment with national standards

The E-OTD curriculum is unique in its application of the Department's Scholarship of Practice philosophy and attention to evidence-based practice that includes research, theoretical perspective, clinician expertise, client preferences, and adaptation to the context (Theme 2). The program is also unique in importance it places on experiential learning (Merriam & Baumgartner 2020) as reflected in the number of experiential learning opportunities available to students, and evaluative strategies requiring students to demonstrate clinical reasoning in real time. In addition to its strong partnership with UI Health, the Department has strong, collaborative, and mutually beneficial relationships with numerous community partners to support delivery of key curricular content, such as planning and leading therapeutic groups in community agencies. From an instructional design perspective these opportunities for experiential learning are well-matched to the importance the program places on application of practice skills in a variety of contexts and preparing students to work with clients from diverse backgrounds (Themes #1 & 3). Student evaluations in practice-oriented courses are often case-based, and standardized patients are optimally involved for culminating assessments.

To address Theme #4, the E-OTD program will build on existing interprofessional education (IPE) activities in collaboration with university-led IPE initiatives and IPE activities led collaboratively by Department of Occupational Therapy faculty and faculty from other departments. Additionally, the previously described use of intensive block courses which support integration of curricular content, and the involvement of Scholarship of Practice Collaboratives (SOPCs), described below, are distinguishing characteristics of the entry-level OTD program.

The program's delivery method is face-to-face, although there are some limited online components of some courses (e.g., students may be asked to post responses to prompts sent by the Academic Fieldwork Coordinators to the fieldwork listserv during Fieldwork Level II A and B.)

E-OTD students will complete 110 credit hours through 38 required courses. Required courses include didactic/classroom-based courses, fieldwork experiences, and a doctoral capstone that consists of a 14-week, capstone experience and 3-credit culminating capstone project. Elective courses are optional for entry-level OTD students. The curriculum design necessitates a full-time commitment to completing course work, fieldwork and the doctoral capstone.

ACOTE® requires 24 weeks of Level II Fieldwork. Together, Fieldwork Level II-A: Part 1 (OT 649; 6 weeks), Fieldwork Level II-A: Part 2 OT 650; 6 weeks), and Fieldwork Level II-B (OT 669; 12 weeks) fulfill the 24-week Level II fieldwork experience requirement articulated by ACOTE®. Fieldwork Level II-A is divided into two courses (OT 649 and OT 650) because the first six weeks of the Level II-A fieldwork occurs in the spring semester and the second six weeks occurs in the summer semester. OT 649, OT 650, and OT 669 involve individual placements which allow the student to meet ACOTE® requirements for Level II fieldwork and therefore cannot be waived.

The doctoral capstone is an integral part of the program's curriculum design. It represents a culminating learning experience that results from a series of learning experiences, many of which involve SOPCs. SOPCs are faculty-led groups of entry-level, post-professional and PhD students who pursue scholarly work focused on one of four areas:

- Children, Youth, and Families;
- Theory and Evidence-based Practice related to Human Occupation;

- Community Engagement, Independent Living, and Societal Participation;
- Health disparities and social justice for underserved populations and communities

E-OTD students join a SOPC by the end of the Spring 1 semester. In addition to providing myriad experiential learning opportunities (Merriam & Baumgartner 2020), the SOPCS support the E-OTD students' learning by actively engaging them in a community focused on scholarly work that addresses real world issues. This type of social learning (Bandura, 1986) is highly valued and carefully crafted by faculty of the E-OTD program. SOPC involvement will introduce students to the Department's scholarship agenda, immerse students in an area of inquiry, and facilitate capstone project work through peer support and role modeling. The evaluation strategies associated with capstone project work are also informed by social learning theory and heavily involve the SOPCs. For example, in the final (Spring 3) semester, as part of OT 678/ Capstone Project 2 students will present their final capstone project to their SOPC. The capstone experience must be completed within 24 months after it begins.

As students work with their SOPCs to identify the focus of their project and present/refine their proposals, they will also be exposed to new perspectives, and adjust their thinking about their scholarly focus, and their capacity as scholars. The SOPCs provide E-OTD students with new information that fosters shifts in their world view, and in doing so helps them grasp new concepts and ideas. In doing so, SOPC experiences can be truly transformative (Mezirow, 2000) for E-OTD students.

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CURRICULUM AND COURSE OF STUDY

Graduation requirements for the E-OTD degree

Students graduating with an E-OTD will be required to satisfy all the departmental, college, and university graduation requirements.

All E- OTD students are required to successfully complete 38 required courses (See Table 1) for a total of 110 credits to meet graduation requirements and to be eligible to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy® (NBCOT®).

The 38 courses are:

OT 600, OT 601, OT 602, OT 603, OT 604 (Fieldwork Level IA), OT 605, OT 607, OT 610, OT 611, OT 612, OT 615, OT 617, OT 624, OT 626, OT 628, OT 629 (Fieldwork Level IB), OT 630, OT 631, OT 632, OT 635, OT 636, OT 637, OT 640, OT 641, OT 645, OT 646, OT 647 (Fieldwork Level IC), OT 648 (Fieldwork Level ID), OT 649 (Fieldwork Level IIA-Part 1), OT 650 (Fieldwork Level IIA – Part 2), OT 654, OT 655, OT 668 (Capstone Project 1), OT 669 (Fieldwork Level II-B), OT 678 (Capstone Project 2), OT 679 (Capstone Experience), OT 690 (Capstone Seminar), OT 695.

The 38 required courses include 26 didactic courses, 7 fieldwork courses, 2 seminar courses, a 14-week capstone experience, and 2 capstone project courses.

To graduate, students must maintain an acceptable level of academic achievement, defined as follows:

- All required or elective courses graded A-F must be completed with a grade of C or better. Students who earn below a C in a required or elective course are dismissed. Students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

- All required or elective courses graded on a "Satisfactory/Unsatisfactory basis (e.g., Level I Fieldwork, Level II Fieldwork), Proseminar, Capstone Seminar, Capstone Project 1, Capstone Experience, Capstone Project 2) must be completed with a grade of "Satisfactory". Students who earn an Unsatisfactory grade in an S/U course are dismissed. As above, students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

- Students are required to maintain a 3.0 GPA in all required E- OTD courses and electives during their OTD matriculation and at graduation. When the OTD GPA falls below 3.00, students are informed that they have two additional terms of registration (including summer, if registered) after the warning term to raise the GPA to 3.00. Students who raise their GPA to 3.00 or above within the deadline will be removed from probation.

- A student with a degree GPA less than 3.0 will not be approved for graduation. Approval for graduation is achieved by raising the OTD GPA to 3.0 or greater prior to the end of the last term required for graduation.

- Students on probation who fail to raise their average to 3.00 or to otherwise fulfill the terms of their probation within the deadline will be dismissed. As above, students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

Special Note Regarding KN 494
- KN 494 is delivered by UIC Department of Kinesiology faculty and is designed to teach the anatomy of the musculoskeletal and nervous systems of the human body. Students who were not able to obtain a cadaver laboratory experience of 30 hours prior to enrollment at UIC enroll in KN 494. (This is the only prerequisite requirement that can be completed AFTER enrollment.).

Also, applicants who get a grade of 'C' in anatomy or who have had their anatomy course more than three years ago will be required to take KN 494.

- KN 494 is graded on an S/U basis. A grade of "Unsatisfactory" in KN 494 will result in a recommendation to the Graduate College for dismissal of the student from the MS in Occupational Therapy program.

The E- OTD is a professional program. A thesis or dissertation is not required. However, students are required to complete a capstone project, per ACOTE® requirements.

Graduation requirements are also provided on the E-OTD program's website: http://go.uic.edu/e-otd and the section of the E-OTD Handbook titled ACADEMIC, RULES, AND REGULATIONS.

Course Requirements

The table that follows provides a listing of the required courses associated with the E-OTD degree. A minimum of 110 semester credits is required. Students can take electives beyond the number of hours required.

UIC Entry-level OTD Curriculum

	Fall Semester – 16 credits	Spring Semester – 16 credits	Summer Semester – 7 credits
Year 1	4 block courses (12 hrs/wk, 3 to 5 wks each)	3 block courses (12 hrs/wk, 2 to 8 wks each)	3 courses, 6 hrs/wk, 5 to 9 wks each
	Semester long courses: Professional Development & Leadership 1 (2 cr), and Research Foundations for EBP 1 (2 cr)	Semester long courses: Professional Development & Leadership 2 (2 cr), and Research Foundations for EBP 2 (2 cr)	Courses in Policy, Payment & Advocacy; Population Health & Community Participation; & Group Theory & Process
	Fieldwork Level I-A (8 hrs preparation and 20 hours at fieldwork sites	Optional Elective	Fieldwork Level 1-B (30 hrs over 8 wks)
	Fall Semester – 15 credits	Spring Semester – 16 credits	Summer Semester – 10 credits
Year 2	3 block courses (12 hrs/wk, 4 to 6 wks each)	2 block courses (12 hrs wk, 4 wks each = 8 wks)	2 courses for 5 weeks
	Semester long courses: Professional Development & Leadership 3 (1 cr), and Research Foundations for EBP 3 & 4 (3 cr)	Semester long courses (8 wks): Professional Development & Leadership 4 (1 cr), and Research Foundations for EBP 5 (1 cr)	Semester long course: (5 wks): Management & Program Development (3 cr)
	Optional Elective	Scholarship of Practice Proseminar (across semesters) (1 cr)	Professional Development & Leadership 5 (5 wks) (1 cr)
		Fieldwork Level 1-C & D (2 wks, full-time), and Fieldwork Level II-A: part 1 (6 wks, full-time)	Fieldwork Level II-A: part 2 (6 wks, full-time)
	Fall Semester – 14 credits	Spring Semester – 16 credits	TOTAL:
Year 3 (9 mos)	2 courses, 4 weeks each: Capstone Seminar (1 cr) & Capstone Project 1 (1 cr)	Capstone Project (2 cr)	– 2 years and 9 months, planned completion in May
	Fieldwork Level II-B (12 wks, full-time)	Capstone Experience (14 wks, full-time)	– 110 credits

E-OTD Curriculum Roadmap for the Class of 2026

(8.9.23 version)

Course dates are approximate and subject to change

FALL 1: FUNDAMENTALS OF OCCUPATIONAL THERAPY - 16 credits (8/21/23-12/8/23)

Block Courses (15 weeks + finals week)

Weeks 1-4 8/21/23-9/15/23	WEEKS 5-7 9/18/23-10/6/23	WEEKS 8-10 10/9/23-10/27/23	WEEKS 11-15 10/30/23-12/1/23 (Note: Finals week 12/4/23-12/8/23)
OT 600: Introductory Occupational Therapy (OT) Knowledge and Skills (3 cr)	OT 601: Communication and Therapeutic Relationships (2 cr)	OT 602: Client-Centered Practice Using Occupation-Focused Models (2 cr)	OT 603: Occupational Development Across the Lifespan (4 cr)

Semester-long Courses (15 weeks + finals week)

OT 604: Fieldwork Level I-A (1 cr)
OT 605: Professional Development and Leadership 1 (2 cr)
OT 607: Research Foundations for Evidence Based Practice (EBP) 1: Examining Client Factors and Interventions (2 cr)

4-week break between Fall 1 and Spring 1 (12/11/23-1/5/24)

SPRING 1: OCCUPATIONAL PERFORMANCE & PARTICIPATION 1 - 16 credits (1/8/24-5/3/24)

Block Courses (15 weeks + finals week)

WEEKS 1-2 1/8/24- 1/19/24	WEEKS 3-7 1/22/24-2/23/24	WEEKS 8-15 2/26/24-4/26/24 (Note: Finals week 4/29/24-5/3/24)
OT 610: Integrating Conceptual Practice Models with the OT Process (2 cr)	OT 611: Occupational Performance and Participation: Evaluation (4 cr)	OT 612: Occupational Performance and Participation: Outcomes and Interventions 1 (6 cr)

Semester-long Courses (15 weeks + finals week)

OT 615: Professional Development and Leadership 2 (2 cr)
OT 617: Research Foundations for EBP 2: Understanding and Evaluating Clients in Context (2 cr)
Optional Elective

2-week break between Spring 1 and Summer 1 (5/6/24-5/17/24)

SUMMER 1: LARGER PRACTICE CONTEXTS - 7 credits (5/20/24-7/1/24)

Semester-long Courses (5 to 9 weeks in length)

Weeks 1-2 5/20/24-5/31/24	Weeks 3-6 6/3/24-6/28/24	Weeks 7-9 7/1/24-7/19/24
OT 624: Policy, Payment, Advocacy and Access to Occupational Therapy (3 cr) Meets 5/20/24-7/19/24 Note: Final in OT 624 given at the end of Week 9. (No exam week)		
OT 628: Group Theory and Process (1 cr) Note: The majority of time for OT 628 will be Weeks 1-2. Meets 5/20/24-5/31/24		
OT 629: Fieldwork Level I-B (1 cr), includes planning & leading groups in class and community sites		
OT 626: Population Health and Community Participation (2 cr) Meets 6/3/24-6/28/24		

5-week break (no classes scheduled) between Summer 1 and Fall 2 (7/22/24-8/23/24)

FALL 2: OCCUPATIONAL PERFORMANCE & PARTICIPATION 2 – 15 credits (8/26/24-12/13/24)

Block Courses (15 weeks + finals week)

WEEKS 1-2 8/26/24-9/6/24	WEEKS 3-7 9/9/24-10/11/24	WEEKS 8-9 10/14/24-10/25/24	WEEKS 10-15 10/28/24-12/6/24 (Note: Finals week 12/9/24-12/13/24)
OT 630: OT Process: Application 1A (3cr total for 1A and 1B)	OT 631: Occupational Performance and Participation: Outcomes & Interventions 2 (4 cr)	OT 630: OT Process: Application 1B (3cr total for 1A and 1B)	OT 632: Occupational Performance and Participation: Outcomes and Interventions 3 (4 cr)

Semester-long Courses (15 weeks + finals week)

OT 635: Professional Development and Leadership 3 (1 cr)		
OT 636:Research Foundations for EBP 3: Knowledge Synthesis for Clinical Practice (2 cr) *(OT 636 wraps around OT 637)*		
OT 636: Systematic Lit Review Content	OT 636: Independent & Mentored work on EBP project	OT 636: Systematic Lit Review Content
	OT 637: Research Foundations for EBP 4: Assessing Community Needs and Evaluating Programs (1 cr)	
Optional Elective		

4-week break (no classes scheduled) between Fall 2 and Spring 2 (12/16/24 – 1/3/25)

SPRING 2: OCCUPATIONAL PERFORMANCE & PARTICIPATION 3 – 16 credits (1/6/25-5/16/25)

(allow 1 week for travel before and after fieldwork; FW I-C & I-D start early January, 2 wks at the same place)

Fieldwork I (2 wks)		Block Courses (8 weeks in between Level IC and Level IIA Fieldwork)				Fieldwork II-A (6 wks)
WEEKS 1-2 1/6/25-1/17/25	*1/20/25 – 1/24/25: No Classes Scheduled for 1 Week	WEEKS 4-5 1/27/25-2/7/25	WEEKS 6-9 2/10/25-3/7/25	WEEKS 10-11 3/10/25-3/21/25 Spring Break 3/24/25-3/28/25	*3/31/25-4/4/25: No Classes Scheduled for 1 Week	Level IIA FW begins WEEK 14 4/7/25-5/16/25
OT 647 & 648: Fieldwork Level I-C & Level I-D (1 cr each)		OT 640: OT Process: Application 2A (3cr total for 2A and 2B)	OT 641: Occupational Performance and Participation: Outcomes and Interventions 4 (2 cr)	OT 640: OT Process: Application 2B (3cr total for 2A and 2B)		OT 649: Fieldwork Level II-A: Part 1 (6 cr)

Semester-long Courses (8 weeks)

Start WEEK 4 1/27/25 – 3/21/25
OT 645: Professional Development and Leadership 4 (1 cr)
OT 646: Research Foundations for EBP 5: Knowledge Translation and Health Communications (1 cr)
OT 695: Scholarship of Practice Proseminar (1 cr) Proseminar Credit earned across several semesters

*Fieldwork makeup may occur during this week if needed.

SUMMER 2: ADVANCED PRACTICE 1 – 10 credits (5/21/25-8/8/25)

(allow 2 weeks for travel after fieldwork)

Fieldwork II-A (6 weeks)		Semester-long Courses (4 weeks)	
5/21/25-6/27/25	*6/30/25-7/11/25: No Classes Scheduled for 2 Weeks	7/14/25- 8/8/25	
OT 650: Fieldwork Level II-A: Part 2 (at same site as Part 1) (6 cr)		7/14/25- 7/18/25 OT 655: Professional Development and Leadership 5 (1 cr)	7/21/25-8/8/25 OT 654: Best Practices in Management and Program Development (3 cr)

*Fieldwork makeup may occur during this week if needed.

2-week break (no classes scheduled) between Summer 2 and Fall 3 (8/11/25-8/22/25)

FALL 3: ADVANCED PRACTICE II AND CAPSTONE PROJECT – 14 credits (8/25/25-12/19/25)
(allow 1 week for travel before fieldwork)

Capstone Project (4 wks)		Fieldwork II-B (12 weeks)
WEEK 1- 4 8/25/25-9/19/25	9/22/25-9/26/25: No Classes Scheduled for 1 Week	WEEK 6 – WEEK 17 9/29/25- 12/19/25
OT 668: Capstone Project 1 (1 cr) OT 690: Capstone Seminar (1 cr) 15 hrs spread across Spring 2 and Fall 3		OT 669: Level II-B Fieldwork (12 cr)

2-week break (no classes scheduled) between 12/22/25 and 1/2/26

SPRING 3: CAPSTONE EXPERIENCE AND PROJECT – 16 credits (1/5/26-5/8/26)

Capstone Experience (14 weeks)		Capstone Project (3 weeks)
WEEKS 1-14 1/5/26-4/10/26 *Note: E-OTD students will be starting the Spring 3 semester 1 week earlier than the official UIC start date for the Spring semester. Students do not get a Spring Break*	4/13/26-4/17/26: No Classes Scheduled for 1 Week	WEEKS 16-18 4/20/26-5/8/26
OT 679: Capstone experience (14 cr) 14 wks at 40 hrs/wk = 560 hrs, early January through mid-April		OT 678: Capstone Project 2 (2 cr)

EOTD Curriculum Roadmap for Class of 2026 8.9.23

Required courses for the E-OTD Degree

All courses meet in person. Number of credits is indicated in parenthesis.

OT 600: **Introductory Occupational Therapy Knowledge and Skills** (3). Introduction to foundational concepts and skills necessary for practice as an occupational therapist including philosophical and theoretical base, practice settings, occupation, activity analysis, the occupational therapy process, and documentation.

OT 601: Communication and Therapeutic Relationships (2). Examination and development of the skills required to form conscious and effective therapeutic relationships with clients. Hands-on practice through role plays, video analysis of clinical interactions, and conducting an in-depth interview.

OT 602: Client-Centered Practice Using Occupation-Focused Models (2). Analysis of core occupation-focused models guiding client-centered occupational therapy practice. Compare and contrast how each model informs the occupational therapy process, Practice administering client-centered occupational therapy assessments.

OT 603: Occupational Development Across the Lifespan (4). Application of developmental knowledge and concepts related to occupation, occupational performance, roles and the effect of contexts on occupational performance across the lifespan.

OT 604: Fieldwork Level I-A (1). This first fieldwork course features experiential learning and structured exposure to diverse occupational therapy practice settings. Students engage in community and clinical settings and interact with consumers and interprofessional team members.

OT 605: Professional Development and Leadership 1 (2). Introduces students to leadership theories, interprofessional collaboration, fieldwork requirements and essential practice skills such as professional portfolio development.

OT 607: Research Foundations for Evidence-Based Practice 1: Examining Client Factors and Interventions (2). Introduces students to basic concepts in research, role of research in occupational therapy, and how quantitative inquiry methods inform occupational therapy practice.

OT 610: Integrating Conceptual Practice Models with the OT Process (2). Overview of the theoretical basis of conceptual practice models and how they are applied in occupational therapy practice. Analysis of conceptual models using cases which combine these models with theoretical models learned in previous courses.

OT 611: Occupational Performance and Participation: Evaluation (4). Types of assessments and evaluations used to inform occupational therapy treatment planning, intervention, and outcome evaluation. Choosing, administering, scoring, interpreting, and documenting evaluations, including cultural considerations.

OT 612: Occupational Performance and Participation: Outcomes and Interventions 1 (6). Fundamental occupational therapy intervention and outcome measurement for basic activities of daily living, health management, leisure, play, work and social participation across the lifespan. Foundational skills in documentation and case analysis.

OT 615: Professional Development and Leadership 2 (2). Fosters development of leadership, interprofessional collaboration and supervision skills. Builds knowledge of fieldwork supervision models and essential practice skills including foundational principles of teaching and learning.

OT 617: Research Foundations for Evidence-Based Practice 2: Evaluating and Understanding Clients in Context (2)**.** This course will introduce students to basic concepts and strategies for conducting and critically consuming qualitative, mixed methods, and measurement research.

OT 624: Policy, Payment, Advocacy and Access to Occupational Therapy (3). Healthcare and education policies that influence occupational therapy roles and opportunities. Sources of payment for therapy and how payment influences access to therapy and roles across settings. Advocacy, emerging roles, and new practice settings.

OT 626: Population Health and Community Participation (2). Theories, concepts, and system analyses specific to population health; social determinants of health; evidence-based models of interventions; equitable access to health and participation in society; and implications for occupational therapy practice.

OT 628: Group Theory and Process (1). Application of group theory and practice guidelines for occupational therapy interventions. Students develop group protocols based on group theories and models, apply activity analysis to planning group protocols, and analyze group interventions.

OT 629: Fieldwork I-B (1). Emphasizes application of occupational therapy skills pertinent to use of psychosocial groups in communities. Students gain an enhanced appreciation of psychological and social factors that influence engagement in occupation.

OT 630: Occupational Therapy Process: Application 1 (3). A case-based learning course applying clinical reasoning skills to a variety of scenarios. Application of the occupational therapy process across settings and through the lifespan. Discharge planning and consultation roles in a variety of contexts.

OT 631: Occupational Performance and Participation: Outcomes and Interventions 2 (4). Occupational therapy interventions to facilitate and measure participation in the occupations of work, play, education and social participation. Emphasizes theory-informed and evidence-based practice, roles and family/caregiver-focused interventions.

OT 632: Occupational Performance and Participation: Outcomes and Interventions 3 (4). Advanced occupational therapy interventions and outcome measurement for basic and instrumental activities of daily living. Topics include technology use, assistive devices, seating and positioning, home modifications, feeding, and health maintenance.

OT 635: Professional Development and Leadership 3 (1). Promotes development of leadership skills needed to build effective work environments. Featured topics include introduction to prevention and mitigation of situations creating moral distress in occupational therapy practice.

OT 636: Research Foundations for Evidence-Based Practice 3: Knowledge Synthesis for Clinical Practice (2). Enables students to synthesize research evidence to inform and advance clinical reasoning and decision making in occupational therapy practice.

OT 637: Research Foundations for Evidence-Based Practice 4: Needs Assessment and Program Evaluation (1). Introduces students to basic concepts and strategies for conducting a needs assessment and evaluating programs at the organizational and community levels.

OT 640: Occupational Therapy Process: Application 2 (3). A case-based course applying clinical reasoning skills and the occupational therapy process with individuals, groups, organizations, and populations. Role of the therapist to facilitate quality improvement, access to therapy, and care coordination.

OT 641: Occupational Performance and Participation: Outcomes and Interventions 4 (2). Clinical reasoning in complex settings such as acute care hospitals, intensive care units, and specialty care settings. Intervention for upper extremity injuries and conditions across the lifespan, including orthotic fabrication and modalities.

OT 645: Professional Development and Leadership 4 (1). Focuses on preparation for Level II fieldwork, application of interprofessional team collaboration skills to end of life care, and acquisition of advanced skills needed for occupational therapy practice including team building and supervision skills.

OT 646: Research Foundations for Evidence-Based Practice 5: Knowledge Translation and Health Communications (1). Students will learn and apply knowledge translation principles for advocacy, patient and provider education, and clinical practice.

OT 647: Fieldwork I-C (1). This supervised, full time, 1-week course involves experiential learning with an emphasis on fundamentals of practice, foundations of occupational therapy, and professional behavior.

OT 648: Fieldwork I-D (1). This supervised, full time, 1 week course involves experiential learning with an emphasis on professional behavior, including effective verbal communication, and beginning screening, evaluation and intervention skills.

OT 649: Level II-A Fieldwork: Part 1 (6). In this supervised, full-time, 6-week practicum, students apply theory and evidence-based practice skills to develop professional behaviors, psychomotor and clinical reasoning skills necessary for competence as an entry-level occupational therapist.

OT 650: Level II-A Fieldwork: Part 2 (6). In this supervised, full-time, 6-week practicum, students apply theory and evidence-based practice skills to develop professional behaviors, psychomotor and clinical reasoning skills necessary for competence as an entry-level occupational therapist.

OT 654: Best Practices in Management and Program Development (3). Features best practices in management and program development, marketing, and quality improvement strategies. Addresses personal and professional responsibilities, including knowledge of liability issues and services provided on a contractual basis.

OT 655: Professional Development and Leadership 5 (1). This course features case-based opportunities for students to manage complex situations creating moral distress. Professional development activities support preparation for entry to occupational therapy practice.

OT 668: Capstone Project 1 (1). Students work individually with faculty advisors to refine their capstone proposal and present their capstone proposal in an oral presentation.

OT 669: Fieldwork Level II-B (12). In this supervised, full-time, 12-week practicum, students apply theory and evidence-based practice skills to develop professional behaviors, psychomotor and clinical reasoning skills necessary for competence as an entry-level occupational therapist.

OT 678: Capstone Project 2 (2). Students work individually with faculty advisors to refine their final capstone report and prepare and deliver an oral capstone presentation.

OT 679: Capstone Experience (14). Students complete an individual 14-week capstone experience that is supervised by a mentor who has expertise that is consistent with the focus of the student's capstone project.

OT 690: Capstone Seminar (1). Students create and present a capstone project prospectus that includes a literature review, needs assessment, goals/objectives, and an evaluation plan.

OT 695: Scholarship of Practice Proseminar (1). Students engage in the Scholarship of Practice through social learning with peers, faculty and course guests. Features learning about and critically reviewing others' work that has the potential to positively influence occupational therapy practice.

Students may also take electives in other departments such as Education, Disability and Human Development, Psychology, Public Health, and Sociology.

TECHNICAL STANDARDS FOR ENTRY-LEVEL OTD STUDENTS

Introduction:

The mission of the University of Illinois Chicago (UIC) is to provide the broadest access to the highest level of intellectual excellence, to create knowledge that transforms our views of the world, and through sharing and application, transforms the world. UIC is focused on eliminating disparities in health, education, and economic opportunity. Community engagement is a centerpiece of UIC's urban mission. Furthermore, UIC is committed to increasing access to education, employment, programs and services for all and maintaining a barrier-free environment for individuals with disabilities. UIC collaborates with students to develop innovative ways to ensure accessibility throughout the educational experience.

The Department of Occupational Therapy provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the curriculum and provide effective and safe health care. Students who enroll should have the ability to meet technical standards, with reasonable accommodations as needed, and maintain related satisfactory demonstration of these standards for progression through the program. If you have questions about the standards as outlined below, please contact Maria Larson, Senior Academic Advisor (E-OTD Program (mlarso1@uic.edu). Should you need reasonable accommodation to meet these requirements, contact the Disability Resource Center (DRC) at the contact information below.

1) **Observation:**
   The student must be able to actively observe demonstrations in the classroom, in laboratory settings, or while present at clinical affiliation settings. The student must be able to acquire information through observation of individuals and the environment, to include facial expression, non-verbal communication, changes in mood, quality of movement, from written documents, images or videos, and computer systems (e.g., literature searches & data retrieval), and performance of required tasks. Students must be able to use and interpret information from assessment techniques/maneuvers and use and interpret information related to physiological phenomena generated from diagnostic tools.

2) **Communication:**
   The student must be able to elicit information through interviewing patients, and be able to describe movement, posture, mood, performance, and behavior. The student must be able to communicate effectively and sensitively with therapy recipients and their family members and/or care providers on an individual and/or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team using alternative communication formats if needed. Student will be able to accurately elicit information including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

3) **Motor:**
   The student must possess psychomotor skills necessary to provide or assist in holistic occupational therapy care and perform or assist with procedures and treatments. This includes the ability to elicit information from therapy recipients by palpation (feeling bony prominences, joint

articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy treatment and emergency treatment to any identified individuals in a safe manner, including the use of universal precautions. Examples of direct occupational therapy treatment include assisting patients in activities of daily living (bathing, dressing, toileting, etc.), supporting safe patient mobility and ability to assist in completing transfers, facilitating group activities, fabricating splints and/or handling tools and materials associated with a variety of activities. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and application of pressure to stop bleeding. A student must be able to ensure the safety of self and others in emergency situations such as a fire.

4) **Intellectual-Conceptual, Integrative, and Quantitative Abilities:**
These intellectual abilities are required for problem solving and clinical reasoning, a critical skill of occupational therapists to judge the most appropriate theory, assessment, or treatment strategy. The student must be able to measure, calculate, reason, analyze, and synthesize data concerning patients, and develop and execute an appropriate occupational therapy treatment plan. Students must exercise proper judgment and complete responsibilities in a timely and accurate manner according to the Occupational Therapy role.

5) **Behavioral and Interpersonal Attributes:**
The student is expected to behave in a professional manner conducive to patient-therapist settings required for full utilization of their intellectual abilities, exercise good judgment, demonstrate empathy for others, promptly complete all responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful, and to learn to function in the face of uncertainties inherent in the clinical problems of many therapy recipients and in complex environments inherent to both medical and non-medical settings. This includes the ability to possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

6) **Academic Performance:**
The student must obtain information from lectures, labs, writing, and audiovisual materials. The student must take essay and/or multiple-choice tests, complete papers in a timely manner, deliver presentations, and perform required lab practices. Students will participate in assignments and course activities in both individual and group settings.

Conclusion:

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. [Per the Student Accommodation Policy], students who face or anticipate disability-related barriers related to meeting the above technical standards should connect with the **Disability Resource Center (DRC) at drc.uic.edu, drc@uic.edu, or at (312) 413-2183** to create a plan for reasonable accommodations.

The implementation of accommodations is in an interactive and iterative process, meaning that during this process the DRC may seek information from appropriate University personnel regarding essential standards for courses, degree programs, and/or activities; conversely, University personnel may seek information from the DRC regarding how best to facilitate a student's accommodations in their program. All student disability information, including documentation of disability, will be kept confidential by the Disability Resource Center and is not released to others at the university without the student's express permission.

If a student's accommodation request is determined to be unreasonable for a certain course or program, efforts will be made by the DRC and the program to explore an alternative reasonable accommodation where possible. Students may appeal accommodation decisions based on the DRC Accommodations Complaint Process. A non-comprehensive list of commonly approved accommodations is available on the DRC's Guide to Accommodations, though determinations are always made on a case by case basis and may look different in a clinical or applied setting.

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ACADEMIC ADVISING

The primary function of academic advising is to provide guidance and information to facilitate successful completion of the academic program, and the transition to the role of an occupational therapist. Our advising philosophy emphasizes the importance of self-directed professional development. Our department seeks to provide an atmosphere and resources that foster students' ability to: a) reflect on individual strengths that support success as an occupational therapy student, as well as areas for growth; and b) build confidence in the ability to function successfully as an E-OTD student. To that end, academic advising focuses on a variety of professional topics.

If a student encounters difficulty in progressing in the program, they will receive academic advising aimed at resolving barriers to academic success. University and/or department resources may be recommended. These resources include, but are not limited to:
- The UIC Counseling Service (https://counseling.uic.edu/)
- The Disability Resource Center (https://drc.uic.edu/)
- The Office for Advising Development (https://advising.uic.edu/)
- The UIC Center for Academic Excellence (https://ace.uic.edu/)
- The UIC Writing Center, sponsored by the English Department (https://writingcenter.uic.edu/)
- The Dept. of Occupational Therapy Academic Standing Committee
    - The Academic Standing Committee is composed of three faculty members who act on behalf of the faculty. They consider all appeals to academic policies, requests for leaves of absence, dismissal appeals, and grade appeals. They make recommendations to the Program Director, who notifies the student, committee chair, and advisor of final decisions.

      Students may request appeals to decisions made by the Program Director. Such appeals are made in writing to the Department Head within 14 days of notification of

the decision. Further routes of appeal to the Chancellor and the President are available in certain situations. Consult the Academic Grievance Procedure, which is available in the Office of the Dean of Students, for further details regarding grievance procedures.

Academic advising in the Department of Occupational Therapy includes 3 components listed below.
1.   Individual support provided by a faculty advisor;
2.   Course-based group advising; and
3.   Monitoring of individual progression in the program coupled with access to individual advising and/or counseling

Individual Support Provided by Faculty Advisors
Each student is assigned a *General Academic Advisor* at the beginning of the Fall 1 semester. The *General Academic Advisor* is a temporary advisor who will be replaced by a permanent advisor at the end of the Spring 1 semester. The *permanent advisor* for a given student serves as the student's Capstone Advisor and Academic Advisor.

General Academic Advisors will reach out to their advisees during the Fall 1 semester to invite them to an introductory meeting. The roles and planned meetings with permanent advisors are described in detail in the E-OTD Capstone Handbook.

Whether working with a *General Academic Advisor* or *permanent advisor*, all students are encouraged to *initiate meetings* with faculty advisors on an "as needed" basis.

Both *General Academic Advisors* and *permanent advisors* are responsible for academic advising. Academic advising roles may include:
●   writing letters of recommendation for jobs or scholarships;
●   participating in discussions about career plans;
●   supporting students' understanding of professional behavior expectations and monitoring via use of the Professional Behavior Self-Assessment;
●   assisting students with academic decisions (e.g., whether to take an elective; elective selection);
●   assisting students with locating and utilizing on-campus resources to address academic or personal concerns (e.g., tutoring, counseling services);
●   maintaining a written record of accomplishments, concerns, actions and outcomes relevant to student performance and professional behavior.

Advising about fieldwork is primarily provided by the Academic Fieldwork Coordinators. Additional information about fieldwork advising can be found in the Fieldwork Handbook.

Course-based Group Advising
The *Professional Development and Leadership* course series serves as the "home" for course-based group advising. Topics covered are relevant to all E-OTD students and include, but are not limited to, professional behavior, self-assessment and development, planning for fieldwork, and planning for the National Board for Certification in Occupational Therapy (NBCOT) certification examination and licensure.

Monitoring of Individual Progression in the Program

Most students progress throughout the program without difficulty. However, challenges can occur due to a range of factors including prior academic preparation, study habits and skills, and/or personal or family stressors.

The E-OTD Program Director (Elizabeth Peterson) and E-OTD Senior Academic Advisor (Maria Larson) monitor grades for all students in every required course. If indicated, the Program Director will work with a student's course instructor(s) and/or faculty advisor (as appropriate) to ensure that a plan is in place to assess academic risk and develop and implement a plan to foster the student's success. The plan of action may include referral to university and/or department resources, examples of which are listed above.

Both course instructors and the Senior Academic Advisor support the Program Director's ability to monitor progress. Course instructors notify the Program Director and a student's faculty advisor if:
a) a student receives a grade that is significantly below the class average on a major exam or assignment; or
b) the instructor has any concern that a student might be at risk for receiving an overall grade of C or below in a course or a "U" in a course with Satisfactory/Unsatisfactory (S/U) grading.

This is very important because E-OTD students must pass each course with a C or better (or S in the case of S/U courses). Students are also required to maintain a 3.0 GPA in entry-level OTD courses and electives during their OTD matriculation and at graduation. When the OTD GPA falls below 3.00, students are informed that they have two additional terms of registration (including summer, if registered) after the warning term to raise the GPA to 3.00. Students who raise their GPA to 3.00 or above within the deadline will be removed from probation. (Refer to E-OTD Handbook section titled **Academic Policies Governing E-OTD Students.**)

The Senior Academic Advisor monitors overall GPA and notifies the Program Director of any student who is at risk of being placed on academic probation. The Senior Academic Advisor will also notify a students' faculty advisor of any advisee who receives a C in a course or who is placed on probation. The faculty advisor will initiate a meeting with the student to discuss factors contributing to their grades and to make recommendations and an action plan as indicated.
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The 3-tiered approach to academic advising in the E OTD program is complemented by course-specific support provided by course instructors. Instructors may make recommendations to individual students a student is having difficulty in their course. Recommendations regarding study strategies or resources to improve writing or test-taking skills may be offered. Instructors routinely inform the Program Director when such recommendations are made.

Instructors are expected to-address concerns regarding behavioral issues that have the potential to impact a student's success in a course, on fieldwork, or in practice. Examples include behaviors such as being late to class; consistently being inattentive in class; shopping online or following social media during class; or frequently being unprepared to participate in discussion or class exercises. Instructors may share these concerns with the Program Director.

Overall, it is important to remember that faculty and staff are eager to help you in any way we can. Please initiate conversations with your advisor, instructors, and/or the Program Director to describe worries or concerns, as well as hopes and goals.

THE UIC OFFICE OF THE DEAN OF STUDENTS

The mission of the Office of the Dean of Students (DOS) http://dos.uic.edu/ is to provide a student-centered, learning environment that offers support, advocacy, and resources which contribute to student success. This is accomplished through a number of services available directly to students:

- Student Advocacy Services

- Student Ombuds Services

- Student Conduct Process

- Student Veteran Affairs

- Student Legal Services

Specifically, the DOS:

- Serves as an advocate to assist students with academic and personal concerns
- Provides legal services to students
- Supports and assists student veterans in their transition to university life
- Assists students in resolving administrative, academic, and personal grievances
- Ensures that the university standards for student conduct are upheld through the administration of the Student Disciplinary Policy
- Provides support and assistance for student crime victims
- Addresses concerning student behavior
- Offers consultation services for students, faculty and staff on a variety of issues related to student concerns and student misconduct
- Supports students in crisis or with family emergencies
- Assists students who experience financial difficulties
- Refers students to on-campus and off-campus resources as necessary

The DOS' Office is located at 3030 Student Services Building, 1200 West Harrison Street. The phone number is: (312) 996-4857. Students may also contact the Student Ombuds Service (https://sa.uic.edu/about/contact/) for further advisement.

**ACADEMIC POLICIES & STANDARDS OF CONDUCT DELINEATED BY UIC,
THE COLLEGE OF APPLIED HEALTH SCIENCES (AHS) &
THE DEPARTMENT OF OCCUPATIONAL THERAPY**

**PROCESS FOR REPORTING COMPLAINTS
STUDENT DISCIPLINARY POLICIES**

Academic Performance and Student Conduct Overview

Academic Performance and Graduation Requirements are provided in the section of the E-OTD Handbook titled "Graduation requirements".

Students in the E-OTD program are held to requirements for academic performance and conduct delineated by the University, the College of Applied Health Sciences, and the E-OTD program of the Department of Occupational Therapy.

UIC Department of Occupational Therapy E-OTD Program Grading System

All courses in the E-OTD program that assign letter grades use the following grading scale:

A   90-100
B   80-89
C   70-79
D   60-69

Policy to Ensure Students Complete All Graduation, Fieldwork and Doctoral Capstone Requirements in a Timely Manner

To ensure that students complete all graduation, fieldwork and doctoral capstone requirements in a timely manner, the following time limits for completion of E-OTD program and program components are imposed:

- All elements of the program must be completed within 6 years. The program is normally completed on a full-time basis and part-time status is only granted by petition to the Academic Standing Committee. A formal plan for progressing in the program on part-time status must be part of the petition to the Academic Standing Committee.
- Students must progress to Fieldwork Level IIA (OT 649/OT 650) within 12 months of completing all prerequisites for Level IIA Fieldwork.
- Each 12-week Level II Fieldwork requirement, i.e., OT 649/OT 650 (FW Level II-A: Part 1/ FW Level II-A: Part 2) and OT 669 (FW Level II-B) must be completed within 24 months of beginning the Level II fieldwork requirement.
- An individual 14-week capstone experience must be completed within 24 months after it begins.
- The doctoral capstone experience must be started after completion of all pre-requisite coursework and Level II fieldwork, as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.
- Leaves of absence beyond one year are not routinely considered at any point in progression in the program.
- Exceptions to the above may be considered by the Academic Standing Committee on a case-by-case basis.

NOTE: ACOTE® requires 24 weeks of Level II Fieldwork. Together, Fieldwork Level II-A: Part 1 (OT 649; 6 weeks), Fieldwork Level II-A: Part 2 OT 650; 6 weeks), and Fieldwork Level II-B (OT 669; 12 weeks) fulfill the 24-week Level II fieldwork experience requirement articulated by ACOTE®. Fieldwork Level II-A is divided into two courses (OT 649 and OT 650) because the first six weeks of the Level II-A fieldwork occurs in the spring semester and the second six weeks occurs in the summer semester.

Residency Requirements

Please visit the following link for information regarding establishing Illinois residency for tuition billing purposes: https://registrar.uic.edu/current_students/residency.html

UIC and Department Nondiscrimination Statement/Reporting Discrimination and Harassment

The Department of Occupational Therapy abides by UIC's policy regarding nondiscrimination, available at: https://oae.uic.edu/discriminationharassment/

The commitment of the University of Illinois 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 will not engage in discrimination or harassment against any person because of race, color, religion, national origin, ancestry, age, marital status, disability, 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 University programs and activities.

University complaint and grievance procedures provide students with the means for the resolution of complaints that allege a violation of this Nondiscrimination Statement.

Below are resources provided through UIC's Office for Access and Equity (https://oae.uic.edu/) if you experience any form of discrimination or harassment on campus:

- Learn more about reporting discrimination and harassment (https://oae.uic.edu/discriminationharassment/reporting/)
- Learn more about the Bias Reporting Tool (https://dos.uic.edu/diversity-education/bias-reporting-prevention/)
- View the UIC Campus Grievance Procedures (https://oae.uic.edu/resources/grievance-procedures/)

Additional resources:

- The Office of Diversity, Equity and Engagement (https://diversity.uic.edu/about/contact-us/) provides diversity education workshops, trainings and surveys to address implicit bias.
- The Disability Resource Center (DRC) (https://drc.uic.edu/) supports students with accommodation requests. (Refer to information about the DRC in this Handbook)

UIC's Prohibition of Sex Discrimination, Sexual Harassment and Sexual Misconduct

Please refer to: http://sexualmisconduct.uic.edu/ and https://oae.uic.edu/policies/sexual-misconduct-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 University 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 to be "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 in the course of providing professional care and treatment.

The PDF version of UIC's Comprehensive Policy regarding Dating Violence, Domestic Violence, Stalking and Sexual Assault is available for viewing or downloading: https://www.conferences.uillinois.edu/UserFiles/Servers/Server_1630/File/2016UICAdminConference/Session2/Title%20IX%20-%20Understanding%20Reporting%20Requirements/15%20Description%20of%20Policy%20Rights%20and%20Resources%20Handout.pdf To report sexual misconduct or for more information about Title IX, please email the Title IX Coordinator at titleIX@uic.edu

The UIC Student Disciplinary Policy, Standards of Conduct

The University of Illinois at Chicago (UIC) community includes students, staff, faculty, and others who have a vested interest in the University. Members of our community pride themselves on academic, personal, and professional excellence, and value integrity, accountability, and respect. The Student Disciplinary Policy underscores the pride and the values that define our community while providing UIC students with a framework to guide their actions and behaviors.

As members of the UIC community, students assume obligations of academic performance and conduct reasonably imposed by the institution and consistent with its objectives and mission. UIC students and Registered Student Organizations are expected to act in accordance with University policies, rules, and regulations, and local, state and federal laws. Students should be aware that they are responsible not only for their behavior, but also for the impact of their actions.

The purpose of UIC's Student Conduct process is to assist students in the development of a responsible

lifestyle which is rewarding to the individual student, respectful of the rights of others, and compatible with the legal norms of society. The Student Conduct process plays a supportive role in the development of responsible student behavior. If the behavior of a student conflicts with established university standards, the Student Conduct process seeks to educate the student about the personal and social consequences of his or her behavior. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy: https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

The actions imposed in the Student Conduct process may include educational and disciplinary measures which are designed to contribute to the growth of the student and the welfare of the community. Because the primary goal of the Student Conduct process is educative, the process is not analogous to criminal or civil court proceedings, which are primarily punitive in nature but is, instead, conducted in a non-adversarial manner meant to inform and educate students.

Students assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the university community. The University may at any time exclude a student or impose disciplinary sanctions on a student for violations of the UIC Standards of Conduct. The UIC Standards of Conduct is available at: https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

National Board for Certification in Occupational Therapy (NBCOT) Code of Conduct

The National Board for Certification in Occupational Therapy, Inc. (NBCOT) is a professional organization that supports and promotes occupational therapy practitioner certification. All students in the E-OTD program are required to adhere to the NBCOT Candidate/Certificant Code of Conduct. (Refer to https://www.nbcot.org/)

Reporting Concerns About the Conduct of Other Students

Students who have concerns or complaints regarding other students have several options. Students can contact:

- the Director of the E-OTD program;
- the Department Head, and/or
- the Assistant Dean for Student Affairs, College of Applied Health Sciences

Additionally, the Office of the Dean of Students at the University of Illinois at Chicago (http://dos.uic.edu/) is charged with upholding the Student Disciplinary Policy, which identifies academic and behavioral expectations for all students on and off campus. If you have knowledge of an UIC student violating the Student Disciplinary Policy, students are encouraged to notify the Office of the Dean of Students of the incident. The Academic Integrity Incident Report and the Behavioral Incident Report are available at https://dos.uic.edu/community-standards/

Disciplinary Actions

Students who violate the University's Standards of Conduct may be subject to one or more disciplinary actions, including probation, suspension or dismissal. Refer to the UIC Student Disciplinary Policy: https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

Policy & Procedures Associated with a Grievance or Complaint Regarding Academic Standing or An Academic Decision

Consistent with the Student Academic Grievance Policy which is available at https://policies.uic.edu/educational-policy/student-academic-grievance-policy/ all students enrolled in the E-OTD program offered by the Department of Occupational Therapy have the right to appeal adverse academic decisions or actions through a formal UIC Academic Grievance process that is fair, takes a reasonable amount of time, and provides the Student with requisite levels of due process.

Across UIC, the Academic Grievance process will include at least three stages:
(1) the Student makes a sincere attempt to resolve their complaint informally with the Respondent (except in complaints or grievances that include complaints of unlawful discrimination or sexual misconduct, where an attempt at informal resolution is not required);
(2) the Student/Grievant files a formal Academic Grievance with the appropriate Administrative Officer (AO) or their designee, which the AO attempts to resolve; and
(3) if the Grievant is not satisfied with the AO's decision, they may appeal the decision to the appropriate Grievance Officer (GO).

Decisions of the GO are final and cannot be appealed except in matters where a claim of sexual misconduct or unlawful discrimination has been made by the Student in the Academic Grievance and reviewed by the AO/GO, or where the Student has alleged that a significant procedural error(s) occurred in the Academic Grievance process that could substantially affect the outcome of the decision. In these cases, the Chancellor or their designee will review the record and issue a decision. The Chancellor's decision is final, and no further appeal is available.

For E-OTD students in the UIC Department of Occupational Therapy, the informal resolution level includes two steps. In the first step, the Student makes a sincere attempt to resolve their complaint informally with the Respondent (except in complaints or grievances that include complaints of unlawful discrimination or sexual misconduct, where an attempt at informal resolution is not required). The second step of informal resolution is initiated by the Student in cases where the attempt to resolve the complaint informally with the Respondent does not yield an outcome that is satisfactory to the Student. This second step of the informal phase of the resolution process involves review at the level of the Department of Occupational Therapy Academic Standing Committee (ASC) and the E-OTD Program Director.

The ASC is comprised of one Chair and two additional faculty members or adjunct faculty members who act on behalf of the faculty as a whole. The ASC makes recommendations to the E-OTD Program Director. The E-OTD Program Director reviews the ASC recommendation, makes a decision, and notifies the Student, ASC Chair, and Department Head of the decision.

A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the E-OTD Program Director. To initiate a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at: https://policies.uic.edu/educational-policy/student-academic-grievance-policy/

"Following the procedures" includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university

policy. The Student Academic Grievance Form is available at: https://oae.uic.edu/wp-content/uploads/sites/32/2018/08/UIC_Student_Academic_Grievance_Forms_FINAL_2.20.2018.pdf or
https://policies.uic.edu/educational-policy/student-academic-grievance-policy/ (See "Forms")

These documents are also linked to the Graduate College website at https://grad.uic.edu/university-regulations/

Policy for Complaints Not Related To Academic Standing, Academic Decisions, Sexual Misconduct or Discrimination

> This policy does not apply to concerns or complaint related to academic standing, academic decisions, sexual misconduct or discrimination.
>
> For concerns or complaint related to academic standing, academic decisions, sexual misconduct or discrimination, please refer to the appropriate section of this E-OTD Handbook.

Any student who has a suggestion, concern or complaint <u>not related to</u> academic standing, academic decisions, sexual misconduct or discrimination can submit that suggestion/concern/complaint directly to the Department Head, P-OTDProgram Director, or E-OTD Program Director (as appropriate) in person or via e-mail.

Students are encouraged to direct a suggestion, concern or complaint pertaining to the business of a departmental committee to the committee chair. The listing of committees (which includes committee chairs and members) is available to students on Blackboard > Dept. of Occupational Therapy Learning Resources. PhD, post-professional OTD and E-OTD students are reminded of this annually, in an e-mail sent to all students, faculty and adjunct faculty. That e-mail is typically sent by the Department Head and includes a listing of committees, committee members, and committee chairs.

A committee chair, Department Head, P-OTD Program Director , E-OTD Program Director or MS Program Director are expected to refer a suggestion, concern or complaint in writing to the department's Administrative Team when the issue is complex or the concern/complaint is not resolved. Administrative Team members include the Department Head, Associate Department Head for Administration, P-OTD Program director and the E-OTD/MS Program Director. If students are not satisfied with the resolution they have the right to contact the Ombudsperson or AHS Student Affairs.

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The Department Head, Program Directors, and committee chairs maintain a record of suggestions, concerns or complaints that includes the content of the complaint and the disposition of the complaint.

Students always have the option of reporting complaints to the College of Applied Health Sciences or university personnel. A full listing of staff members of the Office of the Dean is available at http://www.ahs.uic.edu/aboutahs/contact/ofd/. The *AHS Leadership* document lists individuals involved in college leadership and governance. That document is available at http://www.ahs.uic.edu/media/uicedu/ahs/documents/ahs/AHSLeadershipandGovernance.pdf. PhD, OTD and MS students are reminded of this annually, in an e-mail sent from the Department Head to all students, faculty and adjunct faculty.

Students who have complaints regarding other students have several options. Students can contact the director of their program, e.g. E-OTD Program Director regarding E-OTD students; MS Program Director regardng MS students, P-OTD Program Director regarding P-OTD students; the Department Head, the Assistant Dean for Student Affairs, College of Applied Health Sciences; and/or the UIC Dean of Students: http://www.uic.edu/depts/dos/departments.html.

Complaints against the UIC E-OTD Program or the MS Program may be submitted directly to the Accreditation Council of Occupational Therapy Education (ACOTE). To receive formal consideration all complaints must be submitted in writing to the ACOTE Director of Accreditation, Teresa Brininger, PhD, MBA, OT/L, CHT: 6116 Executive Boulevard, Suite 200, North Bethesda, MD. 20852-4929. Letters of complaint against educational program, E-OTD students must: a. describe the nature of the complaint and the related accreditation Standards or accreditation policies or procedures that the complainant believes are not being met by the program; b. document that the complainant has made reasonable efforts to resolve the complaint, or alternatively that such efforts would be unavailing; and c. be signed by the complainant. NOTE: The confidentiality of the complaining party is protected by AOTA Accreditation staff, unless release of identity has been authorized, or disclosure is required by legal action.

Academic Policies Governing E-OTD Students

Students in the E-OTD program are held to requirements for academic performance and conduct delineated by the University, the College of Applied Health Sciences, and the E-OTD program of the Department of Occupational Therapy.

College of Applied Health Sciences Policies (refer to https://catalog.uic.edu/ucat/colleges-depts/applied-health-sciences/#e)

The following statements define general academic policies of the College of Applied Health Sciences, and include the procedures involving determination of academic probation and failure and channels for appeal of adverse decisions.

AHS Academic Load Policies
Students registered for 12 or more hours during the fall or spring terms or for 6 hours or more in the summer term are considered full time. Students must request permission from their academic department to exceed 18 hours of enrolled course work.

AHS Academic Performance Policies
It is required that students of the college achieve a minimum level of academic performance, which is assessed periodically during the prescribed course of study. Academic programs may require a minimum grade of C in selected, specific courses or a higher overall GPA. A student who receives a grade below C in any required academic course may be dismissed from the program, even if not on academic probation.

Refer to the sections of this handbook titled, "**E-OTD Academic Requirements, Probation and Dismissal Policies"** for academic policies governing UIC E-OTD students.

Per AHS Academic policies, students must complete all required courses graded via a letter grade with a grade of C or better prior to progression to clinical instruction and practice. Students must earn a "Satisfactory" grade on all course graded on a "Satisfactory/Unsatisfactory" basis.

AHS Probation Rules

Academic probation designates the status of a student who has failed to attain the acceptable level of academic achievement. Academic probation at UIC cannot be removed by course work from other colleges or universities, including programs of the Springfield and Urbana-Champaign campuses.

AHS Dismissal Rules

The College of Applied Health Sciences reserves the right to terminate a student's enrollment. When dismissed, a student is ineligible to enroll at the university for subsequent semesters. Such action will be initiated when the faculty of the program in which the student is enrolled deems it inadvisable for the student to continue toward completion of the course of study. The conditions contributing to this determination by the faculty may include but are not limited to:

1. Failure to meet the E-OTD program's minimum requirements (refer to graduation requirements described in this handbook);

2. Failure to meet the conditions of probation (Refer to E-OTD Probation policy that follow);

3. Failure to meet the conditions specified at the time of admission;

4. Failure to earn any credit in a semester;

5. Inadequate achievement and maintenance of professional performance, including performance during instruction in clinical sequences, personal deportment, and character deemed inconsistent with ethical standards of behavior for members of the health professions;

6. Unsatisfactory progress toward completion of AHS degree requirements;

7. Failure to maintain additional professional program standards as outlined in the specific program student handbook.

E-OTD Academic Requirements, Probation and Dismissal Policies

Department of Occupational Therapy Academic Requirements

Graduation requirements for the E-OTD degree, academic requirements of the E-OTD program are as follows:

● All required or elective courses graded A-F must be completed with a grade of C or better. Students who earn below a C in a required or elective course are dismissed. Students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

● All required or elective courses graded on a "Satisfactory/Unsatisfactory basis (e.g., courses in the Professional Development and Leadership series, Level I Fieldwork, Level II Fieldwork, Proseminar, Capstone Seminar, Capstone Project 1, Capstone Experience, Capstone Project 2) must be completed with a grade of "Satisfactory". Students who earn an Unsatisfactory grade in

an S/U course are dismissed. As above, students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

- o Implications for E-TD progression for students who are out of sequence due to circumstances such as receiving Unsatisfactory grade in Level II Fieldwork (OT 649/OT 650 & OT 669), Capstone Experience (OT 679), Capstone Project 1 (OT 668) & Capstone Project 2 (OT 678) will be provided via an Addendum to this Handbook.

- Students are required to maintain a 3.0 GPA (A = 4.0) in all required E- OTD courses and electives during their E-OTD matriculation and at graduation. When the E-OTD GPA falls below 3.00, students are informed by Maria Larson, Senior Academic Advisor, that they have two additional terms of registration (including summer, if registered) after the warning term to raise the GPA to 3.00. Students who raise their GPA to 3.00 or above within the deadline will be removed from probation.

    - o <u>Any student whose GPA falls below 3.0 should initiate a meeting with the Program Director immediately to plan for remediating the GPA.</u>

- If a student registers for only courses that are not graded A-F (e.g., S/U courses not included in the GPA such as fieldwork), the term still counts against the time allowed to get off probation. The situation of taking only S/U courses for a student on probation would be taken in consideration for any petition for extension of probation. (Refer to the section of the handbook titled **Appeal for Extension of Probation.)**

    - o Students must be in good academic standing in order to graduate, even if all other requirements have been met.

- A student with a degree GPA less than 3.0 will not be approved for graduation. Approval for graduation is achieved by raising the E-OTD GPA to 3.0 or greater prior to the end of the last term required for graduation.

- Students on probation who fail to raise their average to 3.00 or to otherwise fulfill the terms of their probation within the deadline will be dismissed from the E- OTD Program and the University. As above, students have the right to appeal a course grade and/or dismissal decision, following departmental, college and university guidelines.

<u>Any student whose GPA falls below 3.0 should initiate a meeting with the E-OTD Program Director immediately to plan for remediating the GPA.</u> Students who raise their GPA to 3.00 or above within the deadline will be removed from probation. Students on probation (Degree GPA less than 3.0) will not be allowed to graduate unless good academic standing is achieved by raising the Degree GPA to 3.0 or greater.

If a student registers for only courses that are not graded A-F (e.g., S/U courses not included in the GPA such as fieldwork or the Capstone Experience), the term still counts against the time allowed to get off probation. The situation of taking only S/U courses for a student on probation would be taken in

consideration for any petition for extension of probation. (Refer to the section of the handbook titled Appeal for Extension of Probation.)

Students on probation who fail to raise their average to 3.00 or to otherwise fulfill the terms of their probation within the deadline will be dismissed from the university. Students may also be dismissed by if a rule or policy in the program's student handbook has been violated.

Procedures to Appeal Dismissal from the E-OTD Program due to Failure to Meet Academic Requirements

If a student decides to appeal dismissal from the program due to failure to meet academic requirements, they must notify the E-OTD Program Director of his/her intent to appeal within <u>one week</u> of receiving notification of pending dismissal. When notifying the E-OTD Program Director of their intent to submit an appeal, the student is to:

a) make it clear what type of appeal(s) they plan to submit: a course grade appeal*, an appeal of dismissal from the E-OTD program, or both a course grade appeal and an appeal of dismissal from the E-OTD program; and
b) indicate whether or not they will be requesting an appeal advisor. (Refer to information regarding Appeal Advisors that follows.)

* If appealing a course grade that they perceive to be inaccurate, students must indicate the grade change requested (e.g., from "U" to "I"; from "U" to "S") with an explanation of why the grade is **inaccurate** and the justification for changing the grade. Grade changes from "Unsatisfactory" to "Incomplete" may be indicated when **extenuating circumstances** play a role in preventing the student from achieving the required competency level on the FWPE prior to fieldwork ending.

If the student decides to submit an appeal, the written appeal is sent via email to the Chairperson of the Academic Standing Committee <u>within two weeks</u> of notification of pending dismissal by the Department. The Academic Standing Committee must provide a recommendation to the E-OTD Program Director within 40 days of the date when the student earns a grade lower than C, including an Unsatisfactory grade.

Note: At the informal level of appeal, members of the Academic Standing Committee or the E-OTD Program Director may initiate a request for a change in decision makers involved at the informal level. This change may be required if the appeal was related to a grade received in a course for which a member of the Academic Standing Committee or E-OTD Program Director was a member, or other circumstances.

Students who are granted appeals are often granted *conditional* appeals. Remediation plans developed by the Academic Standing Committee and approved by the E-OTD Program Director may have required or recommended components, such as retaking a course, reviewing relevant academic material, and completing a self-assessment of areas of deficiency and an action plan to address areas of concern. If the student successfully completes the remediation plan, they may continue in the program. Policies regarding academic probation still apply in this situation. No student may enter any phase of the fieldwork cycle without having successfully completed the required prerequisite coursework.

As previously described in the E-OTD Handbook, A formal grievance to an administrative officer begins if the student is not satisfied with the decision made at the informal level, i.e., at the level of the E-OTD Program Director. To engage in a formal review of an appeal, the appeal goes to the Head of the

Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at https://dos.uic.edu/student-assistance/academic-concerns/academic-grievances/

This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

Process for Appealing Dismissal from the E-OTD Program Due to Academic Performance: Step-by-Step Instructions

1. As previously described, students will be dismissed from the University if their Graduate Program GPA remains below a 3.0 after two semesters of probation. Also, an earned grade of less than "C" in any required course or a grade of "Unsatisfactory" in a course graded on an S/U basis, will result in dismissal of the student from the E-OTD program.

2. Course instructors will notify the student and the E-OTD Program Director as soon as it is determined that a student will receive a grade of D, F or U in any required course. The instructor may inform the student in person or by email, but if the student is informed in person, the instructor will email the student and copy the E-OTD Program Director. The E-OTD Program Director or designee will notify the student that:

   - they have not met the academic requirements of the E-OTD program,
   - the circumstances leading to that outcome (e.g., receiving a "U" grade on Level II fieldwork);
   - that failing to meet the academic requirements of the program will lead to dismissal from the E-OTD program. Students have the right to appeal their course grade and/or dismissal from the program.

3. A student who wants to appeal their course grade and/or dismissal from the E-OTD program must notify the E-OTD Program Director of their intent to appeal their course grade and/or dismissal <u>within 1 week</u> of receiving notification that they have not met the academic requirements of the program, which is grounds for dismissal. In their written appeal to the E-OTD Program Director, the student must explain if they plan to appeal dismissal from the E-OTD program and/or appeal their course grade.

4. 4. A written appeal must be submitted by the student to the Chairperson of the Academic Standing Committee (ASC) <u>within 2 weeks</u> of receiving notification not meeting the academic requirements of the E- OTD program. For students who are terminated from a Level II Fieldwork experience or a Capstone Experience, the appeal should be submitted within 2 weeks of the date that the Fieldwork/Capstone experience is terminated.

   In their written appeal to the ASC Chairperson, the student must notify the Chair if they plan to appeal dismissal from the E-OTD program and/or appeal their course grade.

5. An appeal advisor for the appeal process will be offered to the student who is appealing dismissal from the E-OTD program due to academic performance. (Refer to information

that follows). Appeal advisors are assigned by the Head of the Occupational Therapy Department.

The appeal advisor is not identified by the student. At no point a student can approach a faculty member to serve as appeal advisor.

6. Written appeals must include:

   a. The circumstances and actions that contributed to the dismissal
   b. Why the department should reverse the dismissal and allow the student to remain in the program
   c. How the student plans to address gaps in knowledge or skills
   d. What the student plans to do to avoid dismissal in the future

Important note: Students seeking grade appeals are referred to the sections the E-OTD Handbook titled "**Policy & Procedures Associated with a Grievance or Complaint Regarding Academic Standing Or An Academic Decision**" and "**Grade Appeals**"

7. The ASC will conduct a review which typically includes a face-to-face interview with the student and the faculty member who awarded the grade.

8. The Chairperson of the ASC submits a summary of the appeal, the review and the committee's recommendation including any plan for remediation to the E-OTD Program Director

9. The E-OTD Program Director (or designee, if the E-OTD Program Director is not available) reviews the recommendations of the ASC and makes a determination on the appeal.

   The E-OTD Program Director notifies the student by letter if the appeal will be granted and of any required and/or recommended remediation plan. If the student is not granted the appeal, the E-OTD Program Director will recommend to the Graduate College that the student be dismissed. The Graduate College will initiate a dismissal procedure after their investigation is completed and a final decision is reached.

10. The student must sign the letter and return it to the E-OTD Program Director.

11. Any student whose appeal has been granted must meet all required conditions outlined in the letter provided by the E-OTD Program Director. Failure to meet required conditions will result in the student being dismissed from the E-OTD program.

12. The student has the right to appeal the E-OTD Program Director's decision/make a formal grievance. To engage in a formal review of an appeal, the appeal goes to the Head of the Department of Occupational Therapy. When making a formal grievance, the student must follow the procedure outlined at: https://policies.uic.edu/educational-policy/student-academic-grievance-policy/

This includes following all submission timelines and guidelines, including use of the *Student Academic Grievance Form*. These grievance procedures must be followed, per the university policy.

Appeal Advisor For Students Appealing Dismissal from the E-OTD Program Due to Academic Performance

Role:
- The appeal advisor serves as a time-limited resource for an entry-level student who is appealing dismissal from the E-OTD program due to academic performance.

Responsibilities:
- Meet with the student to discuss the appeal process and refinement of the written appeal.[1] A phone or Zoom meeting can be used if the student and advisor decide it is adequate .[2]
    - During the meeting with the student, the appeal advisor can foster self-reflection, summarize the student's views regarding the main factors that contributed to dismissal, and work with the student to help him/her incorporate those points into the letter of appeal.
        - It is expected that the appeal advisor will facilitate the student's ability to consider a variety of factors that may have contributed to his/her dismissal from the E-OTD program.
            - It is the responsibility of the student to write the appeal letter, not the responsibility of the appeal advisor.
        - Because the appeal letter is intended to provide a summary of the *student's* perspectives on the situation leading to dismissal from the program, the appeal advisor must not seek out other sources of information regarding the student's failure (e.g., data from the course instructor or from members of the Academic Standing Committee.)

    - The appeal advisor is asked to review a strong draft of the appeal letter written by the student making the appeal and provide feedback to ensure that the following questions have been addressed, per the guidelines provided in the Student Handbook (above).

- Help the student prepare for the meeting with the Academic Standing Committee by fostering his/her ability to articulate the main points of his/her appeal.

It is expected that the time commitment for involvement of the appeal adviser in an appeal for readmission will be 1-3 hours. Within this time parameter, in addition to the initial meeting, there may be follow up email or telephone contact to provide feedback on subsequent versions of the appeal letter or to address a specific follow up question from the student.

The appeal advisor's responsibilities end once the appeal hearing occurs.

It is expected that the student will communicate to the appeal advisor the results of the appeal process. If the student declines to do so, the appeal advisor is free to contact the student to inquire about the results of the appeal.

[1]Because the appeal advisor's role is limited to helping the student *refine* his or her letter, it is imperative that the student write a strong draft of his/her appeal letter before a scheduled meeting with the appeal advisor takes place.

[2] In the case of a phone meeting, the draft of the written appeal must be shared with the advisor the day before the meeting.

Appeal for Extension of Probation

If a student has been dismissed for failing to restore a graduate GPA to 3.0 after two semesters of probation, the student may appeal to Director of Professional Education and request a one semester extension of the probation period (i.e., one more semester to bring the GPA up to a 3.0). Any student requesting an extension of the probationary period must make that request in writing. The request must include a clear description of: 1) challenges faced; and 2) what the student will do to address those challenges.

After receiving this request for an extension of the probationary period, the Director of Professional Education will forward the request to the Academic Standing Committee. The Academic Standing Committee is not required to meet in person but will make a recommendation back to the E-OTD Program Director. The Program Director will make the final decision regarding the student's request for an extension of the probationary period.

If the request for an extension of a probationary period is granted, the student will be notified by the E-OTD Program Director.

Students must raise their GPA to 3.0 before they enter fieldwork.

Readmission

A student who is dismissed from an educational program may apply for subsequent readmission. The student's application for readmission shall be processed by the Admissions Committee along with other applications, under the requirements in effect at the time of reapplication. The department may stipulate conditions that must be met by the student prior to readmission.

Leave of Absence

Students may take one semester off without a formal leave to maintain their "continuing student status" at the university and their registration eligibility. If a student is not enrolled for two or more consecutive terms, excluding summer, they must reapply to the university. A student may apply for a "Leave of Absence" to be considered for an extended period of leave without needing to reapply to the E-OTD program if the leave of absence is approved by the E-OTD Program Director. E-OTD students should first consult with the E-OTD Program Director and follow Departmental procedures (described below) before making a final decision to request a leave.

International students, students with fellowships, or students with assistantships could be impacted if they are on leave. Students in these categories should consult the Office of International Services or the Graduate College as appropriate to discuss "Leave of Absence" eligibility.

With proper documentation, the reasons below are generally automatically accepted for an approved "Leave of Absence". Requests for a leave for other reasons will be considered with supporting documentation.

- Student with a serious health condition
- Care of a child, spouse, or parent with serious health condition
- Birth or adoption of child
- Military orders received by the student from the U.S. government to enter active military service with the armed forces in a national or state emergency.

Applying for a Leave of Absence:
E-OTD students may submit a petition for a "Leave of Absence" by completing the Leave of Absence Form available at: https://go.uic.edu/ahspetition.

Returning from a Leave of Absence:
Prior to the start of the semester and by the deadline provided by their program and/or the college upon approval of a "Leave of Absence," students must confirm their intent to return and enroll for the semester. This will allow sufficient time for the Registrar's Office to be notified and reactivate a student's registration eligibility for the semester.

Timelines:
Students must apply for a Leave of Absence prior to the 10th day of the semester (fall/spring) and 5th day of summer semester (or 8-week term) in which they would like their leave to begin to be considered for a Leave of Absence. A Leave of Absence is generally only approved for up to one academic year. Should a leave need to extend beyond one year, students may be asked to reapply to their program and the university.

Questions:
Please contact the AHS Office of Student Affairs at ahsinfo@uic.edu or your program for questions about a "Leave of Absence."

NOTE:
Students are not eligible for financial aid, student health insurance, personal accident insurance, or other benefits of an enrolled student while they are on leave. Students who wish to request a leave in the middle of a current semester, must also complete a request for term withdrawal, available at https://registrar.uic.edu/registration/term-withdrawal/. Submitting a request for a "Leave of Absence" is a separate process than a request for a term withdrawal. Students can contact the AHS Office of Student Affairs with questions at ahsinfo@uic.edu.

Receiving Credit For Previous Courses

E-OTD students do not receive credit for previous work experience. E-OTD students are required to successfully complete the required courses in the E-OTD curriculum to meet graduation requirements and to be eligible to sit for the national certification examination.

Students seeking to receive credit for previous coursework, with the intent that the previous coursework may substitute for all or part of a required course, must submit a petition to the Program Director, with supporting documentation (e.g., transcript, syllabus of previous course).That petition must be approved by the Program Director who would review the syllabus of the previous course in advance to assess the extent

to which it matches objectives, learning activities and outcomes of the required course. Ultimately the decision of whether or not credit for a previous course will be granted is up to the Program Director. Such decisions are made on a case-by-case basis.

If transfer credit is approved, it can be used to fulfill required courses or electives, keeping in mind that no more than 50% of hours required for the E-OTD degree can be transferred.

Dropping a Course

Students must receive departmental permission to drop a required course. A student who desires to drop a required course, whether before or after the university's drop deadline, must petition and receive permission from the Academic Standing Committee. A student who drops a course without permission can be dismissed from the program.

Grade Appeals

If a student receives a grade in a departmental course that they believe to be inaccurate they should always discuss the matter immediately with the instructor to come to mutual agreement on the course grade.

* Please note that grade appeals submitted via letters to the Academic Standing Committee in association with a appeal regarding dismissal from the E-OTD program are discussed in the section of the E-OTD Handbook titled **Procedures to Appeal Dismissal from the E-OTD Program due to Failure to Meet Academic Requirements.**

Consistent with UIC policies outlined in the **Student Academic Grievance Procedures** which are available at https://policies.uic.edu/educational-policy/student-academic-grievance-policy/ students enrolled in the E-OTD program offered by the Department of Occupational Therapy have access to two levels of appeal review for a Complaint or Grievance regarding an academic decision made about them that directly and adversely affects them: 1) an attempt for informal resolution; and 2) formal grievance to an administrative officer. Refer to **Appeal Review For A Complaint or Grievance regarding Academic Standing Or An Academic Decision** in this handbook**.**

The appeal process can begin only after the final course grade is assigned and must be made no later than one month after the grade is assigned.

Students with Disabilities and Reasonable Accommodations
The Department of Occupational Therapy encourages the enrollment of qualified students with disabilities. UIC's Disability Resource Center (DRC) ensures the rights of college students with disabilities to have full and equal access to their college experience. DRC staff members do so by working one-on-one with students to identify barriers in the campus environment and to create a plan of reasonable accommodations that removes those barriers. For example, a student with ADHD may face barriers when taking tests in a distracting environment. A potential accommodation for this student would be a distraction-reduced environment for testing, so they get equal access to the test and are able to really show what they know.

Any student with a documented disability can register with the DRC. DRC services are completely free and do not require U.S. citizenship or a Social Security Number.

- To request accommodations from the University of Illinois at Chicago Disability Resource Center (DRC) or explore accommodation options, complete the three steps described on the DRC website: https://drc.uic.edu/students-2/new-to-drc/. The steps involve completing the online Student Registration Form; calling the DRC at (312) 413-2183 to schedule an intake appointment; and gathering your medical documentation.

- All documentation and conversation with the DRC remains confidential unless a student gives us express permission to share. This means that **you as a student are in the driver's seat of who knows about your accommodations and your disability**. Letters of Accommodation (LOAs) do not include any information about diagnosis, only details about accommodations to be implemented. Instructors and/or staff members should not ask for a student's medical or diagnostic information – if this happens to you, notify the DRC right away and the DRC can help to explain your rights to the faculty or staff member in question.

- Letters of Accommodation (LOAs) are drafted by the DRC in coordination with the student, and, if possible, presented to the Lead Instructor(s) prior to the start of each semester.

- In many cases, the letters are provided *during* the semester and often this cannot be avoided. However, whenever possible, students are encouraged to work with the DRC to develop LOAs *in advance* of each semester, especially when accommodations are already in place and are expected to continue during subsequent semesters.

  - It is important to keep in mind that accommodations cannot be applied retroactively, so the DRC encourages students to send their LOAs early.

- Once a Letter of Accommodation (LOA) is created, the DRC will send a PDF of the letter directly to the student. LOAs do not expire, so while students always have the option to update their LOA with the DRC as needed, the same LOA can be used for their entire college career.

- Every semester, **the student can send the LOA to instructors and co-instructors in the classes for which they need accommodations.**

  - Because many courses are co-taught, it is important for students to send the LOA to the lead instructor for a course, and any co-instructors that they will be interacting with during the semester.
    - Lead instructors can provide guidance on who, among co-instructors, will contribute to implementing LOAs during the semester.

- Once the LOA has been sent, the student and instructor/co-instructors should touch-base in a private meeting to go over the accommodations and ensure that they are on the same page about implementation. The contact information for that student's Disability Services Specialist is at the top of the letter. The **DRC is always available for assistance** in answering questions and/or facilitating conversation about implementation of accommodations.

  - After receiving a LOA, an instructor/co-instructor may initiate a conversation with the DRC to better understand how a given accommodation applies to his/her class or to

suggest modification to the LOA. Instructors/co-instructors often work closely with students and DRC staff to collaboratively develop the LOA.

- Students have the option of providing their final LOA(s) to the E-OTD Program Director. The Program Director works closely with the Senior Academic Advisor of the E-OTD program, who is responsible for implementing most testing-related accommodations.

- If a testing-related accommodation is included on an LOA, the student will need to provide the Senior Academic Advisor of the E-OTD program, with a copy of the LOA.

- If requests for accommodations for fieldwork are to be made, **the student is asked to begin discussions about anticipated needs for fieldwork placement one year before a planned fieldwork placement, *if possible*.** The Academic Fieldwork Coordinators (AFCs) and the student can work with DRC staff to set up accommodations a few months prior to the FW placement. In general, students are asked to give the AFCs as much notice as possible to set up fieldwork-related accommodations.

- If a copy of a student's LOA is provided to the Academic Coordinator of the E-OTD Program, the LOA is kept in a confidential file maintained by the Senior Academic Advisor of the E-OTD program. Additionally, Lead Instructors and co-instructors keep a copy of a student's LOA in a confidential file.

- If a student is encountering problems with accommodations being provided in a course, the student should alert the Lead Instructor and/or the E-OTD Program Director and/or the DRC (as appropriate) as soon as possible.

- If any person (including employees, students, visitors, and members of the public) believes that they have been subjected to unlawful discrimination or harassment of any kind, they may submit a complaint by contacting the Office for Access and Equity at 312-996-8670 or oae@uic.edu.

Class Schedules

Classrooms, dates and times of classes for each semester will be indicated on schedules distributed to you prior to the first day of each semester. Until this schedule is made up for the semester, it is not possible to project class meeting times. Classes and lab experiences are scheduled on a regular basis during the semester. Occupational therapy courses will generally be scheduled between 8:30 a.m. and 5:00 p.m. On occasion, however, a class may meet at 8:00 a.m., or extend after 5:00 p.m. Many graduate elective courses are offered in the late afternoon or early evening. Students are expected to be on time for all classes.

Attendance in Class

Prompt and regular attendance is expected for both in-person and (when applicable) synchronous online classes. It is the student's responsibility to review the course syllabus to know the specific attendance requirements for each course.
Absence from class due to family emergencies and illness will be considered an **"excused absence."** Other non-emergency absences may be excused if it is unavoidable or justified and will be assessed on a case-by-case basis. Absence from class due to travel, weddings, family reunions, etc. will typically be

considered an **"unexcused absence."** Students are advised to inform family/friends of the attendance policy. The consequences of an unexcused absence are outlined in each course syllabus. A pattern of unexcused absences may result in failure or an "Unsatisfactory" grade.
Students are required to attend the lab session to which they are assigned. Consult the instructor to request a special arrangement to attend a different lab session.

Some courses may require students to sign attendance sheets. Students are not permitted to "sign-in" on behalf of a classmate.

Please note that the UIC Academic Calendar does not reflect dates for the E-OTD program fieldwork schedule. Tentative fieldwork dates are included in this handbook. Students are referred to the *Fieldwork Handbook* (section titled "Attendance") for fieldwork-related attendance policies.

Course Visitor Policy

A campus visitor who would like to sit in on a class must receive permission from a course instructor and (if different) the person leading the course session (i.e., a guest lecturer) prior to sitting in on the course(s). When guest lecturers are involved, course instructors typically have a role in securing the permission of the guest lecturer. Visitors do not need permission to come to facilities generally open to the public such as the lounge/vending machine area on the 1st floor of the 1919 West Taylor Building, the Credit Union 1 Arena, Dorin Forum, recreation facilities, Student Centers East and West, and retail spaces.

Rules for Taking In-person Examinations

- No form of reproduction or provision of this exam, or any part thereof, including, but not limited to, copying for personal use, sharing with current or prospective students, or posting on the Internet in open access or restricted selective spaces is permitted without the written permission of the instructor.
- With the exception of devices that are used for disability accommodation, devices used with specific permission by the instructor, or online assignment and examination formats, electronic devices capable of reproducing digital images of an exam, such as smartphones, tablets, or laptops with cameras, should be prohibited.
- Students will be given random assigned seats for all exams. Students must sit where they are assigned.
- Students will leave all book bags, purses, and materials at the front of the classroom when they enter the room.
- Students will not be allowed to wear caps/hats while taking exams.
- After the professor/proctor distributes the exam, students are not allowed to talk with anyone except for the person administering the exam.
- Students should keep their scantron/answer sheets covered with the test booklet during the entire exam, unless they are in the process of "bubbling in" a scantron-based answer or writing the answer to a question.
- Student will only be allowed to leave the room to go to the washroom. This must be done in a reasonable amount of time. Exam and scantron must be left with instructor or proctor while out of the room.
- Students will not be allowed to eat while taking exams.

- Students will not be allowed to check on the Internet (check their laptops), phones, or any other electronic device while taking exams. (Exceptions may apply to meet reasonable accommodations)
- Students must be aware of the total amount of time allotted to take an exam and complete the exam within the allotted amount of time. Students are expected to complete an exam once it has begun.
  - If a student is ill, they must assess their ability to complete an exam BEFORE the exam session begins.
  - If a student becomes ill DURING an exam, they must notify the instructor immediately. In the case where a student is unable to complete an exam after seeing it, the instructor will assess what procedures to take regarding exam completion. Possible procedures may include the student taking an alternate exam format (essay instead of multiple choice) or considering the exam complete and taking the grade that would be earned with what has been finished at the time of exam termination. The decision will be made by the instructor considering such issues as the amount of time into the exam session, the exam format and other circumstances.

Exam Make-Up Policy

While every effort should be made to take exams on the scheduled date, there may be extenuating circumstances that prevent a student from preparing adequately for an exam such as illness, a death in the family, or other crises. In the event that a student is not able to prepare for an exam the student is expected to notify the instructor as soon as it becomes clear, to request an alternative examination plan. Students who wait until the day of an exam to notify the instructor of a crisis that prevented exam preparation may not be allowed to reschedule their exam; however, each student will be considered on a case-by-case basis.

1. Make-up exams will only be given: 1) in the event of extreme circumstances/emergencies (e.g., accidents, health/family crises); or 2) when the exam date conflicts with AOTA/ILOTA conference or religious holidays. *Note: Determination of whether or not a situation is considered a "crisis" is made on a case-by-case basis. The word "crisis" is used here to indicate a serious problem which, because of the physical or emotional impact it would have on the student, would prohibit a student from taking an exam.*

   When a make-up exam is permitted by the instructor, the expectation is that students will take the exam within 48 hours of the schedule exam date unless otherwise negotiated. Again, it is the student's responsibility to initiate the scheduling of a make-up exam by following the procedures described below.

2. Efforts will be made to avoid scheduling tests on religious holidays or during conferences. If you know you will miss an exam due to AOTA/ILOTA conference, you will be expected to **schedule the exam a day or two prior to the scheduled exam date unless alternative arrangements have been agreed upon with the instructor.** Failure to take the make-up exam on the date/time agreed upon with the instructor could result in a reduction of your exam score.

3. **PROCEDURE FOR SCHEDULING A MAKE-UP EXAM DUE TO UNEXPECTED CRISIS /CONSEQUENCES OF AN UNEXCUSED ABSENCE FROM AN EXAM**: In case of an unexpected absence on the <u>day</u> of the exam, you are expected to call and e-mail the instructor on the day of the exam, <u>prior</u> to the exam to explain the reason for the unexpected absence.

Instructors may deny a request for a make-up exam if a student does not attend class on the day/time of a scheduled exam and 1) does not leave the course instructor an e-mail and voice mail message explaining the reason for the unexpected absence; and/or 2) the instructor makes the determination that an excused absence is not warranted. In either situation, the student will earn a 0 on the exam.

IF YOU <u>ARE</u> ABLE TO REACH THE INSTRUCTOR ON THE PHONE, explain your reason for missing the exam and, if the instructor allows a make-up exam, decide upon a time to take the exam during that conversation.

IF YOU SEND THE INSTRUCTOR A VOICEMAIL & E-MAIL BUT ARE UNABLE TO REACH THE INSTRUCTOR, leave a message on voice mail with the time of your call and the reason that you are missing the exam AND send an e-mail to the instructor that explains why you are missing the exam. If you are calling regarding an exam for a team taught-course, send an e-mail to both the lead instructor and the other instructor proctoring the exam, if applicable. On the day you return to school, you must initiate an in-person meeting with the instructor whose exam you missed to schedule a make-up exam <u>within 48 hours</u>. Verification of your excuse for missing the exam (e.g., doctor's note) may be requested of you. The instructor will direct you to arrange the date and time of the make-up exam with the appropriate staff member.

4. Students taking make-up exams must follow all rules associated with taking an exam (see "Rules for Taking Examinations", above) and adhere to a strict "code of honor," i.e., the student must not ask other students about exam content and must excuse themselves from any discussion that classmates initiate regarding the exam.

5. Students taking an exam earlier than the rest of the class must adhere to a strict "code of honor", keeping all information about the exam confidential.

6. Students who miss scheduled make-up exams must follow the same procedures as those outlined above for rescheduling exams.

7. Students who abuse the privilege of scheduling make-up exams by either consistently missing exams or engaging in academic dishonesty may be subject to disciplinary action and will be referred to the academic policy committee of the department for review of the situation

Procedures for Reviewing Exams

Each faculty member is responsible for setting their exam review procedures and controlling access to the completed exams and key.

Under no circumstances is the test to be duplicated or retained by the student (unless allowed by the instructor).

Satisfactory Achievement on Assignments and Examinations

Each assignment and evaluation is a measure of some competency determined to be important for the practice of occupational therapy. Therefore, it is important that students complete all assignments including Level I and Level II fieldwork and examinations, doing so at or above a passing level. Failure to meet the acceptable competency level of any individual assignment or examination even though it is a small percentage of the final course grade, will result in a deficit in professional preparation, as the

student may not have attained all the necessary competencies for passing the certification examination and subsequent professional practice.

Note: Individual instructors may use letter grades and/or numerical grades at their discretion. An instructor may opt to curve grades for papers or examinations.

Extension of time; Penalty for late assignments, examinations

All assignments are due on the announced due date. A student may request from the instructor an extension of time, with sufficient serious reasons, prior to the date the assignment is due.

Assignments graded with a letter grade (e.g., A, B, C) that are received after the due date (or renegotiated date) will automatically have 5% of the grade deducted from the score for each school day that the assignment is overdue. Assignments graded on a Satisfactory/Unsatisfactory (S/U) basis that are turned in after the due date will be graded as Unsatisfactory. Students must submit all assignments, whether they are late or not, even when reduced points result in less than a D- grade or an unsatisfactory grade.

If an assignment is not completed and turned in on the due date, the student must confer with the instructor of the course to negotiate the date by which they will submit the assignment. This date should not extend more than <u>two weeks</u> from the time the assignment was originally due and must be completed during the semester in which the assignment was originally made except in extreme extenuating circumstances. A student shall not be permitted to begin courses in a new semester if they have an outstanding incomplete grade in a prerequisite course. Additional time may be negotiated with all concerned course instructors under extenuating circumstances.

Students who consistently submit papers late, or do not perform well on examinations should see their advisor to discuss why they are unable to complete the work on time or are having difficulty with the work, and decide on appropriate remedial measures taken. Continued inability to complete work at the acceptable competency level or to submit work on time can result in the initiation of the process for dismissal from the Department of Occupational Therapy E-OTD Program.

Course and Curriculum Evaluation

At the end of each course, students complete an evaluation that provides feedback on both the course and the instructor. Course evaluations are completed anonymously. Aggregate findings are shared with the instructor only after grades are turned in for that course. The ratings and comments are reviewed by the Program Director and a summary is shared with the Department Head. This information is used as part of faculty annual performance evaluations and for promotion and tenure decisions.

At the end of the E-OTD program, students complete a comprehensive curriculum evaluation. The findings are reported in aggregate, summarized by the E-OTD Program Evaluation Committee and reviewed annually by the faculty. The curriculum evaluation (aka "Exit survey") is essential to the larger E-OTD program evaluation process and re-accreditation of the E-OTD program. The student feedback gained through the curriculum evaluation is used to identify program strengths and areas for improvement.

POLICIES AND PROCEDURES FOR HUMAN SUBJECT RESEARCH PROTOCOL

UIC's Policy and procedures for human subjects research is published and accessible online through the

Office of Vice of Chancellor website: http://research.uic.edu/compliance/irb

Required courses included in the E-OTD curriculum typically do not involve studies or other activities requiring IRB approval. Determination of whether IRB approval is required is the responsibility of the course instructor. Refer to the UIC Office of the Vice Chancellor of Research (http://research.uic.edu/compliance/irb) to obtain UIC policies and procedures for human subject research protocol and further instructions.

Regarding IRB Training: Any E-OTD students required to complete IRB training is referred to the UIC website for the Office of the Vice Chancellor of Research. Students for which IRB training is required must complete and hand in verification of IRB training to the course instructor overseeing the course activities for which IRB approval was sought. The timeline for an E-OTD student to secure IRB approval will be determined by the course instructor overseeing the course activities for which IRB approval was sought

TUTORING FOR STUDENTS IN THE E-OTD PROGRAM

Policy:

In an effort to support students' academic achievement, it is the policy of the Department of Occupational Therapy to provide focused and limited academic tutoring to students who are at risk of being dismissed from the E-OTD program due to poor academic performance. Tutoring should automatically be considered when it is identified that a student is at significant risk of receiving below a C in a course and identifies that tutoring is necessary in order to avoid dismissal from the E-OTD program.

Procedure:

1. Requests for tutoring may be initiated by faculty member or a student.
2. A formal request must be submitted to the E-OTD Program Director of via email including:
   a. The topic, curriculum area or class for which tutoring is requested.
   b. The reason for the request.
   c. The number of hours per week requested.
   d. The type of tutoring requested (e.g., studying for exams, skills tutoring for hands on labs etc.)
   e. A description of how the student will be at risk of not progressing in the E-OTD program if tutoring is not provided.
   f. Have potential tutors been identified or will this need to occur?
3. If a request is initiated by a student, the instructor responsible for the content and the student's individual faculty advisor should be copied on the Email.
4. If a request is initiated by a faculty member only the E-OTD Program Director should be included in the email to maintain student confidentiality.
5. The E-OTD Program Director will approve or deny the request. If the request is approved the E-OTD Program Director will identify the maximum number of hours of tutoring provided by the Department to no cost to the student. If the request is denied or the student desires additional assistance the E-OTD Program Director will make recommendations for additional resources available to the student.
6. The relevant faculty member may suggest a tutor or will be asked to help identify an appropriate tutor as soon as possible.
7. Once a tutor is identified and agrees, the E-OTD Program Director will email the specifics to the Assistant to the Head: Finance and Human Resources of the Department including:

      a. The name of the tutor.

      b. The number of hours per week

      c. The salary to be paid (unless otherwise explicitly stated the rate of pay will be at the Graduate Academic Hourly minimum).

      d. The time frame (number of weeks).

8. The tutor must complete paperwork and have approval from the Assistant to the Head: Finance and Human Resources **before** the tutor may begin work. The tutor should meet with the Assistant to the Head: Finance and Human Resources as soon as possible to allow tutoring to begin at the earliest possible date.

9. The tutor and student will arrange a schedule that works for each of them. The number of hours cannot exceed those approved in advance by the E-OTD Program Director

10. A tutor serving in this role is likely to be an upper-class student or an occupational therapy clinician who is familiar with the content to be addressed. Current permanent faculty do not serve as tutors. The E-OTD Program Director, course instructor, and the tutor collaboratively determine the number of sessions needed.

COMMUNICATIONS, SPACE AND LEARNING RESOURCES

Mailboxes

Students will be assigned individual mailboxes. Check them regularly for messages, handouts, etc. Faculty often uses student mailboxes to return tests and papers to students.

Faculty and staff mailboxes are to be found in the Room 349 (across from the elevators). Students may not remove items from a faculty or staff mailbox, if the student needs to retrieve an item, they must ask a faculty member or staff person to retrieve it.

E-mail

Students are expected to check their UIC email accounts on a daily basis during all semesters including during Fieldwork. Email communication is used by the university, the college, and department members to share information ranging from official program announcements, contact tracing updates and departmental news to course-related information. Students may not substitute a private email address for their UIC email address. UIC email should not be forwarded to another email account. The UIC email address should be used for academic/UIC business only.

Change of Address

Students will be completing and submitting the Department Contact/Emergency Information form by the end of the first week of the Fall 1 semester. By completing and submitting this form, students are giving the UIC Department of Occupational Therapy faculty or staff permission to contact the persons listed on the form as their emergency contacts in emergency situations.

Information may only be released in emergency situations and in compliance with the Family Education and Privacy Rights Act (FERPA): https://ferpa.uic.edu/

Students are expected to notify the Department of any change in address, telephone number, email address, or emergency contact by e-mailing the E-OTD Senior Academic Advisor as soon as possible.

In addition, all students are responsible for maintaining a current local mailing address or permanent home address in the Office of Admissions and Records. Changes should be reported immediately via my.UIC at: https://my.uic.edu

Campus Phone Numbers

When dialing a university extension from a campus phone dial only the last 5 numbers e.g. 3-0124 instead of 413-0124.

Use of Personal Technology in Classes

Students are asked to refrain from using laptop computers for personal use during class. Cell phones must be turned off while class is in session. If phone must be on (due to emergency, family commitment, etc.), it must be set to silent/vibrate.

Students are not to use the office telephones without the permission of a faculty or staff member.

Before students record a class session, they must have permission from the course instructor prior to recording. The unauthorized distribution, sharing, or copying of videos or lectures (e.g., audio recordings of lectures, PowerPoint presentations) presented in class and/or accessible from Blackboard is prohibited.

Social Media Policy

We encourage the use of social media, which can help E-OTD students create and nurture professional relationships, share information, advance knowledge, raise awareness, build support, participate in important conversations, and collaborate on new ideas.

It is departmental policy for students and faculty not to be "friends" on Facebook until after graduation. Students can request to be connected to faculty on LinkedIn or OTConnections prior to graduation. Students are referred to UIC Standards of Conduct to guide their involvement in social media: https://dos.uic.edu/community-standards/

Technology Requirements, Recommendations & Resources

PART 1: Technology Requirements

The faculty highly recommend that students enrolled in the E-OTD program have a **laptop** for use during their time within the program. While many E-OTD students use tablets, laptop computers are needed for remote learning activities. Some in-person courses in the E-OTD curriculum require a laptop during scheduled class time, and students will be expected to bring a laptop to class. Course syllabi will clearly note the sessions requiring a laptop. Students who cannot bring a laptop to class due to an emergency or financial hardship should communicate this to the course instructor at least one week before the scheduled class session.
- The OT department and the Office of Technology Solutions have loaner laptops available https://it.uic.edu/services-support/student-resources/equipment-lending/

Each E-OTD syllabus includes a section on technology requirements and recommendations. The E-OTD Student Handbook includes information about technology resources accessible to students including locations for computers for internet access, printer access, and help support within the OT department, the

Applied Health Sciences Building and the UIC campus. You will receive information on campus technology resources during orientation.

Software
- Students must have access to and be able to use software that allows them to prepare PowerPoint presentations. UIC students can **download Microsoft Office 365 at no cost** via the Illinois.edu Webstore: https://webstore.illinois.edu/home/
- Antivirus software is highly recommended to detect, prevent, and take action to disarm or remove malicious software from your computer. Refer to the following link for information regarding anti-virus software available to you: https://help.uillinois.edu/TDClient/37/uic/KB/ArticleDet?ID=820

You can find current computer and browser requirements on the Information Technology @ UIC (https://it.uic.edu/services-support/student-resources/online-learning/) webpage.

Additional information on software available to students and support for its use can be found on the **Information Technology @ UIC website**: https://it.uic.edu/

Virtual Private Network (VPN)
VPN allows you to access resources at UIC over a non-UIC Internet connection securely. UIC Students can download the VPN here: https://accc.uic.edu/services/infrastructure/network/virtual-private-network/
There are two group options when connecting to AnyConnect: **General-Use** and **Library-Resources**.
- **General-Use**
  Allows you to connect to your UIC department resources, such as research data sets. You can still access most library resources through the library website; however you will have to authenticate with your NetID and password (the way it works when you are off-campus). In addition, a few library resources can be accessed only on campus -- for those resources, you must use the Library-Resources group.
- **Library-Resources**
  Allows you direct access to electronic library resources such as full-text articles from Google Scholar, JSTOR or PubMed, and on-campus only resources without logging in to each database.

Blackboard
Blackboard is the centrally supported learning management system used by faculty and students at UIC. Blackboard runs on Mac, Windows, Linux, and mobile device operating systeE-OTD iOS and Android.
- Blackboard recommends using the newest version of the following browsers. Make sure your browser is up to date with the following browser check: (https://www.whatismybrowser.com/)
  - Chrome
  - Firefox
  - Safari

Internet
- Students must have reliable Internet access. Many service providers are offering connectivity solutions for students without access to Wi-Fi or the internet. The Illinois Citizens Utility Board is maintaining a comprehensive list of the available options here: https://www.citizensutilityboard.org/blog/2022/01/11/new-fcc-program-helps-income-qualified-consumers-access-internet/

- The State of Illinois is maintaining a map of publicly available internet hotspots across the state that can be used for academic-related needs. These hotspots are available from within a parked vehicle. The map, and additional information, can be viewed at www.ildceo.net/wifi

Microphone
- While this may be built into your computer, we recommend using an external device such as a USB microphone or headset.

Webcam
- A camera may already be built into your laptop; if not, you can use an external USB camera for video conferencing.

Students will be required to log into EXXAT, a cloud-based platform that will help them organize fieldwork and capstone-related materials.

PART 2: Recommendations & Resources

Plug Ins

These plug-ins are recommended and likely already installed on your computer.
- Java
- Adobe Acrobat Reader
- Windows Media Player
- Adobe Flash Player

UIC Support Services
UIC has multiple technology platforms and resources to provide training and to support students in distance/electronic learning.
- The **Information Technology @ UIC** (https://it.uic.edu/) describes technology, tools & resources available to UIC faculty, students, and staff to support the distance learning environment. The website also provides answers to frequently asked questions on student IT services. Students can access a help desk via in-person appointments, email, or telephone.
- **The Student IT Resources PDF Guide is also a**vailable on the IT@UIC website, the Guide lists the most commonly used technology services, tools, and resources supporting students' academic success. See https://uofi.app.box.com/s/0nyho51r24yo0pivafibb1nvqogjm401
- The **Services and Operation** section of the Information Technology at UIC webpage (https://it.uic.edu/services-support/spring-2021-operations/) provides several readily accessible electronic and in-person support services to the UIC campus community including online brochure resources, the helpdesk, C-Stop, the Daley Library Helpdesk, and the LTS Support Office.
- The **IT Service Delivery and Support** services include technical support, password assistance, UIC-Wi-Fi support, Learning Technology Solutions, Multimedia production, VPN download for students and more. See the following link for more information: https://help.uillinois.edu/TDClient/37/uic/Requests/ServiceCatalog?CategoryID=158

- **UIC Help Center** https://help.uillinois.edu/TDClient/37/uic/Home/
  Students can browse services, request support, reset passwords, get information on Duo and much more at the UIC Help Center.

Blackboard-specific support available at UIC

- The **Blackboard Learn Page** (https://help.blackboard.com/Learn/Student) contains many tutorials, FAQs, guides about the various features of Blackboard.
- Real-time support is to students 24 hours a day, 7 days a week via chat, phone (312-413-0003, option 1), or by completing the Blackboard support form. teaching.uic.edu/connect/blackboard-support. You can also contact the Blackboard help desk, available via email lts@uic.edu
- Download the free Blackboard App for use on your mobile device.

Computer Resources

Computers for internet access and printer access are available for students to use in room 308 as well as on the 5th floor AHS Student Affairs lounge. The AHS Student Affairs lounge is open from 7am-6pm. The campus computer lab is located across the street from our building in the Benjamin Goldberg Resource Center (BGRC). It houses 60 computers and is accessible 24 hours per day. The computer center also houses the instructional technology laboratory that contains state-of-the art info technologies and expert advice on creating multimedia and distance learning education materials.
Get support from one of tech consultants for help with accounts/passwords, UIC-WiFi, printing, Duo 2-Factor Authentication (2FA), software installations, and other university technology services with the Technical Helpdesk (formerly known as C-Stop). Walk-in support is available at the IDEA Commons located in the Richard J. Daley Library (801 S. Morgan St.); Monday through Friday. See hours of operation: https://it.uic.edu/services-support/student-resources/on-campus/technical-helpdesk/ To schedule a virtual appointment for support with the Helpdesk team, visit it.uic.edu/tech-helpdesk

PART 3: Accessing Wi-Fi on Campus – Suggested locations

Students can access Wi-Fi at the following campus locations:
- UIC Library of the Health Sciences
    - Room reservation recommended
- Student Center West (across the street from the 1919 W. Taylor building)
- The 1st floor lounge of the 1919 W. Taylor building.
    - From these access points, Wi-Fi is available to reach some of the backyard for those who want to be outside.
- The 5th and 7th floors of the 1919 W. Taylor building.
- Space for students in need of Wi-Fi is available in room 722.
    - To access 722, see a staff member.

Netiquette: Guidelines for Online Communications

In any social interaction, certain rules of etiquette are expected and contribute to more productive and thoughtful exchange of ideas. At all times, a spirit of mutual respect must be maintained in communications. The following are tips for interacting online via e-mail, discussion board posts, and or any forms of written communication:

- **Be respectful**. Remember that you are communicating with actual people, and be sure to be courteous and show respect, even if there are differences of opinion. Remember the golden rule: treat others as you'd like to be treated!

- **Think before you post**. Be aware of who may be able to view your posting, and how your post may be interpreted. Try to maintain a fair and objective tone.
- **Stay on topic**. Make sure your communication is related to the subject at hand and does not wander off-topic.
- **Use clear and con**. Use a positive tone and adhere to the same rules you would follow in face-to-face communications. Correct spelling and grammar are required, and improper sentence structure and punctuation should be avoided.
- **Be considerate of others**. Do not make derogatory, condescending, or harassing remarks. Communication should be well-intentioned and well-articulated and aimed at fostering a positive learning environment. Be aware of how sarcasm may be misinterpreted by your readers.
- **Allow for misunderstanding**. Keep in mind that writing can often convey the incorrect tone or intention, and make allowances for unintended rudeness.
- **Cite your sources**. If you post work that is not your own, be sure to reference your sources.

Preferred First Name (PFN), Name Pronunciation & Pronouns

Students who would like to use a name other than their legal first name are able to enter a preferred first name, update an existing preferred first name, or delete an existing preferred first name through Student Self-Service found at https://my.uic.edu.
- Click on "Student Self-Service" portal
- Click on "Personal Information" tab at top of page
- Click on "Preferred First Name" link
- Type in preferred name and click submit. OR if you want to remove an already submitted name, click on the name, check box to remove preferred first name and reset/edit name

Students are asked to complete a Qualtrics survey administered at the beginning of the Fall 1 semester to indicate the pronunciation of their name and pronouns.

Guidelines for Student Use of Space and Resources

Students have access to the 3rd floor between the hours of 8:00 a.m. and 4:30 p.m., unless attending an event scheduled outside of that time period. During these times the following rooms are available to E-OTD students unless they are in use by faculty: 301, 308, and 313 are available to students. The AHS building has a lounge on the first floor which is available to students between the hours of 7:00 a.m. and 6:00 p.m. The fifth-floor student lounge and computer center is also available. Students should also be aware that there is space available for group work and quiet study in Student Center West and the Library of Health Sciences. Students should consider the above-mentioned spaces first when looking for a space to meet or study. Students are free to use the round tables at the east and west ends of the hall when needed if noise levels are kept to a minimum. Students may use the following rooms (under the conditions listed) only if there are no other alternatives or if time constraints prohibit use of Student Center West or Library.

Room 310 *Kitchen/Apartment*	Appliances/supplies are not intended for student use. Be advised that this room has people traffic at all times of the day and must remain accessible.
Room 315 *Conference Room*	This space is available for class use only. This room is also utilized by faculty and staff on an "as needed" basis.
Room 350 *B. Wade Library*	This space is available only for use of the resources in the library. See the next section for detailed usage guidelines. This room can be used as a study room by students
Room 308 *Student Study Room*	Available when not in use
Room 301 *Classroom*	Available when not in use.
Room 313/314 *Classroom*	Available when not in use.

<u>BEATRICE D. WADE LIBRARY USAGE GUIDELINES</u>

1. The library will be open to students between the hours of 8:30 am and 4:30 pm, Monday through Friday.

2. Please keep talking and noise to a minimum when others are studying.

3. The library is strictly a <u>reading</u> library; therefore, texts may not be borrowed or removed for photocopying. If you want an article or book chapter duplicated, see the Assistant to the Head (room 356).

4. If there is a need to borrow books, they should be checked out through the Library of Health Sciences.

5. The B. Wade Collection can only be used with permission.

6. After using a text, it should be placed in the re-shelving area.

7. If there are books you would like to see purchased by the library, please put the request in writing to the Assistant to the Head, including the following information:

   Title, Author, Publisher, Year of Publication, ISBN #

Business Cards and UIC Logo Use

Students can obtain UIC business cards through the UIC Office of Publication Services at a student rate. Per UIC Publication Services, UIC students are not permitted to use the UIC logo on personal stationary. Students cannot use the UIC logo on business cards that are purchased from an outside source or self-created.

FIELDWORK EDUCATION

Fieldwork provides students with the opportunity to apply knowledge and skills learned in the classroom as well as develop entry-level practice skills and professional behaviors under supervision.
The American Occupational Therapy Association (AOTA) states that the purpose of fieldwork is "to propel each generation of occupational therapy practitioners from the role of student to that of practitioner. Through the fieldwork experience, future practitioners achieve competence in applying the occupational therapy process and using evidence-based interventions to meet the occupational needs of a diverse client population" (AOTA, 2016).

All students in the University of Illinois Chicago Occupational Therapy program complete one level I fieldwork experience during the first fall semester, one fieldwork experience during the first summer semester, and two, one-week fieldwork experiences during the second spring semester. Two 12-week experiences occur in the second year. Successful completion of these fieldwork placements allows students to fulfill the requirements for fieldwork stipulated by the Accreditation Council for Occupational Therapy Education (ACOTE).

Level I and Level II fieldwork experiences are described below:

- Level I fieldwork introduces students to the fieldwork experience and provides opportunities to apply knowledge to practice and develop an understanding of clients' needs. All E-OTD students complete four Level I fieldwork experiences:
  - Level IA fieldwork involves students exploring diverse community and clinical occupational therapy settings with an emphasis on communication skills with consumers and interprofessional team members, professional skills development and observing occupational therapy models in practice.
  - Level IB fieldwork involves students working together to develop, implement, and evaluate a group activity designed to address the psychological and social needs of the clients in a community agency. Level IA is a part-time fieldwork experience during the first spring semester.

  - Level IC and ID fieldwork are designed with an emphasis on helping students develop professional behaviors and beginning practice skills. In addition, Level IC/D fieldwork facilitates an understanding and appreciation of psychosocial issues influencing engagement in occupation. Together, these full-time experiences comprise a two-week clinical placement at the beginning of the second spring semester prior to courses beginning again.

- Level II fieldwork** provides the opportunity for students to become competent, entry-level, generalist occupational therapists through the application of occupational therapy theory and the development of psychomotor skills, critical reasoning, and professional behaviors. Students complete two, 12-week Level II fieldwork experiences in two different practice settings during the second spring/summer and third fall semesters.

**Prior to beginning Level II fieldwork, students must satisfactorily complete all coursework leading up to the Level II fieldwork experiences. All Level II fieldwork must be completed at a satisfactory level for a student to graduate and to be eligible to complete the capstone experience and sit for the certification exam administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT®).

Each student completes fieldwork in a variety of settings (such as clinics, community agencies, hospitals, and schools) with clients experiencing different types of disabilities (psychosocial, developmental, cognitive, physical), and with clients of varying age groups. To ensure quality fieldwork experiences, several factors are considered when matching students to fieldwork sites including student ability and professional behaviors, previous experience, and preferences as well as site availability.

There is currently a critical shortage of fieldwork sites nationwide, leading to challenges in securing fieldwork opportunities in specific geographic areas and practice areas. Because of these challenges, students who are accepted to the UIC OT program from other states may not be able to complete fieldwork in their home state. The primary goal when matching students to fieldwork sites is to ensure quality experiences and prepare students for entry-level generalist practice as an occupational therapist.

As a result of the nationwide critical fieldwork shortage, the UIC Department of Occupational Therapy is not able to place all of our students for fieldwork locally or on public transportation lines. For this reason, **all incoming students must be prepared to do any of the following** to ensure their fieldwork experiences prepare them for practice as entry-level clinicians:

- Relocate outside of Chicago for at least one experience, including out of state

- Travel more than an hour to fieldwork sites

- Have access to a car and drive to their fieldwork site

In order to maximize available fieldwork placements, all students must be prepared to relocate out of the Chicago area for at least one fieldwork placement and bear any costs associated with relocation. Students may request an exemption from relocation if they have extenuating situations that would make relocation impossible, such as caring for dependents or documented personal medical reasons. Exemption from relocation will not be granted for financial hardship, research assistantships or students with no access to a car or who do not have a valid driver's license.

Costs associated with potential relocation for fieldwork include but are not limited to; transportation to city where the fieldwork site is located and housing. In addition, all students must be prepared to arrange and pay for transportation from their residence to a fieldwork site as well as all parking fees associated with their fieldwork placement, when applicable.

The Academic Fieldwork Coordinators reserve the right to change, modify, or cancel an already scheduled fieldwork assignment based on their assessment of:

- A student's readiness for fieldwork.

- The quality of the learning experience at the site.

- The appropriateness of the placement for the student.

The Academic Fieldwork Coordinators will provide a fieldwork handbook explaining in detail the process and policies related to planning and completing fieldwork.

Personal and Professional Responsibility

Students are responsible for knowing and adhering to regulations of UIC, "The Occupational Therapy Code of Ethics" and applicable laws while on fieldwork. This includes regulations of the State of Illinois, university, college, department and fieldwork facility. Many facilities require students to sign a statement clarifying professional responsibilities with respect to privileged information and an awareness of the consequences of breaching confidentiality. Additionally, the College of Applied Health Sciences requires students to complete several trainings, including about HIPAA privacy and security laws. Breaching confidentiality is unethical and can be grounds for immediate dismissal from fieldwork, and in some instances, the university.

Professional Liability

Professional liability insurance is provided by the university and becomes activated upon registration for fieldwork courses. This insurance covers students on university education related activities. The University's Professional Liability Insurance only covers work at the fieldwork site when the student is formally enrolled in coursework. Upon graduation, students become professional practitioners and may be required to purchase their own professional liability insurance.

Dress & Identification

The student's appearance influences client, family and staff interactions. Students are expected to follow the established UIC – OT dress code provided in the fieldwork handbook and any policies of each individual fieldwork site. Identification (ID) badges are required in all fieldwork settings.

Attendance

The education standards set by the American Occupational Therapy Association, require students to complete the equivalent of 24 weeks full-time Level II fieldwork. This can be completed on a full or part-time basis but may not be less than half-time. Students are expected to consider their education as a priority and must attend all scheduled days of fieldwork. **Absence from fieldwork is not permitted except in the case of illness or unexpected emergencies** (e.g., family illnesses, deaths; incidences over which a student has no control**).** The following are NOT valid reasons to miss fieldwork or request a schedule change: interviews, weddings, work scheduling conflicts, meetings unrelated to OT education, non-emergency doctor/dentist appointments, travel conflicts to and from the facility and vacations. UIC academic fieldwork coordinators will not grant personal exceptions to this absentee policy. If students must adhere to a rigid schedule secondary due to care-giving responsibilities or transportation needs, requests should be discussed with the Academic Fieldwork Coordinators prior to fieldwork matching to allow for an accommodation. In cases where fieldwork time is missed due to illness or emergencies, all missed time must be made up. In addition, the UIC Academic Fieldwork Coordinators must be notified if the student misses a significant amount of time during fieldwork. Under some circumstances, the UIC Academic Fieldwork Coordinators may approve time off for attendance at a national or state conference or for a continuing education course.

International Students on J-1 Visas: Curricular Practical Training

Students who are in the E-OTD program as international students and are in the United States on an F-1 visa must complete and submit a Curricular Practical Training (CPT) form to request approval in advance of their fieldwork experiences. These forms must be completed the semester before each fieldwork experience, and are signed by the student, academic fieldwork coordinator, and the coordinator at the fieldwork site. International students should contact their advisor in the UIC Office of International Services during the first semester to learn more about the CPT process and timelines.

Student Initiated Termination of a Fieldwork Experience

If a student chooses to leave a fieldwork experience without notice, they will receive a grade of Unsatisfactory (see Site Abandonment policy in the fieldwork handbook). A grade of Unsatisfactory results in dismissal from the program and the student must appeal to the Academic Standing Committee to reverse the dismissal and begin another fieldwork rotation.

Students may terminate a fieldwork experience using the following procedures:

For Level I FW:
Within the first month of the Level IB fieldwork experience or between the first and 10th day of Level IC/D fieldwork experience, the student must notify, in writing, the Academic Fieldwork Coordinators, of their intent to end the fieldwork experience with justification for this action.

After the first month of the Level IB fieldwork experience, or between the first and 10th day of Level IC/D fieldwork, students who end a fieldwork experience will receive a grade of Unsatisfactory unless there are extenuating circumstances, as determined by the Academic Fieldwork Coordinator on a case-by-case basis.

For students ending a fieldwork experience after the above timeframes, the Academic Fieldwork Coordinators, in consultation with the Academic Standing Committee Chair, will evaluate the circumstances that led the student to terminate the fieldwork experience to determine: a) the appropriate grade, b) whether or not the student is permitted to proceed with fieldwork, and c) if the student is permitted to proceed with fieldwork, the requirements that must be met. Because of the logistics involved in scheduling fieldwork, students must anticipate a *minimum* of a 3-month and up to a 12-month delay in rescheduling off cycle fieldwork.

For Level II FW:
Between Weeks 1-8 of the fieldwork experience, the student must notify, in writing, the Academic Fieldwork Coordinators of their intent to end the fieldwork experience, including a justification for this action. For students who choose to end a fieldwork experience between Weeks 1-8, the Academic Fieldwork Coordinator of record, in consultation with the Academic Standing Committee Chair, will evaluate the circumstances that led the student to terminate the fieldwork experience to determine: a) the appropriate grade b) whether or not the student is permitted to proceed with fieldwork and c) if the student is permitted to proceed with fieldwork, the requirements that must be met. Because of the logistics involved in scheduling fieldwork, students must anticipate a *minimum* of a 3-month and up to a 12-month delay in rescheduling off cycle fieldwork. Students are referred to the E-OTD Handbook for procedures to appeal an academic decision.

Between Weeks 9-12 of the fieldwork experience, students who choose to end a fieldwork experience will receive a grade of Unsatisfactory unless there are extenuating circumstances, as determined by the Academic Fieldwork Coordinator of record on a case-by-case basis.

Students receiving a grade of "Incomplete" (I) for a fieldwork course need to register for "zero credits" during the semester in which they will finish the course so that the student is covered under the University's liability insurance policy. Students may request an exemption from registration if they have extenuating circumstances. If an exemption is granted, the student must still maintain health insurance coverage. All health documentation, BLS/CPR certification, trainings, and any other such requirements must also be valid and current in order to return to fieldwork.

Students at Risk of Fieldwork Failure

If a student is at risk of failing a fieldwork assignment, due to performance and/or professional behavior issues, the fieldwork educator must contact UIC's Academic Fieldwork Coordinator immediately to inform them of the student's status, so that attempts may be made to facilitate successful fieldwork completion. If a learning contract is initiated and UIC's Academic Fieldwork Coordinator is not present when it is signed, the contract should be forwarded, or a copy sent to UIC's Academic Fieldwork Coordinator for the student's records.

The decision whether or not to continue the fieldwork experience is based on an assessment of the student's:
- Potential to remain in the fieldwork setting without being disruptive to client care;

- Response to supervisory feedback; and

- Potential to improve skills, judgments, and/or professional behaviors in a reasonable amount of time with normal supervision.

Certain student infractions (e.g. lack of compliance with HIPAA and/or patient safety regulations) may result in immediate dismissal from the fieldwork site in accordance with clinical contracts between the university and our fieldwork sites and, depending on the situation, any student who is failing fieldwork *may* be asked to leave the fieldwork site before the end of the experience.

The Department requires that enrolled E-OTD students receive a grade of Satisfactory in all occupational therapy courses, including fieldwork. Therefore, a grade of Unsatisfactory in any fieldwork course will result in a recommendation for dismissal of the student from the E-OTD in occupational therapy program, even if the cumulative grade point average for all courses is above 3.0. See the E-OTD Handbook for more information. Any student who is failing fieldwork Level II (OT 649/669) at the midterm point (the equivalent of 6 weeks) and who is terminated by the site will receive an Unsatisfactory for the course which will result in a recommendation for dismissal of the student from the E-OTD in occupational therapy program.

If a student believes that an evaluation of performance during fieldwork does not accurately reflect their performance and it does not involve a critical policy infraction (e.g. lack of compliance with HIPAA and/or patient safety regulations), they should discuss the matter immediately with the site fieldwork educator. If, after such discussion(s), the student still believes the evaluation is inaccurate, they should discuss the situation with UIC's Academic Fieldwork Coordinator. In some cases, the student may need to contact the E-OTD Director of Professional Education and/or the Academic Standing Committee.

GRADUATION AND LICENSURE

Commencement

Commencement is the formal ceremony during which degrees are conferred by the President of the University or their representative. It is a College celebration of new beginnings, not only for the graduates, but also for those who are awarded honorary degrees and recognition of services to the University. The College's commencement typically takes place in May. E-OTD students' graduating in May of a given year, on a date that follows the Commencement date, are typically given permission to participate in Commencement by the College of Applied Health Professions.

Pinning Ceremony

After completing all graduation requirements, E-OTD students make their official passage from student to professional. This accomplishment is recognized at the Department's Pinning Ceremony.
Students whose progress is delayed may be given the option of attending the pinning ceremony for their class as a *non-graduating student*. If this option isoffered by the E-OTD Program Director, the non-graduating student would be allowed to process in, sit with their classmates during the ceremony, their name would be called and they would be able to walk across the stage to receive their pin, and walk out with their classmates. The names of non-graduating students will be listed in the pinning program as "pending graduates."

Class Composite

A composite is made for each graduating class. Composite photos are typically taken in the spring during the final semester, Students who graduating after the planned graduation date for the cohort they matriculated with will have their photos taken with their classmates. Their photos will be held until all E-OTD requirements are completed and then included in a composite of the year they will be graduating.

Certification/Licensure

As described in the Accreditation section of this handbook, UIC will learn ACOTE's decision regarding accreditation of the E-OTD program in December 2024, in advance of the graduation of the first E-level OTD cohort in May 2025. E-OTD Program Director will provide E-OTD students with information regarding certification and licensure as part of the Professional Development & Leadership course series, and during the Spring 3 semester, Pending program accreditation by ACOTE, graduates of the E-OTD program will be able to sit for the national certification examination for the occupational therapists administered by the National Board for Certification in Occupational Therapy (NBCOT). Individuals who pass the NBCOT Certification exam for occupational therapists become registered occupational therapists. All states require licensure in order to practice; state licenses are usually based on the results of the NBCOT Certification Examination. Additional information regarding the certification exam may be found at www.NBCOT.org.

A felony conviction or academic disciplinary action may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Students are referred to the NBCOT website and the Online Certification Examination Handbook for details regarding the certification process and the exam scoring process.

Graduates seeking IL licensure as an OTR should note that after NBCOT exam results are received by the Illinois Department of Financial and Professional Regulation, it can take several weeks to receive your license. Students may receive authorization to work under supervision in Illinois before the official license is granted once they receive an authorization to test from NBCOT. Students may refer to the Illinois Department of Financial Professional Regulation for rules regarding beginning to practice in the State of Illinois at http://www.idfpr.com/.

STUDENT HEALTH

E-OTD students participate in a rigorous course of academic and clinical instruction. The student's successful participation in the instructional program requires maintenance of a level of physical and mental well-being to achieve course and fieldwork objectives. Students experiencing difficulty with physical or mental well-being are encouraged to consult with their advisor and to take advantage of resources such as Campus Care (https://campuscare.uic.edu/) and the UIC Counseling Service (https://www.uic.edu/academics/student-support/).

Recommendations resulting from the Campus Care and/or Counseling Service evaluation of the student's health and well-being *that the student has released to the Department* may be considered in overall assessment of a student's capacity to participate in the instructional and fieldwork program. If a student is deemed to not have the capacity to adequately participate in coursework or fieldwork, as determined by the Program Director in consultation with the Academic Standing Committee, the student has the right to appeal that decision to the Department Head and Office of the Dean of AHS.

POLICY FOR STUDENTS REGARDING RELIGIOUS HOLIDAYS WHICH ARE NOT LEGAL UNIVERSITY HOLIDAYS

The faculty of the University of Illinois at Chicago 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 member 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 they will be absent. In cases when the exact date(s) of the religious holiday is/are not known at the start of the semester, the student should notify the faculty member as soon as the exact date is known. Students should be asked to report if such situations might occur within the first four weeks of the semester. 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, they may request remedy through the campus grievance procedure.

The University Holidays and Religious Observances calendar can be found online at http://oae.uic.edu/religious-calendar/. The list comprises national holidays recognized by the University as well as religious days of special observance that may prohibit a person from performing work. Please keep in mind this list is not exhaustive.

If you have questions, please contact UIC's Office for Access and Equity, at 312-996-8670 or visit our website at https://oae.uic.edu/.

FINANCIAL AID AND STUDENT EMPLOYMENT

Scholarships and Loans

If you have questions about your financial aid package, inquire at the Office of Financial Aid, Student Service Building, (M/C 018), 1200 West Harrison Street, Chicago, IL 60607-7161, or call (312) 996-3126. Their website is: https://financialaid.uic.edu/ if you have general questions. The financial aid contact email address for Professional Students in the College of Applied Health Sciences is AHSFinAid@uic.edu but calling is recommended for a quicker response.

The OT department also distributes a list of known scholarships at UIC as well outside the department.

SnAP (https://uic.academicworks.com/) is the university's centralized scholarship list and application system and contains scholarships for continuing UIC students in all colleges and at all levels.

Department of Occupational Therapy Scholarships and Awards

The application period for the department's scholarships is announced via email each semester, typically several weeks into the semester. An email will be sent to students reminding them to the visit the UIC Scholarship and Awards Program website (SnAP) a few weeks before scholarship applications are due.

The UIC Department of Occupational Therapy awards about 18 scholarships (see the chart on the next page), evenly divided across the fall and spring semesters. Students are notified every semester in advance of the application deadline. An online application is required, and a resumé/CV. Some scholarships also require an essay.

Most of the department scholarships are funded by alumni or former faculty. The department's Academic Standing Committee provides a description of each scholarship, the eligibility criteria, and the application instructions. Financial aid information is provided by the campus. The committee selects the students that most closely match the criteria. It typically takes 4-6 weeks from the application deadline to complete the selection process and announce the scholarship recipients.

Note that if you do not have any unmet need for financial aid according to the financial aid office, and have loans, the financial aid office typically reduces the amount of your loans for the next semester by the amount of any scholarships you receive. In other words, it reduces your loan debt but may not result in a gain in cash after the scholarship is awarded. If you have unmet need, or have declined part of your financial aid package, then you may be able to have both the scholarship and the full amount of loans the following semester. Contact the financial aid office for additional information.

You are encouraged to do your own search using one or more of the online scholarship search/information services including: www.fastweb.com, www.collegeboard.com, www.srnexpress.com, www.collegescholarships.com, www.fedmoney.org, www.guaranteed-scholarships.com, and www.finaid.org The UIC Student Financial Aid website (https://financialaid.uic.edu/), the UIC Office of Special Scholarship Programs (https://scholarships.uic.edu/), and the U.S. Department of Education's website (https://www.ed.gov/) also have links to various search engines and other resources.

If you have questions about the Department of Occupational Therapy Scholarships and Awards, please contact Maria Larson, Scholarship Coordinator, at mlarso1@uic.edu.

Award/Scholarship	Amount of Award	How Many Awards	Who is eligible to apply?	Main criteria
1. Alumni Scholarship	$1,000	1 (Fall)	MS, E-OTD (with no RA or TA)	Financial need
2. Black and Latinx Student Scholarship	$1,000	1 (Fall)	MS, E-OTD, P-OTD, PhD	Financial need; preference to students who contribute to the diversity of the department and that aim to serve or do research with Black & Latinx communities or that are involved in student organizations that promote Black & Latinx interests.
3. Rhoda Erhardt Scholarship	$2,500	3 (Fall & Spring)	MS, E-OTD, P-OTD	Financial need; recipient shall demonstrate an interest in or a commitment to pediatric occupational therapy practice.
4. Ruth Hadra Scholarship	$1,000	1 (Fall)	MS, E-OTD	Overcoming challenges and has financial need; preference given to a first- or second-generation immigrant or a student that has overcome significant hardship.
5. Illinois Federation of Women's Clubs - Third District Scholarship	TBD	1 (Fall)	MS, E-OTD	Living in the third district club geographical area (south and southwest Chicago and suburbs)
6. Jackson-Frey Scholarship	$2,000	2 (Spring)	MS, E-OTD	Financial need; preference given to a veteran with honorable discharge from a branch of the U.S. armed services OR a student who has had life experiences or an identity that adds to the diversity of the field
7. Lois Anderberg Koji Award	$1,000	1 (Spring)	MS, E-OTD (with no RA or TA)	Financial need
8. Gail Fisher Scholarship	$2,000	1 (Fall)	MS, E-OTD	Financial need; preference given to a first-generation college student OR a student who has completed their undergraduate degree at UIC.
9. Barbara Loomis Scholarship	$2,000	1 (Fall)	MS, E-OTD, P-OTD, PhD	Academic achievement, community service, and leadership; recipient must have a career plan that includes teaching in either the classroom or the clinical fieldwork setting.
10. Winifred Scott Scholarship	$1,400	1 (Spring)	MS, E-OTD, P-OTD, PhD	Academic achievement; recipient must demonstrate an interest or commitment to serving African Americans or African American communities.
11. Lillian Torrance Scholarship	$2,000	Fall: 2 Spring: 3-4 Total: 5-6	MS, E-OTD, P-OTD, PhD	Academic achievement, community service, leadership, financial need

E-OTD – Entry-level occupational therapy doctorate students
MS – Master of Science in occupational therapy students
P-OTD – Post-Professional occupational therapy doctorate students

RA – Research Assistantship TA – Teaching Assistantship
"With no RA or TA" – Students with an RA or TA that includes a tuition waiver are not eligible to be considered for those scholarships, since financial need is the main criterion.

Additional Scholarships and Awards:

Award/Scholarship: **OT Graduate Student Travel Award**
Available to: E-OTD, MS, P-OTD or PhD students
Amount and purpose: Up to $500 per award is available; the number of awards depends on funds available.   Funds are to be used for attending state, national, or international conferences or workshops.
Source: Annual fund donations from alumni
Eligibility: Written application describing why the student needs this award.
Selection: The Department Head selects the award recipient(s), in consultation with faculty.
Notification/Timeline: Email sent to all eligible students announcing the award availability, typically in early fall (for state conference) and February (for national conference).

Award/Scholarship: **Department of Occupational Therapy Achievement Award**
Available to: Graduating E-OTD and MS students
Amount: The College provides a plaque or certificate; no financial award is associated with this award.
Eligibility: One of the top students in academic achievement, leadership, and service. Students are nominated by the Academic Standing Committee and faculty, and students supply information as requested.
Selection: The faculty selects the award recipient.
Notification/Timeline: Awarded at the Pinning Ceremony by the Academic Standing Committee Chair

Award/Scholarship: **Department of Occupational Therapy Emerging Leader Award**
Available to: Graduating E-OTD and MS students
Amount: The Department provides a certificate; no financial award is associated with this award.
Eligibility: Student shows potential to be a leader as evidenced through their leadership roles, scholarly contributions, and program initiatives. Students are nominated by the Academic Standing Committee and faculty, and students supply information as requested.
Selection: The faculty selects the award recipient.
Notification/Timeline: Awarded at the Pinning Ceremony by the Academic Standing Committee Chair

Award/Scholarship: **Beatrice D. Wade Award**
Available to: Graduating E-OTD and MS students
Amount: $1000 is available annually; it can be awarded to one student or split between two or more students.
Source: Beatrice D. Wade Occupational Therapy Award, an endowment account funded with donations from alumni and faculty
Eligibility: Exemplary performance on fieldwork. Students are nominated by their fieldwork educator and each nominee writes a personal statement in support of the nomination.
Selection: The Academic Standing Committee and fieldwork coordinators select the award
Notification/Timeline: Awarded at the Pinning Ceremony by the Fieldwork Coordinator.

Applied Health Science College Award

<u>Van Doren Scholarship</u>

Eligibility:	All students with significant financial need or financial holds preventing registration are encouraged to apply. Applications are accepted on a rolling basis throughout the academic year. This fund is intended to be an Emergency Fund to assist students with special, nonrecurring emergency needs. These requests have no deadline dates and may be submitted as needed. No FAFSA need be submitted.
Amount:	Generally, awards of $250 to $2,000 will be given to students who qualify. Subsequent requests can be made by the same applicant for additional awards not to exceed $2,000 per academic year. Students are eligible to receive up to a maximum of three awards during their enrollment in the college. Scholarship monies can be used for any financial needs related to academic enrollment, tuition, fees, books, etc.
How to Apply:	Applications are available through the AHS Office of Student Affairs. Their offices are located in 516 AHSB, and they can be reached at 312-996-2079, ahsinfo@uic.edu.

Graduate Assistantships

Graduate Assistants are graduate students who are employed at the University. There are three types of roles graduate assistants perform while at the University.

Graduate Assistant (GA)
Duties are primarily in support of, but are not limited to, administrative functions, such as: clerical support, technical support, equipment or facilities management, translation, etc.

Graduate Research Assistant (RA)
Research activities may include, but are not limited to, applying and mastering research concepts, practices, or methods of scholarship, such as: conducting experiments or research, organizing or analyzing data, presenting findings, etc.

Graduate Teaching Assistant (TA)
Duties are primarily in support of, but are not limited to, instruction and educational services, such as: leading class discussions, holding lectures, design of course materials, exam preparation, proctoring and grading assignments or exams, etc.

These positions require specific skills necessary to carry out the duties. Most assistantships are reserved for doctoral students (PhD or P-OTD). Occasionally, a position may be available to an E-OTD student. Positions are typically advertised to all E-OTD students, and a selection process is used to interview and choose the best candidates. Any student selected for an assistantship must meet criteria determined in advance by the faculty or staff member.

Most of these positions come with a tuition and partial fee waiver as long as the conditions of the waiver are met. Some of the criteria are being enrolled for a minimum of 8 credit hours, holding a 25% (10

hours per week) or greater appointment, and having an appointment for a minimum of 91 calendar days during the semester.

Graduate Hourly Positions

The Occupational Therapy Department sometimes offers graduate hourly positions to students in the OT Department. The positions cover a variety of duties and can include research, instructional support, or administrative duties. Watch for email announcements for position openings. These positions do not come with a tuition waiver.

Employment

It is suggested that a student be employed for not more than 10 hours per week while enrolled in the Department of Occupational Therapy. Students who choose to work outside of the department should be aware that occasional changes in class schedules do occur and students are expected to make class attendance a priority. During Level II fieldwork, students are encouraged not to work or to keep work hours to a minimum if possible.

REGISTRATION, TUITION AND RECORDS

Registration

Registration takes place using the Student Self Service Log in portal.

- Using a web browser, connect to https://my.uic.edu
- Click Login. Enter your Net ID and password
- Select the Academics tab.
- Select Self-Service Login.
- On the registration page, select Add/Drop Classes.
- Complete registration agreement.
- Select term and enter course registration numbers (CRNs).

Holds

If you have a registration hold (advising hold, financial hold, etc), you will not be allowed to register, drop classes or make any registration changes. You will be able to view a description and reason for the hold, as well as instructions on how to remove the hold in the *"View Holds"* screen in Student Self Service portal.

A. Financial Hold: There are several ways to clear an encumbrance so that you can enroll:

1) Pay the amount owed online (https://paymybill.uillinois.edu/) or at one of the payment locations listed below prior to registration.

Payment Locations:

a. West Side Cashier's Office, Room 116, Marshfield Building, 809 South Marshfield Avenue. Hours: 8:45 a.m.-4:00 p.m.

      b.   Payment depositories are available at the Main entrance of the Student Services Building and the 1st Floor of the Marshfield Building, across from the Cashiers Office.

      2) If you think you already paid, but you either aren't sure, or you are still getting bills, report to 1900 Student Services Building. Staff can clear an encumbrance once you present a receipt, proof of payment, or proof of pending financial aid.

    B.   Health Documentation/Immunization Hold: Students must be in compliance with the department's health requirements at all times during the E-OTD program. Students will not be permitted to have any client contact at clinical or community agencies without documentation of their compliance. Therefore, it is <u>critical</u> that you complete all health requirements and submit/update health documents so that you are able to complete course assignments. After the first semester, students will continue to be prohibited from having client contact but will also be placed on hold for registration for any courses until documentation has been submitted and approved. If you have any questions on OT program health documentation, please contact the Fieldwork Coordinators.

Deadline to Register

All students must be registered by the end of the second week of class (end of the first week for summer session), or your status in the program will be in jeopardy.

Withdrawal from the University and Refunds

1. Cancellation of Registration (before the start of classes-100% Refund)

Students wishing to withdraw from the University may submit an online request to the Office of Registration and Records through the Student Self Service portal through the tenth day of the Spring and Fall terms and fifth day of Summer term. <u>Students who are thinking about withdrawing should notify the Director of Professional Education.</u>

2. Withdrawal (after classes begin)

A. First through tenth day of the term: From the first through the tenth day of the term, you may drop or withdraw from all of your courses in one of two ways:

    1) You can drop all but one course through the Student Self Service portal. As stated above, you will need to submit an online request to the Office of Registration and Records through the Student Self Service portal in order to drop that last course (90% refund of tuition and certain fee, less the administrative charge will be given after your student account has been adjusted accordingly).

    2) You can also complete a "Cancellation of Registration" form at the Office of Records and Registration, no later than the end of the second week of classes.

B. After the tenth day of the term: You must report to the Graduate College to complete your withdrawal. It cannot be done via Student Self Service portal**.** <u>Students who are thinking about withdrawing should notify the Director of Professional Education.</u>

C. *Refund Policy:* If you officially withdraw from all classes on or before 60% of the term has elapsed, you will receive a pro-rated refund based upon the official date of withdrawal.

See the refund schedule at the following link for more information: https://registrar.uic.edu/financial-matters/refund-schedule/

3. *Readmission*

To attend any subsequent term after a withdrawal is processed, students must contact the Admissions Office and go through the readmission process in order to regain enrollment eligibility. **NOTE:** In order for a student to be classified as a readmit, they must have taken classes for at least one semester at the graduate level. If you were admitted, and withdrew your first semester, you would re-apply to the program.

Payment of Tuition and Fees

1. *Tuition Payment Obligation:* Registration via the UIC portal of https://my.UIC.edu or any other recognized method of enrollment obligates a student to pay all applicable tuition and fees for the term. By registering for classes, you assume academic and financial responsibility for confirmed courses resulting from your registration and responsibility for any additional costs that may result from the University's efforts to obtain payment. Note: Tuition and fees are subject to change without notice any time prior to the first day of instruction.

2. *Payment of Tuition and Fees:* E-Bills is a feature within UI-Pay, the student online billing and payment system, in which students may view their bills and make online payments. For more information about E-Bills, please visit: https://paymybill.uillinois.edu/. If your student account becomes past due, a hold will be placed on your academic records. This hold precludes you from registering for any subsequent terms. In addition, transcripts will not be released until your student account is paid in full. Charges incurred for room, board, parking, library fines, and other departmental and college charges will appear on the E-bill.

3. *Explanation of UIC Student Fees:*

Service Fee: This fee supports staff salaries, programming, and general operating expenses for the following student services: Student Centers, Intercollegiate Athletics, Student Leadership Programs, Student Legal and Ombudsperson Services, Student Government, and student services at Rockford, Peoria and Quad Cities. The fee is mandatory.

General Fee: This fee supports the fixed costs, such as utilities, of operating fee-supported facilities on campus including: Student Centers, Campus Recreation, Campus Housing, the UIC Pavilion, the UIC Forum and the Flames Athletics Center. The fee is mandatory.

Health Service Fee: This fee supports staff salaries, programming and general operating expenses for the campus health service providers: Family Practice/Student Health Center, the Counseling Center, the Wellness Center and pharmacy services. The fee is mandatory.

Student Health Insurance Fee: This fee provides health insurance that is mandatory for students. The fee is assessed on all students who enroll but may be waived for those who can demonstrate equivalent health insurance coverage.

Student-to-Student Fee: This fee provides financial support to undergraduate and graduate students who demonstrate high financial need. The fee is mandatory and is assessed each term. However, it is refundable each term if a cancellation is requested.

Sustainability Fee: This fee was proposed by students to assist UIC in aligning its operations and academics with the principles of sustainability. It was fully discussed with and unanimously endorsed by the Student Fee Advisory Committee. A student-led committee, supported by faculty and staff, will make the allocation decisions for student-driven initiatives.

Transportation Fee – CTA Ventra U Pass: Full time (12 or more hours) undergraduate, full time (9 or more hours) graduate, and full time (12 or more hours) professional students are assessed a transportation fee for the CTA Ventra U-Pass.

Academic Facilities Maintenance Fund Assessment: The Academic Facilities Maintenance Fund Assessment (AFMFA) is assessed to all undergraduates, graduate, and professional students to address the deferred maintenance backlog in academic facilities.

Library and Information Technology Assessment:
To generate resources to improve the learning environment, a Library and Information Technology Assessment is charged to all undergraduate, graduate, and professional students.

TUITION AND FEE TABLE FOR UIC ENTRY-LEVEL OTD Students
Based on professional program tuition & fee rates; includes expenses for books, supplies, & HMO insurance
*Tuition and fees below are based on Fall 2023 rates, including a projected 2% increase in years 2 and 3.

Tuition & fee rates* **per semester** and for the **total program**				
	Per Fall or Spring Semester		**Estimated total for total 2 yr 9 month E-OTD program** (based on 4 full-time semesters and 2 summers that cost about one half as much as a fall/spring semester).	
	Resident of Illinois	**Non-Resident**	**Resident of Illinois**	**Non-Resident**
Professional Program Tuition	$8,713	$15,544	$62,774	$111,673
Student Fees (General, Service, Health Service, Academic Facilities Maintenance, Library and Information Technology Assessment, Student to Student Fee, Sustainability)	$1,589	$1,589	$11,448	$11,416
Average cost of books, supplies, and lab fees, including Electronic Health Record (EHR) software (EHR Go) and a Case Analysis program (ClinEdWeb)	$175	$175	$1,400	$1,400
Note: This is an approximate per semester average cost for books and supplies. The cost of books and supplies vary per semester, with the first semester costs being greater and with very low supply costs in the last 6 months. The EHR Go software is a one-time subscription fee. Details for cost and purchasing will be provided at orientation. The ClinEdWeb program will be purchased in Fall 1 and covers the cost of one module used for Fieldwork Level IA. There is a $25 lab fee for disposable supplies for the assistive technology labs.				
Average of Exaat Profile Fee: covers review, validation and storage of all of your health documents and other forms	$19	$19	$151	$151
Note: Students must pay co-pays for doctor visits and any out-of-pocket costs for health services, tests, and immunizations. Accepted students will be required to set up a personal account with Exaat, and all required documentation must be submitted before new student orientation in mid-August.				
HMO Insurance (*This can be waived with proof of insurance*)	$697	$697	$5,022	$5,027
CTA U Pass Transportation Fee (provides free bus and el train rides)	$163	$163	$1,174	$1,171
Total	**$11,356**	**$18,187**	**$81,969**	**$130,838**

Tuition and fee rates are posted on the UIC website at www.uic.edu/depts/oar/grad/tuition_grad.html. While the University of Illinois Board of Trustees has set these tuition and fees for the 2023-24 academic year, tuition and fees are subject to change without notice any time prior to the first day of instruction.

Transcripts

Transcripts (both hard copy and electronic) may be ordered online at the following link: https://registrar.uic.edu/student-records/transcripts/

Current students can view and print their academic history for free via my.uic.edu

AVAILABILITY: After a term's final exams have ended, transcripts may not be available for a period of up to two weeks. This allows for the timely recording of final grades for the term. Transcripts listing final grades may not be available for a period of 4-6 weeks following final exams of the final term in which the degree is earned.

HOLDS: Transcripts and diplomas will not be released if you owe money to the University. In order to release a financial hold on your records, you must first clear your account with the Office of Student Financial Services.

Forms

The following is a list of some forms that you may encounter or be required to file at some point during the course of your graduate studies. All forms are available through the Senior Academic Advisor in the occupational therapy department.

Drop, add or change course hours: This form is used by students by students enrolled in the College of Applied Health Sciences to request a change in your classes (add course, drop course, change in hours) between weeks 3 and 10 of the fall and spring terms (weeks 2 and 5 of the summer session II term). For a schedule change after the dates noted, a general petition form needs to be submitted.

AHS General Petition Form: This petition form is intended for students enrolled in the College of Applied Health Sciences who wish to request an exception to a college policy.

Graduation Request Form: Filed electronically with the Graduate College before **the fifth week** of the term in which you expect to graduate.

Petition to Appeal Dismissal: Filed with the Chair of the Academic Standing Committee if a student desires to appeal dismissal from the program.

Supplemental Grade Report (online): Filed with the University in order to change an incomplete grade or replace a deferred grade.

Obtaining Photocopies of Submitted Forms

- Students are to maintain personal copies of all important documents submitted to the occupational therapy department. Both a hard copy and an electronic file are recommended if applicable.
- The department will only furnish copies of forms that originate in the department, e.g., letters of reference.

- When requesting a copy of a form that originated in the department, put your request in writing to the person who has the form on file, and allows a minimum of one week to receive your copy.

Copies of forms not originating in the department will not be provided. You must obtain a copy from the place of origin, e.g., Verification of CPR Certification, annual Physical Exam form, TB Skin Test Results, etc.

CAMPUS LIFE

Photo ID Cards

Students must have a UIC photo ID "I-card" to borrow books from the library, obtain prescription drugs from the campus pharmacies, and to use computers. The photo ID card serves as your permanent identification and is replaced for a fee if lost or stolen. For information on how to obtain your I-card, please visit the ID Center website at: https://idcenter.uic.edu/ or email any inquiries to: idcenter@uic.edu.

CTA Ventra U-Pass

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. You need to bring your valid i-card to pick up your U-PASS.

All full-time students are assessed the $163 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 less than the academic year due to the condensed schedule. The Summer U-PASS is available for the entirety of both portions of the summer term.

U-PASS Distribution
The CTA Ventra U-PASS is always valid the Wednesday prior to instruction beginning according to the through the Wednesday following finals week.
If your card is lost, stolen or damaged (due to abuse, misuse, etc.), visit the ID Center to complete a report and request a new card. A non-refundable replacement fee ($50) will be collected for a lost/stolen card. If you have requested that your card is permanently blocked because you were not ready or able to pay the replacement fee at that time. A non-refundable replacement fee ($50) must be collected from you prior to ordering the replacement.

Housing on Campus

Housing is available for students at the University Residence Halls. Charges for housing are based on the academic year beginning in August. Students are required to sign a contract for room and board at the Residence Hall. Payment may be made for the entire year in advance, by semester, in advance, or monthly, in advance. Preference for a roommate may be made on the application. All questions to housing should be directed to:

> Director of Housing (M/C 579)
> 818 South Wolcott Street
> Chicago, Illinois 60612
> (312) 355-6300
> housing@uic.edu

There is also a Housing Information Service for students who do not want to live in the residence halls. The phone number is (312) 413-5940 or you can visit their website at the following link: https://commuter.uic.edu/housing/

Health Service

In case of illness, the student should leave a phone message for each instructor whose class will be missed. When on fieldwork, the student should phone the clinical supervisor.

Health care services for UIC students are provided by the Department of Family Practice.

UIC Medical Center:	Hours of Operation
Family Medicine Department	Mon., Tues. & Fri. 8:30AM–5:00PM
Outpatient Care Center	Wed. 9:30 a.m.- 5:00 p.m.
1801 West Taylor Street, 4E	Thurs. 8:30 a.m.- 7:30 p.m.
Chicago, Illinois 60612	Sat. – Urgent Care only 9:00 a.m.- Noon

Call (312) 996-2901 to schedule an appointment.

These offices are staffed by faculty of the Department of Family Practice and provide full service primary care to students. It is requested that you call for an appointment. Students without an appointment may be seen on a drop-in basis if the visit is of an acute or emergency nature. Your student I-Card and insurance card are required to initiate services.

CampusCare

All registered students are enrolled in CampusCare. **There is no enrollment form to complete**. Information regarding the CampusCare Program can be viewed online at the following link: https://campuscare.uic.edu/. Students with equivalent health insurance coverage can opt out of the CampusCare Program by submitting the online Waiver Form within designated timeframes. Students MUST fill out a waiver at the beginning of every academic year in order for the CampusCare charge to be removed from their student account. Students who previously waived the Student Health Benefit Program, can reapply by completing the Reinstatement Application Form online.

The CampusCare Program is also available to qualified family members such as spouses and unmarried children under 19, or under 23, when enrolled as a full-time student at an accredited institution of higher learning and is not self-supporting. The Dependent Enrollment Forms and the Waiver Form can be found on the CampusCare website. Students may also view their benefits and obtain their ID card from the website.

NOTE: Campus Care excludes pre-matriculation services and medical services such as physicals and exams as well as physicals and all injections (including Hepatitis B) for post-secondary education entrance, internships, residencies, and clinical programs. These services are not benefits under the Campus Care program.

Counseling Service

The UIC Counseling Service offers individual, marital, and group counseling to students, faculty, and staff with personal and/or academic concerns. In addition, each term the Counseling Service offers growth-oriented groups on topics such as assertion, sexuality, death and dying, time management, and relaxation training. Those interested are encouraged to inquire about any of these services at 1800 Student Service Building, phone 996-3490, or check via the web site listed at the end of the handbook.

If you need help with a personal crisis and the University is closed, you can telephone the UIC-In-Touch Hotline at 996-5535, 6:00 PM - 3:00 AM, seven days a week. The hotline's staff of student volunteers are trained and supervised by the counseling center to offer assistance and referral information.

UIC Smoking/Tobacco Ban

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

UIC Alcohol and Other Drugs (AOD) Policy

The policy and resource guide was prepared in accordance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act Amendments of 1989. It describes the health risks and legal sanctions associated with alcohol and other drugs. It outlines the University's standard of conduct and disciplinary actions taken against students or employees who violate the standard. It also provides university and community resources to help with a drug or alcohol-related problem.

Under the federal Controlled Substances Act, marijuana is classified as a Schedule 1 controlled substance and is illegal. Consistent with that Act and the federal Drug-Free Schools and Communities Act and the Drug-Free Workplace Act, the University prohibits the unlawful or unauthorized possession, use, distribution, dispensation, sale, or manufacture of marijuana (cannabis) on University property or as part of any University activity. The passage of the Illinois Cannabis Regulation and Tax Act in 2019, which legalizes certain activities related to marijuana under Illinois state law effective January 1, 2020, does not affect federal law or the university's marijuana prohibition.

University's marijuana prohibition applies to both recreational and medical use. That means having a medical marijuana registry identification card under the Illinois Compassionate Use of Medical Cannabis Pilot Program Act does not allow you to use or possess marijuana on University property (this includes but is not limited to outdoor spaces, classrooms, and residential halls) or as part of any University activity. Compliance with these laws and acts represents the University's commitment to maintaining a healthy learning and work environment. In addition, remaining in compliance helps to protect the millions of dollars in federal funding UIC receives for student financial aid and research.

For more information on "UIC is Cannabis Free," visit: https://go.uic.edu/cannabisfacts
To review the UIC Alcohol and Other Drug Policy and Resource Guide, visit:
https://wellnesscenter.uic.edu/wp-content/uploads/sites/100/2021/01/2020-2021-UIC-AOD-Policy-1.pdf

Students should contact the Office of the Dean of Students at 312-996-4857 with any questions.

Campus Safety & Security

Security on campus is a concern we all share. During the past several years, campus police have taken several measures to improve both security coverage and the various security systems on campus. Statistically, UIC's security record is a good one, and one that they continue to try to improve. Security is everyone's responsibility. They cannot be successful without the individual efforts of the campus community. There are some very specific things that you can do to assist the campus police.

1. ## POLICE/FIRE EMERGENCY #

   ## *5-5555 (from a campus phone) or (312) 355-5555 (from your cell phone)*

   UIC Police offer the following security tips:
   - Be aware of your surroundings. Use all your senses to be alert for danger, and when walking alone, don't wear headphones or earbuds.
   - Don't display valuables in public.
   - On campus, look for the location of the nearest emergency call box (there are more than 1,500 across campus.)
   - To contact the UIC Police, call **312-355-5555** for emergencies or **312-996-2830** for non-emergencies.
   - Report crime promptly to police.
   - When a building has been locked and you are leaving, do not leave the door open so others can enter. Never prop open the front door and leave it unattended.

Safety Tools Available at UIC

UIC's Emergency Notification System (ENS) is more commonly referred to as UIC ALERT. If there is a threat to the campus community, a UIC ALERT will be sent describing the nature of the situation and instructions on immediate protective actions that you can take. In a campus emergency, the University will use several information delivery methods to reach you because, at any given time, one form of communications might be better to reach you than another. UIC ALERT will deliver messages using some or all of the following channels:

Mobile Phone Text Messages:

UIC ALERT (https://help.uillinois.edu/TDClient/37/uic/Requests/ServiceCatalog) is an optional free service that allows UIC officials to send text messages to your mobile phone or any text message capable device in the case of a campus emergency.
SIGN UP (https://accountportal.uic.edu/) with your Net ID and password to subscribe your cellphone number to **UIC ALERT.**

Digital Media
-UIC emergency information website (emergency.uic.edu)
-Emails to all **@uic.edu** accounts.
-Twitter account (@UICReady and @UICNews)
-UIC desktop alerts
-UIC homepage (www.uic.edu)

Emergency Call Boxes and Blue Light Poles (Rath Security Emergency Blue Light Poles)

Emergency blue light call boxes on campus will provide immediate access to the UIC Police Department. Press the call button on the unit to call for assistance. Any person on the campus who feels threatened can use the system.

Sound Alerts
Campus sirens and loudspeakers: Buildings have at least one device (a receiver, transmitter, and blue strobe light for ADA compliance) which can emit a variety of sirens and pre-recorded messages.

Transit and Transportation Services can be found at the following link: https://ready.uic.edu/digital-materials/be-safe-and-prepared/safety-tools-available-on-campus/

Walking Safety Escort is a free walking escort service provided by trained Student Patrol officers supervised by UIC Police Department, serving university students and employees so no one has to travel alone at night on and around campus.

By walking in groups, campus community members reduce their risk of being targeted by a criminal.

Escorts should be requested 10 to 15 minutes before you want to leave to allow for proper availability of security personnel.

- Available: 24/7 (24 hours, 7 days per week)
- To schedule a Walking Safety Escort, please call: (312) 996-2830

Night Ride

On-call transportation service operating during evenings to provide a safe after-hours transit option.

- Available: 11:00 PM and 7:00 AM, 7 days per week
- Call: (312) 996-6800
- E-mail rides@uic.edu

Before riding the Night Ride, please create a TransLoc account. TransLoc is used for on-demand requests for the Night Ride and to provide real-time tracking.

UIC Virtual Police Escort

Download the UIC SAFE app and ask UIC Police to **virtually walk** with you when coming to, or from, class, home or simply walking across campus to get your car.
Provide the **cell phone number** of your device and a **personal safe word**. In case of an emergency, the one-touch button will notify the dispatchers with your **latest GPS location** and, if necessary, the calling function of your device will allow you to **call UIC Police**.

*To use this feature, you must enable **Location Services** on your phone

UIC SAFE (https://ready.uic.edu/digital-materials/uic-safe-app) app is a **FREE** personal security tool that provides students, faculty and staff with added safety on the campus.

The app's user-friendly interface allows users to easily connect with friends and family to share their location in real-time as they walk. It allows direct and easy contact with dispatchers and first responders in case of emergencies and provides access to easy reporting forms, emergency guidelines and to a comprehensive list of support resources for students, faculty, and staff.

Added Safety Tools
UIC provides additional tools including bike registration, women's self-defense courses, safe exchange zones, etc. More information can be found at the following link https://ready.uic.edu/digital-materials/be-safe-and-prepared/safety-tools-available-on-campus/

SMS Alerts
We strongly recommend that you subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. Log in to http://sms.accc.uic.edu from any computer to subscribe your phone.

Additional emergency information is also available at UIC Emergency Preparedness website at the following link: https://ready.uic.edu/, via URGENT all-campus email, and by phone on the UIC Information Line at (312) 413-9696.

Evacuation Procedures for the Applied Health Sciences Building

Dial 5-5555 from a campus phone or 312-355-5555 from a non-campus phone. Give building and room numbers. Procedure in case of a fire is: the alarm indicating a fire is sounded over the building's P.A. System and consists of a voice and flashing light indicating that the alarm system is activated. When the fire alarm sounds, all windows and doors are to be closed and everyone is expected to proceed to end of hallway away from the location of the fire. Please acquaint yourself with location of fire exits in the areas you frequent.

Prior to our evacuation drill or for any emergency that will require the evacuation of the building, please remember the following:

1. If you need disability accommodations to participate in the evacuation drill or exit the building during an emergency, please contact any staff member in OT.

2. Review the locations of the two nearest exits for your area: **East and West stairwells; Central stairwell is reserved for use by emergency service personnel.**

3. Review the location of the nearest fire alarm pull station, if applicable.

4. During an emergency evacuation, please remember to take your personal belongings with you. (e.g. keys, purses, backpacks, laptops, etc.)

5. During the emergency evacuation, all building personnel shall follow the instructions of the emergency services personnel. This includes: the members of the 916 – Applied Health Sciences Building Evacuation Team, UIC Environmental Health and Safety Office personnel, the UIC Police Department, and the Chicago Fire Department.

6. Once the fire alarm is activated, all personnel shall immediately leave the building through the nearest and safest exit. <u>Do not </u>attempt to use the elevators as a means of exit—use the east or west stairwells.

7. Each floor as a room designated as an 'area of rescue'. The designated room in OT is room 350 (Wade Library). This room is equipped with a call system, fire door, and an automatic door opener. If you are unable to walk down the stairs, please notify one of the staff that you will wait in this room so we can notify emergency personnel.

8. Personnel, who work in areas that use chemicals, shall ensure those containers have been properly closed prior to leaving their area. This will ensure those chemicals will not cause a greater hazard in that area if left unattended.

9. All room doors within the building should be closed and left "unlocked" with the exception of the Daycare Center and any area that has radioactive materials or any other area that may be designated.

10. Once personnel have exited the building safely, they shall immediately proceed to their designated gathering area. **<u>The designated gathering area for the building is the C-4 Parking Lot (east side of building). Do not stand in the driveway or in front of the parking lot entrance. Stay on the grass or sidewalk.</u>**

    a. In case of bad weather (e.g. rain or snow), personnel shall then proceed to northwest corner of the Wood Street Parking Structure.

11. Once it has been determined that the building has been evacuated and the building is safe, an "all clear" will be given and personnel may re-enter the building.

FIRE EXTINGUISHER LOCATIONS

Fire extinguishers are located outside of rooms 325(east hallway), 313 (center hallway) and 347 (west hallway).

FIRE EXTINGUISHER SERVICE

If a fire extinguisher appears to be used, out of order, or missing, report it promptly to the Environmental

Health and Safety Office, Extension 996-7411 or to an OT staff member.

Accident or Injury

If you incur an accident or injury while in the department or on campus it is important to do the following:
1) inform the University Police at **312-355-5555** for emergencies and **312-996-2830** for non-emergencies,
2) seek necessary medical attention, and
3) when possible, notify any faculty or staff member.

It is important that the University Police are contacted for insurance purposes and in order to address potential hazards. The University Police are also trained to assist you to medical help. If you have a medical emergency that can't wait for police assistance, it is important for you to contact them and file a report as soon as you are able.

Students can request band aids, gauze, or antibiotic ointment at the main office in room 311 for any minor cuts or injuries that occur in the OT Department.

If a student is injured at a fieldwork site, the site may provide emergency care however the student is responsible for the expenses of such care, thus the requirement to maintain health insurance. Students must inform the Academic Fieldwork Coordinator of any injuries that occur during a fieldwork experience. Additional information regarding illness and injury while at a fieldwork site can be found in the Fieldwork Handbook.

Infection Control, Appropriate use of Equipment & Supplies for all Educational Activities, HIPAA Training, CPR Training, & Additional Safety Considerations

Infection Control – COVID 19

COVID-19 vaccinations (the primary series) are required. Vaccines are the most effective protection against serious illness, hospitalization and death. For more information, go to:
https://hospital.uillinois.edu/primary-and-specialty-care/infectious-diseases/covid-19-coronavirus/vaccine/credit-union-1-arena

Faculty, staff and students who test positive for COVID-19 can voluntarily report a positive COVID-19 test, an exposure to a COVID-positive person, or COVID-19 symptoms.

The **COVID-19 Reporting Tool** is available here:
https://www.redcap.ihrp.uic.edu/surveys/?s=PH78WANDNX

Additional information regarding COVID-19 and infection control can be found at the CDC and Illinois Department of Public Health websites.

CDC Centers for Disease Control and Prevention:
https://www.cdc.gov/coronavirus/2019-ncov/index.html

Illinois Department of Public Health:
https://www.dph.illinois.gov/covid19

Infection Control- Other

Online OSHA Training for Bloodborne Pathogens
All E-OTD students are required to complete online training for OSHA Bloodborne Pathogens training during the first semester of the program. Additional information about these trainings will be provided by the Academic Fieldwork Educators (Piper Hansen and Ryan Thomure) in the Fall 1 (2022) semester.

Hand hygiene and illness prevention
Hand washing is among the most effective deterrents to the spread of infection.

Upon arrival to campus, students should immediately wash their hands with soap and water for 20 seconds. If immediate hand washing is not possible, students will use hand sanitizer that contains at least 60% alcohol.

Hand sanitization stations will be located at building entrances, elevator lobbies, public lounges, and in each classroom. Students will perform proper hand hygiene before and after in-person sessions following CDC Guidelines.

Sinks in each bathroom in the OT department are equipped with soap and water.

Students must avoid touching their eyes and face.

Students are not required to wear gloves during labs but are required to wear gloves when cleaning or disinfecting equipment, chairs, tables and other surfaces.

> Rationale: CDC guidelines state that gloves should be worn for cleaning to avoid contamination and to prevent skin irritation and when working with a patient who is ill or (+) for COVID-19.

Cleaning procedures: Equipment and Supplies
There is access to CDC-approved disinfecting supplies throughout the OT department.

Shared lab equipment and highly touched surface areas used will be thoroughly cleaned with EPA approved disinfectant solution before, during, and after each in-person session according to manufacturer & CDC recommendations by both students and faculty/staff.

Instructors will be responsible for disinfecting all used materials and classroom surfaces prior to the start of each in-person session.

During each session, students will be responsible for disinfecting their own work areas and materials used following CDC guidelines.

After each session, instructors will be responsible for disinfecting all used materials and classroom surfaces, as indicated.

UIC Facilities Management building service workers will be responsible for frequently cleaning and disinfecting common areas and high-touched surfaces throughout the building.

The following disinfecting supplies will be provided:
- o Disinfecting wipes will be located in each bathroom.

    o Disinfecting wipes and spray will be located in each classroom.
    o Gloves will be in each classroom.

Students should notify the course instructor if they notice any supplies are getting low.

When mats are used during lab activities, students, faculty and guests should not wear shoes on the mats. When stepping on mats, socks are to be worn at all times.

Mats and other lab equipment are to be cleaned immediately after use using disinfectant solution.

At any time, students who are ill (e.g., presenting with fever, nausea) are expected to contact faculty and **remain at home** until their health has improved.

Appropriate Use of Equipment & Supplies
Students and guests are expected to use classroom spaces, equipment and supplies in a respectful, professional manner. Students, faculty, staff, and guests are to adhere to safety precautions at all times. Hazardous substances (e.g., acetone used during splinting labs), are to be handled and utilized with utmost care.

Health Insurance Portability and Accountability (HIPAA) Training
The Health Insurance Privacy and Accountability Act of 1996, known as "HIPAA" was created to protect information related to individual patient health care. The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes. (Refer to http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html)

All E-OTD students are required to complete HIPAA training during the first semester of the program. Additional information about these trainings will be provided during the "Orientation to Fieldwork" Group Advising Session that occurs during first semester of the program.

Program Health and General Requirements

The academic program will involve classroom work as well as many observation experiences, participation in evaluations/treatment activities, and formal fieldwork education experiences that will occur in a variety of settings. In order to participate in these required experiences, there are healthcare requirements, forms and general requirements that must be completed before Student Orientation. These health requirements are intended to protect students and the people with whom they will interact during these experiences. **Students must be in constant compliance with all health requirements at all times throughout the entire program.** Students who are not in compliance may be unable to participate in required class activities (e.g., observations), will not be permitted to begin/continue fieldwork and capstone experiences, and may experience grade reductions for their inability to participate.

Health Requirement Documentation Vendor

All College of Applied Health Science students who complete clinical/fieldwork rotations are required to submit all healthcare requirements, forms and general requirements to an outside

vendor. Exxat Approve, used in the Department of Occupational Therapy, or *CastleBranch*, is used. These are vendors used by many universities to review and store electronic records of health and other requirements.

The requirements include a Background check and Drug Test which are completed via Exxat Approve. In addition, students are required to have health insurance coverage during the entire academic program, either provided by the student or through UIC's CampusCare HMO.

Students are also required to have an annual physical examination and 2 step or blood tuberculosis (TB) test and provide evidence of immunization or immunity via titer lab reports for a variety of conditions including, Measles, Mumps & Rubella (MMR), Tetanus/Diptheria (T/D), Varicella (Chicken Pox), Hepatitis B and Influenza.

PROFESSIONAL & CAMPUS ORGANIZATIONS AND LEADERSHIP POSITIONS WITHIN THE DEPARTMENT OF OCCUPATIONAL THERAPY

American Occupational Therapy Association

Membership in the American Occupational Therapy Association is strongly recommended for all E-OTD students. Membership dues and privileges are enumerated on the AOTA website and membership form. AOTA is at:

> The American Occupational Therapy Association Inc.
> 4720 Montgomery Lane
> P.O. Box 31220
> Bethesda, MD 20824-1220
> (301) 652-2682
> **www.aota.org**

AOTA Assembly of Student Delegates (ASD) Representative

The Assembly of Student Delegates (ASD) provides a mechanism for the expression of student concerns and offers a means whereby students can have effective input into AOTA affairs. Each OT educational program elects or appoints one representative. The ASD representative serves as the liaison between our students and AOTA encourages student engagement through sharing news, resources, and opportunities provided by the ASD Steering Committee and AOTA.

Coalition of Occupational Therapy Advocates for Diversity (COTAD) – UIC Chapter

Student-led group at UIC that develops and promotes JEDI, anti-racism, and anti-oppression within UIC and in the OT profession.

Illinois Occupational Therapy Association

As students in the Department of Occupational Therapy, you are encouraged to join the Illinois Occupational Therapy Association. ILOTA sponsors an annual conference with reduced rates for students. The association also supports lobbying efforts to advance our profession in Springfield and

provides an online newsletter and listserv. Participating in ILOTA provides students with an introduction to the profession and networking with other students and practitioners. The association can be reached at:

> Illinois Occupational Therapy Association
> P.O. Box 4520
> Lisle, IL 60532
> 708-452-7640
> **www.ilota.org**

ILOTA Student Liaison for UIC

Serves as the liaison between our students and ILOTA and works with the Illi-SOTA board to promote student involvement in ILOTA events, campaigns, fundraising, etc.

The Illinois Student Occupational Therapy Association (Illi-SOTA)

The Illinois Student Occupational Therapy Association (ILLI-SOTA) is a recognized student organization that serves to promote professional development through education, leadership opportunities, networking, volunteer activities, social and philanthropic activities. Student representatives are elected from each class of graduate students. ILLI-SOTA creates a professional culture that is member-driven and facilitates communication between students, allowing all members to have the opportunity to contribute to the organization's yearly objectives.

Illi-SOTA Faculty Liaison: Jenica Lee

Student Council, College of Applied Health Sciences

There are six degree-granting units in the College of Applied Health Sciences:

- Department of Biomedical and Health Information Sciences
- Department of Kinesiology and Nutrition
- Department of Disability and Human Development
- Department of Occupational Therapy
- Department of Physical Therapy

The student groups in each of these units elect its representatives to the Student Council of the College. It is through this Council that the students are represented on the Executive Student Council of the campus and participate in campus-wide activities.

UIC chapter of the Institute for Healthcare Improvement (IHI)

General information on the purpose of IHI Open School Chapter at UIC

1. To provide members with experiences with a focus on patient safety and quality improvement, so that they develop knowledge, skills, and connections for future careers;

2. To encourage interprofessional collaboration so that a passion for healthcare improvement is fostered;

3. To encourage membership of students from different academic disciplines to diversify dedication to healthcare improvement;

4. To serve the UIC and Chicago communities through volunteerism so that preparation for service as healthcare professionals is bolstered.

STUDENT SUPPORT SERVICES AND INTERNET RESOURCES
https://www.uic.edu/

For an additional listing student resources, please visit the Current Student Resources webpage:
https://today.uic.edu/resources/current-student-resources/?utm_source=mailpoet&utm_medium=email&utm_campaign=prov%2Bofficial%2B09.22.20
for a one-stop shop with information and resources for current students including, including student life, mental health financial aid, health and safety, and getting around campus.

988 Suicide & Crisis Lifeline
https://988lifeline.org/
The 988 Suicide & Crisis Lifeline provides 24/7, free and confidential support for people in distress, prevention, and crisis resources.

Academic Center for Excellence
https://ace.uic.edu/
2900 Student Services Building, Academic Center for Excellence, (312) 413-0031
Offers a variety of non-credit courses in the fall and spring semesters, listed in the timetable under "Academic Skills Program." Also provides workshops on academic skills, time management and test-taking skills.

Academic Computing and Communications Center
https://accc.uic.edu/
2267 Science and Engineering Laboratories, (312) 413-0003; consult@uic.edu
Oversees email accounts, campus computer labs, software sales, seminars, web publishing and PC troubleshooting.

Access and Equity, Office of
http://oae.uic.edu/
717 Marshfield Building, (312) 996-8670
Responds to complaints of sexual harassment or discrimination on the basis of race, gender, sexual orientation, or disability. Conducts investigations and makes recommendations for action. Students with concerns of this nature are encouraged to share them with their advisor, another faculty member or the department head.

Admissions, Office of
https://admissions.uic.edu/
1200 Student Services Bldg, Chicago, IL 60607; (312) 996-4350
Information on adding/dropping classes, auditing courses, registration, residency requirements, tuition and fees, transcripts, medical immunizations and other student records.

African-American Academic Network (AAAN)
https://aaan.uic.edu/
2800 Student Services Building, (312) 996-5040; Assists with the recruitment, enrollment and retention of African-American students through counseling and academic support.

All-Gender Restroom Locations and Map
https://gsc.uic.edu/inclusion/all-gender-restrooms/

Announcement Page, UIC
https://today.uic.edu/category/announcements
Listing of campus events, seminars, job postings, apartments for rent, and items for sale.

Applied Health Sciences, College of
http://ahs.uic.edu
1919 W Taylor Street, 560 AHSB, Chicago, IL 60612; (312) 996-6695
Provides information about the college, student affairs and links to academic units

APA Online Style Guide
https://apastyle.apa.org/6th-edition-resources/basics-tutorial
Online tutorial to show users how to structure and format their work, recommends ways to reduce bias in language, identifies how to avoid charges of plagiarism, shows how to cite references in text, and provides selected reference examples.

ask.uic.edu
https://ask.uic.edu/
Search engine developed and maintained by the UIC Office of Advising Development (OAD) to help students search for "anything" they want to know about UIC. The site is a robust search engine that is student-topic focused. Students who submit questions through **ask.uic.edu** may be directed to campus units as appropriate.

Bias Reporting Tool
https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=24

Bookstore, UIC Medical/Health Sciences
www.uicbookstore.org
Student Center West, 828 S. Wolcott, (312) 413-5550

Campus Advocacy Network (CAN)
http://wlrc.uic.edu/campus-advocacy-network/
(312) 413-8206 or email can-appointment@uic.edu.
On campus service center dedicated to providing confidential, anonymous, free services to UIC students, staff and faculty who have experienced sexual assault, domestic/dating violence, stalking and hate crimes.

Campus Records, ID, and Name Changes
https://gsc.uic.edu/inclusion/campus-records-ids/

Campus Housing
https://housing.uic.edu/
Central Housing Office, 818 S. Wolcott, SRH 220, Chicago, IL 60612, 312-355-6300; housing@uic.edu
Information on housing facilities, rates, application process, academic programs, community development, guest housing and other answers to frequently asked questions

Campus Programs, UIC
http://involvement.uic.edu/
Listing of different student organizations, their student contact person, handbooks, and newsletters

Career Services, Office of
http://careerservices.uic.edu/
Student Services Bldg, Room 3050, 1200 W. Harrison Street, Chicago, IL 60607; 312-996-2300
Provides career preparation seminars, individual employment counseling, employment opportunity listings, information on career fairs, mock interviews and drop-in advising sessions

Commuter Student Resource Center (CSRC)
http://commuter.uic.edu/
Student Center East, 2nd floor, Behind the Wellness Center
The Commuter Student Resource Center (CSRC) offers a variety of programs, services, and amenities in our space for students at the University of Illinois-Chicago.

Counseling Center
https://counseling.uic.edu/
2010 Student Services Bldg, Chicago, IL 60612; (312) 996-3490
The UIC Counseling Center provides diverse services to help students deal with stress, handle a crisis or trauma, cope with the transition to college, gain strength from gender and cultural identity, or manage serious mental illness and many other issues. Counselors can help students increase resilience and positive well-being by developing effective coping and problem-solving skills. Talking with a Counseling Center professional can provide the safe, supportive, confidential setting to explore concerns towards improving emotional, physical and academic functioning. The Counseling Center is supported by the Health Service Fee as assessed to all students enrolled at the university and therefore enrolled students are eligible for Counseling Center mental health services without additional cost.

Dental Clinics
http://dentistry.uic.edu/patients
1st Floor Dentistry Building, 801 S. Paulina St., (312) 996-7555
Dental services are not covered by the student health plan. The dentistry program provides clinic services on a sliding scale basis.

Disability Resource Center
http://drc.uic.edu/
1190 Student Services Bldg., Chicago, IL 60612; (312) 413-2183; (312) 413-0123 (TTY)
Provides different resources to ensure the accessibility of UIC programs, classes and services to individuals with disabilities in accordance with federal and state statutes.

Financial Aid, Office of Student
https://financialaid.uic.edu/
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

Gender and Sexuality Center
https://gsc.uic.edu/
1180 Behavioral Sciences Building; (312) 413-8619
Promotes deeply engaged and life affirming thinking, learning, and action with students, faculty, staff, alumni, and community members. Through programs, initiatives, events, and workshops, the GSC creates a more inclusive campus and catalyzes positive social change in the world. Underlying the Center's work

is an understanding of intersecting identities and the multiple layers of diversity within LGBTQIA+ identities including race, class, ability, geography, immigration status, and religious affiliation.

Health and Diversity Academy (HDA)
The Health and Diversity Academy 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 Academy is dedicated to enhancing students' experience and appreciation of cultural differences and circumstances and how they impact healthcare delivery and contribute to health disparities.

International Services, Office of
http://www.ois.uic.edu/
2160 Student Services Building, (312) 996-3121
Provides international students, faculty and staff with a variety of resources, such as, information and preparation assistance of immigration documents, personal UIC orientations, and information on cross-cultural events, activities, and resources.

Latin American Recruitment and Retention (LARES)
http://lares.uic.edu/
2640 Student Services Building, (312) 996-3356
Assists with the recruitment, enrollment and retention of Latino students through counseling and academic support.

Lavender Graduation
https://gsc.uic.edu/lavgrad/
Lavender Graduation is a celebration of the academin achievements of Lesbian, Gay, bisexual, Transgender, Queer, Intersex, Asexual+ (LGBTQIA+)students and their supportive communities. The event is open to all undergraduate, graduate, and professional students from every college at UIC.

Library, UIC
http://library.uic.edu/

Richard J. Daley Library	Library of Health Sciences
801 S. Morgan 312-996-2726 https://library.uic.edu/libraries/daley	1750 W. Polk 312-413-0403 https://library.uic.edu/libraries/lhs-chicago AHS liaison: Amelia Brunskill abrunsk2@uic.edu

Native American Support Program
https://nasp.uic.edu/
2700 Student Services Building, (312) 996-4518
Assists with the recruitment, enrollment, and retention of Native American students through counseling and academic support.

Occupational Therapy Department
http://ahs.uic.edu/ot
Applied Health Sciences Bldg, 1919 W. Taylor, 3rd Floor, Chicago, IL 60612; (312) 996-3051
Information about academic programs in Occupational Therapy, faculty research and interests, grants, current departmental events, community outreach, and Model of Human Occupation (MOHO) Clearinghouse.

Office of the Dean of Students
https://dos.uic.edu/
The Office of the Dean of Students advises students about personal situations or academic concerns and directs students to appropriate resources. Details follow.

> **Student Assistance**: Student Assistance offers help to students in addressing the complex crises, life traumas, and barriers that may adversely affect their academic success or collegiate experience. Please utilize the following for Student Assistance requests:
> Student Assistance and Support Referral Form:
> https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago
>
> U & I Care Fund (emergency grants)
> https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=18
>
> Basic Needs Requests
> https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=26
>
> **Community Standards:** Community Standards empowers students to uphold the community values of integrity, accountability, and respect. In instances where student's behavioral choices are potentially in conflict with these values, the office facilitates a variety of methods meant to fairly resolve conflicts, hold students found responsible accountable for their actions, and spur their ethical and educational development. Please utilize these resources related to Community Standards:
> Student Disciplinary Policy
> https://dos.uic.edu/wp-content/uploads/sites/262/2021/09/Student-Disciplinary-Policy-2021.pdf
>
> Report Academic Integrity Concerns
> https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago&layout_id=10
>
> Report Behavioral Conduct Issues
> https://cm.maxient.com/reportingform.php?UnivofIllinoisChicago
>
> **Diversity Education & Bias prevention:** The Bias Reporting Tool allows students, faculty, and staff a place to report instances of bias and discrimination on campus, and coordinates with other campus units to support and educate those involved. We also offer training and resources on topics such as bystander intervention and implicit bias to the campus community.
> Bias Reporting Tool: https://dos.uic.edu/diversity-education/bias-reporting-prevention/
>
> **Student Veterans:** Student Veteran Affairs provides a welcoming and supportive environment for our military-connected students. The office provides resources, assistance, and programming to ease the transition and ensure academic success of UIC Student Veterans. Staff are housed at

the Cisar Veteran Center, Room 248 in Student Center East. Please utilize the following link to learn more about Veteran benefits and support:
Student Veterans Affairs Website: https://dos.uic.edu/student-veterans-affairs/

Legal Services: Student Legal Services (SLS) is available to assist UIC students in understanding and solving their legal problems. SLS can provide confidential legal advice, counsel and limited representation for currently enrolled students. Please utilize the following link to learn more information about Student Legal Services:
Student Legal Services: https://dos.uic.edu/student-legal/

Additionally, the Office of the Dean of Students is always available to consult with faculty and staff on various student concerns or in situations of a possible student threat. You can reach us at 312-996-4857 or dos@uic.edu.

Office of Access and Equity
https://oae.uic.edu/
The Office of Access and Equity is committed to equal opportunity, diversity, inclusiveness, equal access, and equitable treatment for faculty, staff and students throughout the university

Office of Diversity, Equity and Engagement
https://diversity.uic.edu/
The Office of Diversity, Equity and Engagement continues to create a welcoming and inclusive university for all with the support of the seven Centers for Cultural Understanding and Social Change (https://diversity.uic.edu/community/ccusc/)

Parking Services, Office of
https://parking.uic.edu/
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.

Retail Operations, UIC
https://cas.uic.edu/retail/
Room 230 SCW, 828 S. Wolcott Ave., Chicago, IL 60612; (312) 996-7220
Computer hardware and software sales, support and service

Sports Events, UIC
http://uicflames.com
Information on sports schedules, facilities, tickets, events, and sports news

Student Assistance Request
https://dos.uic.edu/student-assistance/
Student Assistance can support with issues including, but not limited to, personal and family emergencies, academics, interpersonal conflicts, personal safety, transition issues, and physical and mental health concerns.

Student Health Services
https://studenthealth.uic.edu/
Explore health services offered by the campus. For Health & Personal Concerns, please visit the following website: https://dos.uic.edu/student-assistance/health-personal-concerns/

Student Legal Service
https://dos.uic.edu/studentlegalservices.shtml
2100 Student Services Building, 1200 W. Harrison Street, Chicago, IL 60607; 996-9214
Provides legal consultation and advising to students.

Student Life, UIC
https://sa.uic.edu/student-life/
This page has links for housing, parking, accessibility, student services, sports and recreation, UIC Student Governance, the Chicago Flame, Flames Radio, the Source, and many other subjects.

Student Support, UIC
https://www.uic.edu/academics/student-support/
1200 W. Harrison St., 312-996-7000
Our goal is to give students a wide range of experiences that build skills for school and life. The University of Illinois at Chicago helps students succeed in a challenging, exciting and diverse global community of scholars.

The Wellness Center
http://wellnesscenter.uic.edu/
B19 Student Center East, 750 S. Halsted, Chicago, IL 60607; (312) 413-2120
Provides resources to students including, books, audio tapes, videotapes, and CD-ROMs covering a wide range of healthy topics from stress and nutrition to relationships.

The Writing Center
https://writingcenter.uic.edu/
100 Douglas Hall, (312) 413-2206
Provides free tutoring with various aspects of writing concerns, such as understanding assignments, developing theses, organizing ideas, and editing. At whatever phase the student chooses to get help, tutors will help the student to clarify their thinking process and give feedback.

U and I Care
https://dos.uic.edu/uicare.shtml
The U and I Care program is an initiative by the Office of the Dean of Students (DOS) to strengthen UIC's network of care for students. The purpose of the program is to provide options and resources for students facing personal difficulties and to empower other students and university personnel to take action when such concerns arise. U and I Care partners are faculty, staff and students who have made a special commitment to not only assisting students but to do so by providing a safe and supportive environment where you can feel free to share anything and not feel that you will be judged in any way. U and I Care partners provide options for reporting and addressing any concerns, and maybe contacted by students who are concerned for themselves or by any individual concerned for a student. For a listing of U and I Care partners and their contact information, visit the U and I Care website, listed above.

Urban Health Program
https://uhp.uic.edu/
The mission of the UIC Urban Health Program is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, in the health professions, and to expand educational opportunities for these populations at the pre-college (K-12), undergraduate, graduate, and professional levels.

Media Consent Form

I, the undersigned, do hereby consent to the use by the University of Illinois Chicago (University) of my image, or likeness, and voice for any purpose on behalf of the University. This may include, but is not limited to, use in print, digital and broadcast marketing materials, posting on websites and social media platforms, educational presentations, and for sharing with external news media.

I understand that the University will be unable to prevent others from gaining access to online materials and will be unable to prevent others from copying, altering or republishing my image or likeness.

I understand and agree that I will not be compensated for these images and that the University will forever own the images and their copyrights, and I waive any right to inspect or approve the finished photograph, video or audio recording.

I understand that this consent is perpetual, that I may not revoke it, and that it is binding on me, my heirs and assigns. I warrant that I am at least 18 years of age and that I am competent in my own name insofar as this consent is concerned. I further attest that I have read this consent form and fully understand its contents.

SUBJECT:
(person being photographed or recorded)

_____   _____

Print name   *Date of Birth*

_____

Address

_____

Print name of parent or guardian (if subject is under 18 years)

_____   _____

Signature   *Date*

RECEIVED BY:
(faculty or staff)

_____   _____

Print name   *Date*

_____

UIC title/department

UNIVERSITY OF
ILLINOIS CHICAGO

E-OTD HANDBOOK RESPONSIBILITY FORM

I have read the UIC Department of Occupational Therapy E-OTD Student Handbook 2023-2026, which includes, but is not limited to:

- UIC's Nondiscrimination Statement (https://oae.uic.edu/policies/nondiscrimination-policy-statement/)
- Technical Standards for E-OTD students
- Procedure to request accommodations from the UIC Disability Resource Center
- The UIC Student Disciplinary Policy, which includes the Standards of Conduct (https://dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf) ;
- the UIC Student Academic Grievance Policy (https://policies.uic.edu/educational-policy/student-academic-grievance-policy/); and
- The NBCOT Code of Conduct (https://www.nbcot.org/)

I understand that:
- I am responsible for the information contained within the Handbook;
- I am expected to refer to the Handbook routinely before seeking information from my advisor or instructors to be better informed and best prepared to plan for my participation and success in the E-OTD program;
- failure to adhere to the policies, procedures and guidelines included in the student handbook could negatively impact on my ability to graduate from the E-OTD program.

_____   _____

Signature of Student   Date

_____

Printed Name

SUBMISSION INSTRUCTIONS

There are 2 methods to submit this form:

1. Upload this form to the Department of Occupational Therapy Learning Blackboard Site by noon on Friday, 9.1.23.
    a) Save this form on your computer for your records as "(Insert Your Last Name) Handbook Form".
    b) Log on into uic.blackboard.com using your UIC Net ID and password.
    c) Click on Department of Occupational Therapy Learning Resources >> E-OTD Orientation 2023 >>
    d) Handbook Responsibility Form.
    e) Attach the file and click "Save"; **OR**
2. Submit this form to Maria Larson by Friday, 9.1.23 by placing it her mailbox (across from the 3rd floor elevators).