



UNIVERSITY OF
ILLINOIS CHICAGO

DEPARTMENT OF DISABILITY AND HUMAN DEVELOPMENT

DHD GRADUATE STUDENT HANDBOOK AY2023-2024

Version 20230910

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INTRODUCTION

Welcome to the Department of Disability and Human Development!

DHD Graduate Student Handbook is dedicated to all students who are pursuing access to education in the Department of Disability and Human Development (DHD), University of Illinois at Chicago (UIC).

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

Please check online for accuracy, as information may change.

You can review the UIC COVID safety plans here: today.uic.edu/coronavirus.

A folder in Box was created for all DHD graduate students. The folder has past and current DHD syllabus, the Graduate College forms, copies and a list of proposals and dissertations, a list of student resources, and many more. Here's the link to the Box folder:

<https://uofi.box.com/s/42evph7oxdai4h5f5qrf6owa69ctlrkn>

If you cannot access the Box folder, please contact OSA.

ABOUT US

Purpose

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

Directory

Department of Disability and Human Development (MC 626)

College of Applied Health Sciences

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Disability, Health, and Social Policy Building (DHSP)

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Robert Gould, PhD, Clinical Associate Professor and Director of Undergraduate Studies

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Maitha Abogado, Senior Academic Advisor

Room 207, DHSP

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Maris Fujiura, Academic Advisor

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Email: mfujiu2@uic.edu

Academic Affairs Committee (AAC)

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

Sarah Parker Harris, PhD, Co-Chair
Robert Gould, PhD, Co-Chair
Stephanie Bay, PhD
Yochai Eisenberg, PhD

Maitha Abogado
Joy Hammel, PhD (*OT rep, for PhD program only*)

Faculty Members

Kruti Acharya, MD*
Fabricio Balcazar, PhD*
Stephanie Bay, PhD
Kristin Berg, PhD*
David Camacho PhD
James Charlton, MA
Caitlin Crabb, PhD
Lennard Davis, PhD*
Yochai Eisenberg, PhD*
Carol Gill, PhD*
Robert Gould, PhD
Rooshey Hasnain, EdD
Glenn Hedman, PE, CPE, ATP, RET

Tamar Heller, PhD*
Kathy Hooyenga, OT, MA RET, ATP
Kelly Hsieh, PhD
Robin Jones, MPA, COTA/L, ROH
Delphine Labbé, PhD*
Sumithra Murthy, PhD
Akemi Nishida, PhD*
Sarah Parker Harris, PhD*
Alyson Patsavas, PhD*
Carrie Sandahl, PhD*
Sandra Sufian, PhD, MPH*
Lieke van Heumen, PhD

Additional Faculty Members for the PhD Program

Joy Hammel, PhD*
Mansha Mirza, PhD*

Susan Magasi, PhD*
Yolanda Suarez-Balcazar, PhD*

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

Please note that all DHD graduate students must have a Faculty Advisor/Chair from the Department of Disability and Human Development. Also, at least two (2) members of the preliminary examination and thesis/dissertation defense committees must have their home department in DHD.

DHD ACADEMIC INFORMATION

Registration Procedures

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

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

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

Academic Performance

DHD graduate students are governed by the academic standards of the Graduate College. The grade requirement stipulates:

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

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

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

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

Academic Dishonesty and Plagiarism

Academic dishonesty is a serious offense. Students are expected to adhere to the highest standards of intellectual integrity and to submit exclusively original work in response to class assignments, unless instructed to collaborate with others. For more information on UIC policies on academic dishonesty and its consequences see:

dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

Plagiarism refers to using someone else's ideas without citing (or crediting) them. It can occur in two forms: directly copying or paraphrasing. The University has a guide to avoiding plagiarism that you are encouraged to review:

Avoiding Plagiarism

Please keep in mind that plagiarism occurs through intentional copying of another's work as well as through the lack of proper citation of resources used in your work. Thus, even unintentional instances of using material without citing is an instance of plagiarism. Unless otherwise permitted by the instructor, using work produced for other courses or other assignments also constitutes plagiarism (self-plagiarism). Consequences include any and/or all of the following: an automatic failure of the course, reporting to the University, academic probation, and/or expulsion.

Class papers, preliminary exam papers, dissertation proposals, and dissertations will be submitted to iThenticate and/or SafeAssign.

Breaches in Professional Standards

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

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

dos.uic.edu/wp-content/uploads/sites/262/2020/01/DOS_Student-Disciplinary-Policy-2020.pdf

Grade Appeals

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

Readmission

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

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

Incomplete Grades

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

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

Students with incomplete grades in any UIC courses, including independent study/research, are not permitted to register for/start their preliminary exams, proposal defense, and/or final dissertation defense until the incomplete grades are cleared.

DHD 593 Independent Research/DHD 596 Independent Study

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

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

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

Students must submit the [*Plan of Study Form for DHD 593/DHD 596*](#) prior to enrollment.

University Regulations

[University Regulations](#)

Academic Grievance Procedures

The Academic Grievance Procedures define an administrative process through which faculty, academic professionals, employees, and students may seek resolution of complaints or grievances arising from a decision made about them by an agent of the University of Illinois at Chicago in the course of their employment or enrollment at UIC. It defines eligibility to use the procedures and describes the informal and formal procedures and time frames required. To download the full document outlining the procedures for filing a grievance see [Student Grievance Procedures](#).

Academic Integrity

The University of Illinois is dedicated to learning and research, and hence is committed to truth and accuracy. Integrity and intellectual honesty in scholarship and scientific investigation are, therefore, of paramount importance. These standards require intellectual honesty in conducting research, writing of research results, and relations with colleagues. Graduate students may be faced with difficult choices regarding academic integrity in their various roles as student, teacher, and researcher. If this is the case, they should seek the advice and experience of their faculty advisors and the Graduate College staff.

The University has specific definitions of misconduct (such as plagiarism, falsification of data, etc.), procedures used for investigation of charges, and the consequences of that conduct. Students are governed by the [Student Disciplinary Policy](#) under the Student Conduct Process, as adjudicated by the [Office of the Dean of Students](#), and faculty are governed by the [Policies and Procedures for Academic Integrity](#). Also see the [Faculty Handbook](#).

Student Disciplinary Procedures

The Student Disciplinary Procedures (December 1985) provide a mechanism for review when a student is charged with an infraction of the disciplinary code. It describes just causes for disciplinary action, outlines the procedures for filing a complaint or responding to one, lists the possible sanctions, and describes the appeal process. This document is available in the Office of the Dean of Student Affairs, 3030 Student Services Building or [online](#).

MS IN DHD ACADEMIC INFORMATION

Mission

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

Program Objectives

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

Advising

All MS in DHD students must receive course selection advising from a DHD Faculty Advisor prior to registration for each semester.

Degree Requirements and Program of Study

The MS in DHD program of study consists of four sections: required core courses (9 credit hours); concentration courses (9 credit hours); electives (at least 8 credit hours); and thesis/coursework option (at least 6 credit hours).

A DHD Faculty Advisor serves as the general academic advisor for all MS students and advises and approves the course of study for each semester. A program of study form is filled out by the student with assistance from their DHD Faculty Advisor before the beginning of each semester.

Total Required Hours: 32 (2 years to complete) within the following guidelines:

- At least 9 of the 32 hours must be attained in courses at the 500 level.
- A maximum of 8 of the 32 hours may be transferred from accredited and acceptable graduate study at other institutions.
- All students are required to earn a minimum of 24 semester hours of credit in formal coursework and thesis work within the MS in DHD program.
- Thesis credit may not exceed 5 of the required 32 hours.

Required Core Courses (all MS students; 9 CH)

DHD 401

DHD 408

DHD 510

Required Concentration Courses (9 CH)

Disability Studies: Select a minimum of 2 courses: DHD 407, DHD 409, DHD 570, DHD 581; AND select an additional 3-5 minimum hours of Disability Studies classes approved by the Advisor.

Assistive Technology: DHD 440; AND select one of the following: DHD 551, DHD 554, DHD 555, or DHD 556 and 557; AND select an additional 3 CH of AT Assessment course work approved by the Advisor; AND select an additional 3 CH of DHD classes approved by the Advisor.

Electives

All students must take at least 8 credit hours of electives. Electives may be selected from among other course offerings in DHD or other departments across campus. Students are encouraged to discuss selection of electives with the DGS or academic advisor.

Thesis or Coursework-Only Options

Thesis or coursework-only option is required. No other options are available.

Thesis: A thesis is strongly recommended for students interested in pursuing careers in scholarship or research. Students electing a thesis must complete a minimum of one 3 CH methodology course approved by their advisor as part of their concentration/elective hours. Students in the Assistive Technology concentration must additionally register for DHD 590 as part of their concentration/elective hours. All students must form a committee and register for one hour of DHD 593 to develop and defend a short thesis proposal. Students must pass the proposal defense in order to take DHD 598. A minimum of 5 total hours of DHD 598 are required. A detailed process of the MS thesis track is in the Appendices.

Disability Studies Concentration Coursework-Only Option: Students in the Disability Studies concentration electing the course-work-only option must register for 3 hours of DHD 594 with a faculty member, and take an additional 3 hours of Disability Studies courses, approved by the advisor.

Assistive Technology Concentration Coursework-Only Option: Students in the Assistive Technology concentration electing the course-work-only option must register for 3 hours of DHD 590 with a faculty member or DHD 441, and take an additional 3 hours of DHD courses, approved by the advisor.

Please note a C or below grade will not be applied as credit for any required courses. The required course may be repeated. The approvals of the instructor, advisor, and DGS are required before being allowed to register again for the course. Or the course may be replaced with the approvals of the advisor and DGS. If denied, the student may be dismissed from the program.

Thesis Option

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

Detailed guidelines for the preparation of thesis which meet the Graduate College's technical specifications are contained in the document *Graduate College Thesis Manual* (grad.uic.edu/academic-support/thesis/). Students are urged to familiarize themselves with its contents. The format, as well as content, is the responsibility of the student. The thesis manual should be used as a guide for format.

Graduate College's Policy on Exams and Defense Committee Membership

	Total Number	Full Membership	Tenure Requirement	Outside Member**
Master's Thesis Defense	Three	One	One	Not Required

** Outside member is defined as outside of the program, although some programs may require outside of UIC.

grad.uic.edu/academic-support/exams-defense/committee-membership-policy/

PHD IN DISABILITY STUDIES ACADEMIC INFORMATION

Academic Performance

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

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

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

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

Please note a C or below grade will not be applied as credit for any required courses. The required course may be repeated. The approvals of the instructor, advisor, and DGS are required before being allowed to register again for the course. Or the course may be replaced with the approvals of the advisor and DGS. If denied, the student may be dismissed from the program.

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

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

Exemptions to the policy requiring a B or above in all courses will be considered by the Academic Affairs Committee on a case-by-case basis. The Committee will evaluate whether there have been extenuating circumstances which have negatively affected academic performance. The student must present the request for exemption to this policy to the Committee within one week of the notification of the grade, using an appeal form. The appeal form requires the signatures of the student's advisor and the course instructor and a recommendation concerning the appeal from both parties. If the committee decides that an exemption to the policy is warranted, a remediation plan will be specified. Remediation typically means retaking the course. If the student successfully completes the remediation

plan, they may continue in the program. Policies regarding academic probation still apply in this situation. Students who are completing remediation may continue enrollment in courses for which the unsatisfactory course is not a prerequisite or may go on a leave of absence until remediation is successfully completed. This may delay graduation by one year.

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

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

Incomplete Grades

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

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

Students with incomplete grades in any UIC courses, including independent study/research, are not permitted to register for/start their preliminary exams, proposal defense, and/or final dissertation defense until the incomplete grades are cleared.

Grade Appeals

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

Degree Requirements

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

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

The PhD program in Disability Studies is designed primarily as a full-time course of study. Students who are full-time will be expected to maintain at least 9 credit hours per semester. Students must complete the program within 7 years from their date of entry for post-baccalaureate students and seven years for students entering with a Master's degree. Each student will have an advisor chosen from the DHD faculty of the program. The advisor will monitor the student's progress through the program and may serve as chair for the dissertation committee.

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

Program of Study

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

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

Each student is to take course work to develop advanced research skills. The purpose of this requirement is to enhance the student's data analysis and critical thinking skills. The core required research courses will consist of DHD 510, *Concepts in Interdisciplinary Research on Disability Studies*, and DHD 541, *Advanced Concepts in Disability Research*. In addition to

these core research courses, students must also take 9 credits on research methodology courses to be selected with their advisor. Students entering with a Master's degree and appropriate research course work and experience will be expected to take additional research courses related to the student's dissertation area, selected in consultation with the student's advisor from among courses offered by the participating units or outside of the program. Students entering post-baccalaureate or who require additional research training may be required to take supplementary course work.

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

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

PHD IN DISABILITY STUDIES EXAMINATION AND DEFENSE COMMITTEES

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

Graduate College's Policy on Exams and Defense Committee Membership

	Total Number	Full Membership	Tenure Requirement	Outside Member**
Preliminary Exam	Five***	Three	Two	Recommended, But Optional
Dissertation Defense	Five***	Two	Two	One Mandatory

Committee Recommendation Exceptions

** Outside member is defined as outside of the program, although some programs may require outside of UIC.

*** Chairperson must have full membership (not necessarily tenured).

grad.uic.edu/academic-support/exams-defense/committee-membership-policy/

Please note that for the preliminary examination and the doctoral defense committees, all DHD students must have a Faculty Advisor/Chair from the Department of Disability and Human Development. At least three (3) committee members must have a DHD Faculty appointment. At least two (2) members must have their home department in DHD.

Doctoral Preliminary Examination

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

The specific requirements are listed in the Appendices.

When the preliminary committee is set, please complete the Graduate College's [Committee Recommendation Form](#) and submit to DHD's Office of Student Affairs.

Student, Chair, and committee members agree to the date(s) of the exam, which should be specified on the form. The form is due at least 6 weeks before the start of the preliminary examination. Graduate College requires a 5 week notice and it takes about a week to process the form in the Department. Graduate College **MUST** approve the committee before students are allowed to begin the preliminary examination.

PhD Proposal

After completing the preliminary examination and prior to starting dissertation research, students must develop, write, and successfully defend a comprehensive PhD proposal. This must be done by one semester term of passing the preliminary examination. An additional term may be granted. The student should submit a request in writing to AAC for an extension to complete the proposal requirement. Failure to defend the proposal within one year of passing the preliminary examination will result in the student being not in good standing. Upon recommendations of the DGS, in consultation with AAC, students may not hold any departmental financial assistance, including assistantships and waivers, until the proposal is successfully defended.

The proposal draws on the research from the preliminary exam, coursework, plus additional new research. It is typically between 30-50 pages, and includes the following sections:

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

Note that the structure and length may vary based on the type of research. Please consult with the advisor on specific requirements.

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

The proposal defense is informal and intended as an opportunity for discussion and feedback for the student to ensure they are well prepared to move into their dissertation research. There are three outcomes that the committee has at the conclusion of the defense:

1. The student is ready to move ahead with what they proposed (typically also with suggestions for the future research/write up stage);
2. With some minor edits to the proposal, the student is ready to move ahead with what they proposed; or
3. With some further work/major edits to the proposal, the student is ready to move ahead with what she has proposed.

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

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

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

For students who entered the PhD program in or after Fall 2017: students work on their proposal during the academic terms of year three of the program. In the fall term of year 3, students sign up for DHD 541; additionally, students should complete all of their methodology requirements and methodology electives.

For ALL students

Development

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

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

Oral Defense

The two-hour oral defense is closed, with just the student, advisor, and committee. All committee members must be present in person or via phone/video for the oral defense to be held. Students are to develop a 30-45 minute presentation of their research proposal (following the main sections of the proposal) and present to the full committee. This is followed by round-table discussion with the student and committee. The committee will have an opportunity to discuss, ask clarifying questions, and offer suggestions. At the end, the

student will leave for around 15 minutes while the committee privately discusses. Then the student returns for feedback.

Typically, there are two types of verbal feedback that is most helpful for the student during the proposal defense:

1. What edits/changes may be needed prior to starting the research (e.g., changes to broader theoretical framing, research questions, and/or method so that the student is in the best possible position to begin their dissertation research).
2. What may be needed to think about further during the research (e.g., once the research begins, ensure to focus on XYZ during the research and write up of research).

Written feedback is not required, although the committee is welcomed to provide the student with any written comments if this is their preferred method to do so.

The committee members must approve the proposed plan of research before a student moves ahead in the program.

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

The student **must** provide a copy of their approved dissertation proposal to the Office of Student Affairs by the end of the defense term.

Doctoral Dissertation Defense

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

All candidates for the PhD degree must have an advisor from the Department of Disability and Human Development who is a member of the UIC Graduate Faculty. The advisor is considered the primary reader of the dissertation. The defense must be open to the academic community of the University and be publicly announced 1 month prior to its occurrence.

The dissertation committee is appointed by the Dean of the Graduate College on the recommendation of the student's department or program. The defense committee consists of at least five (5) persons, of whom one (1) must be from outside their program. The chair of the committee must be a full member of the UIC graduate faculty. At least two members of the committee must be tenured faculty at UIC; at least one must be from outside the degree-granting program, which may include graduate faculty from other UIC departments or colleges. The outside member can also be from outside the University in which case the member must demonstrate equivalent academic standards; the member's curriculum vitae must accompany the [Committee Recommendation Form](#). When the committee is set, the *Committee Recommendation Form* is submitted.

Please note that all DHD students must have a Faculty Advisor/Chair from the Department of Disability and Human Development. At least three (3) committee members must have a DHD Faculty appointment. At least two (2) members must have their home department in DHD.

The *Committee Recommendation Form* is due to OSA at least 6 weeks before the dissertation defense. Graduate College requires a 5 week notice and it takes about a week to process in the Department. Graduate College **MUST** approve your committee before defense.

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

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

Dissertation Procedures

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

Detailed guidelines for the preparation of dissertations which meet the Graduate College’s technical specifications are contained in the document [Graduate College Thesis Manual](#). This document is available from the Graduate College, OSA, and online. Students are urged to familiarize themselves with its contents.

The following regulations and deadlines apply to all dissertations:

- Any research which involves the use of human subjects, animal subjects, or biohazardous materials must be approved by the Institutional Review Board (IRB), the Animal Care Committee (ACC), or the Institutional Biosafety Committee (IBC) before the research is begun. It is University policy that dissertations which are not in compliance with the Office of Protection from Research Risks (OPRR) will not be accepted for fulfillment of graduation requirements.
- The format, as well as content, is the responsibility of the student and department. The [Graduate College Thesis Manual](#) should be used as a guide for format.

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

DHD CAMPUS CERTIFICATE PROGRAMS

The department has 3 campus certificate programs.

Assistive Technology

ahs.uic.edu/dhd/admissions-and-programs/assistive-technology-certificate/

The Campus Certificate in Assistive Technology (ATCP) is accredited by the Commission on Accreditation of Allied Health Education Programs upon recommendation of the Committee on Accreditation for Rehabilitation Engineering and Assistive Technology Education.

Disability Ethics

ahs.uic.edu/dhd/admissions-and-programs/disability-ethics-certificate/

Our society is making strides in the support of people with disabilities. Medical advances continue to increase their long-term survival. State and federal laws support their rights to participate in society to their fullest potential. Because of this, we're facing new and increasingly complex ethical questions about disability. The disability experience is complex and brings up issues that need deep consideration and expanded perspectives.

The Campus Certificate in Disability Ethics (DECP) is an interdisciplinary approach to examining, analyzing, and reaching decisions about ethical dilemmas about life with disability. It addresses many of the same issues that bioethics addresses and expands the focus beyond medical issues. It includes legal, policy, and social justice issues that affect daily living for people with disabilities.

Disability Legal Studies

Disability legal studies is a rapidly emerging area of study, research and legal practice that promotes critical analysis of laws involving people with disabilities. This campus certificate is a joint effort between our department and UIC Law. The certificate serves individuals with bachelor's and graduate degrees as well as non-degree students and post-professional non-degree students who wish to develop competency in this emerging field of study.

For those interested in any of the certificates, please let OSA know. An internal application is required for current UIC students. Check their websites for details.

GENERAL INFORMATION

Students with Disabilities

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

Disability Resource Center

[Information on the Disability Resource Center](#)

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

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

Change in Address

Students must notify the OSA of any changes in address. In addition, students must also inform the University of any address changes by updating their information at my.uic.edu.

Commencement

[AHS Graduation](#)

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

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

Leave of Absence

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

Exceptions are:

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

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

Graduate Petition for Leave of Absence forms are available online. Please contact OSA for the link.

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

For more information, please visit the Graduate College website on [Leave of Absence](#).

Research Assistantship

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

Nondiscrimination Policy

UIC is firmly committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity. To this end, UIC strictly prohibits 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, arrest records, genetic information, citizenship status and/or order of protection status, and will comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations. The University's Nondiscrimination Policy protects persons from discrimination in all terms and conditions of employment, including hiring, selection, promotion, transfer, pay, tenure, discharge, and discipline. It also applies to admissions and access to-/treatment in University programs and activities.

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.

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

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

DHD POLICY AND CAMPUS RESOURCES

DHD Student Accommodation Procedures

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

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

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

SPECIAL NOTE:

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

Disability Resource Center (DRC)

disabilityresources.uic.edu

1200 West Harrison Street

Room 1190 SSB (MC 321)

(312) 413-2183 Voice

(312) 957-4822 Video Phone

(312) 413-7781 FAX

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

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

Accessibility concerns can be reported online at: oae.uic.edu

Office for Access and Equity

oae.uic.edu

The University of Illinois at Chicago (UIC) is committed to maintaining a barrier-free environment so that individuals with disabilities can fully access programs, services, and all activities at UIC. Students, Faculty, Support Staff, Academic Support, Visitors, and Patients are invited to report using this service. The Office for Access and Equity is responsible for UIC ADA compliance. It responds to employee, hospital patient and visitor access issues. It also responds to and advises on student complaints after Disability Services has worked with the students.

Black & African Descent Resources

blackresources.uic.edu/

The Office of the Vice Provost for Diversity developed a website where Black/African Descent students, faculty, staff and alumni can come to learn about resources at UIC specifically targeted to meet their needs. Although UIC has a plethora of resources, finding them can be a challenge. This website aims to eliminate that challenge by creating a ‘one stop shop’ with links to dedicated resources, highlights of Black Excellence, upcoming events and more.

Office of the Dean of Students

dos.uic.edu/

The Office of the Dean of Students strives to be the campus leader in fostering a caring and supportive environment where all students matter. Through a variety of offices, including Student Assistance, Community Standards, Student Legal and Student Veterans, they assist students in resolving issues so they can focus on their academic and social development.

Basic Needs Insecurity. The Office of the Dean of Students has gathered several resources in a centralized location to better support students who may be struggling with meeting their

basis needs including food, housing, clothing, health, etc. The student assistance request form can also be found on their page for students to request assistance directly through the Dean of Students Office if they choose.

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.

[Student Disciplinary Policy](#)

[Report Academic Integrity Concerns](#)

[Report Behavioral Conduct Issues](#)

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. They also offer training and resources on topics such as bystander intervention and implicit bias to the campus community.

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.

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.

[Student Assistance and Support Referral Form](#)

[U & I Care Fund \(emergency grants\)](#)

[Basic Needs Requests](#)

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.

DHSP BUILDING FACILITIES

Classrooms

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

Secondary Classrooms: Room 166 (auditorium) and Room 704

Computer Labs

The DHD computer lab is located in room 135 of the DHSP building. Multiple user computer lab which includes 1 dedicated workstation with the following features: Motorized height adjustable workstation; Mouse track ball (available upon request); Zoom Text; Headphones (available upon request); and SAS available (statistical software).

The DHD computer lab is currently closed. A notice will post when it reopens.

For locations and information on other computer labs on Campus:

[Computer Labs Information](#)

DHD Event and Information Postings

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

Elevators

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

Entrances and Exits

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

Evacuation Safety Plan at the DHSP Building

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

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

Mailboxes

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

Restrooms

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

First Floor: Accessible men's and women's washrooms are located across from the auditorium (Room 166).

Second, Fourth, and Seventh Floors: A large, single user all gender, accessible washroom is located across the hall from: Rooms 205-207, Rooms 405-407, and Rooms 705-707.

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

Student Lounge and Braddock Library

The Student Lounge, located in room 213, includes comfortable lounging furniture, microwave, and fridge. The Braddock Library is located in the adjacent room.

Tunnel to Public Health Building

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

Vending Machines

Located on the basement level.

DHD STUDENT SUPPORT

DHD Student Listservs

DHD has two graduate student and two undergraduate listservs. The Bachelor (dhdundergrads@uic.edu) and Minor (MinorinDHD@uic.edu) listservs include the students, Director of Undergraduate Studies, and OSA staff. The MS listserv (dhdstudents@uic.edu) consists of students, the DGS, Associate DGS, and OSA staff. The PhD listserv (disphd@uic.edu) includes students, DGS, and OSA staff, and is moderated, pending approval of DHD's OSA. Anyone on the list may send an email to the list. Please be careful when responding to the listservs. Click on "forward", not "reply," unless you want the email sent to everyone on the listserv.

Poster Printing

The goal of the AHS Poster Printing Services is to produce professional posters at nominal cost to AHS Faculty, Students, Postdoctoral Fellows, Residents and Staff for research conferences and other scholarly activities. For the Poster Printing Requisition Form and information about the cost, please visit: [Poster Printing Resources](#).

DISABILITY AND HUMAN DEVELOPMENT STUDENT ASSOCIATION (DHDSA)

The purpose of this organization is to create community and facilitate relationship building within and among graduate studies in the Department of Disability and Human Development (DHDSA), as well as other students interested in Disability Studies on UIC's campus. DHDSA advocates for students through engaging with the DHD Office of Student Affairs, Director of Graduate Studies, and other faculty and staff to strengthen communication throughout the department. DHDSA enhances academic and professional development through workshops, lectures, and other resources.

[UIC DHD Student Association Facebook Group](#)

SCHOLARSHIPS

DHD

Announcements for the departmental awards are sent via email through the student listservs, usually in spring.

Ann & Edward Page-El Scholarship Award

The purpose of the Ann & Edward Page-El Scholarship is to support educational opportunities for graduate students interested in social or medical aspects of neurological disabilities.

Anne Hopkins Scholarship Award

In honor of the memory of Anne Hopkins, the Anne Hopkins Scholarship is to support educational opportunities for graduate students interested in any of the following topics: Disability and Sex, Relationships and Dating; Social Model of Disability; and Social Entrepreneurship.

Carlos Drazen Memorial Research Fund

In honor of the memory, vision, and passion of Carlos Clarke Drazen, the Carlos Drazen Memorial Scholarship is to support educational opportunities for graduate students interested in the intersection of race and disability.

Charlotte A. Tate Multidisciplinary Research Award

Emerita Charlotte A. Tate was the Dean of the College of Applied Health Sciences from 1999-2012 and professor in DHD from 2012-2014. In honor of Emerita Charlotte A. Tate's distinguished and varied career in the applied health sciences, the Charlotte A. Tate Award for Multidisciplinary Research is given to an outstanding graduate student who demonstrates a multidisciplinary approach.

Ethel Louise Armstrong (ELA) Endowed PhD Fellowship

The ELA Endowed PhD Fellowship is awarded to a woman with physical disabilities on behalf of Margaret A. Staton, a disability advocate who has devoted her life to ensuring that no one will experience the disability prejudice, discrimination, and exclusion that she and her peers endured in the past.

The Neal H. Gottlieb Memorial Scholarship Award

To honor the memory of Neal H. Gottlieb, Carol Gottlieb (Neal's wife) and her two adult children established a fund to honor Neal's vibrant life. The Neal H. Gottlieb Memorial Scholarship Award is given to a junior or senior undergraduate student in Disability Studies who has a physical disability.

College of Applied Health Sciences

ahs.uic.edu/applying/tuition-and-aid/

Our College has several scholarships available. Some of these opportunities are ongoing throughout the academic year and others are due in early December. All of the scholarships with the exception of the [AHS Van Doren Scholarship](#) are available through the [UIC Scholarship and Awards Program \(SnAP\) system](#).

Scholarships for AHS Students:

[AHS Scholarship Award](#): Scholarship for continuing AHS students with demonstrated service and volunteerism to the UIC and local community. Refer to scholarship details in SnAP for more information.

[AHS Van Doren Scholarship Award](#) funded by the AHS Office of the Dean for AHS students for unexpected financial needs. This award is available on a rolling basis throughout the academic year.

[A Mother's Love Scholarship](#): Scholarship for continuing AHS students with demonstrated financial need and experience in or commitment to working with historically underserved or underprivileged populations. Refer to scholarship details in SnAP for more information.

[Elena M. Zavos Isotita Endowed Scholarship Award](#): Scholarship for students with demonstrated financial need and interest in, involvement with, or commitment to the transgender identifying community. Refer to scholarship details in SnAP for more information.

[Scalzitti Scholarship Award](#): Scholarship for continuing AHS students with demonstrated academic achievement and financial need.

[Vivette Ravel Rifkin Memorial Scholarship Award](#): Scholarship for students with demonstrated financial need and who are blind or otherwise visually impaired. Refer to scholarship details in SnAP for more information.

Graduate College

The Graduate College's Fellowship Office provides an overview of graduate funding on their Funding and Awards page.

grad.uic.edu/funding-awards/

UIC

U & I Care Emergency Fund

dos.uic.edu/student-assistance/uicare/u-i-care-fund/

The U&I Emergency Fund is available for students who are experiencing financial constraints. Upon completing the application for the emergency fund, you must: provide documentation to any request made, contact the office of Student Financial Aid and Scholarships before the submission of the application, must be a registered student during the semester in which you are applying for the fund. If eligible, students can receive the emergency grant once per academic term.

UIC Scholarships and Awards Program (SnAP)

scholarships.uic.edu/scholarships/

[Types of Aid](#) – general resources from Student Financial Aid and Scholarships

TAKING CLASSES AT PARTICIPATING UNIVERSITIES

If you're interested in taking classes at other universities, there are two programs available.

Chicago Metropolitan Exchange Program (CMEP)

grad.uic.edu/chicago-metropolitan-exchange-program/

The CMEP allows graduate students in a doctoral program, or in a participating training program that is jointly supported by the Exchange Scholar's home and host institutions, to enroll at one of the three participating institutions to take advantage of academic courses at any of the other participating institutions that are not available at their home institution. The three institutions in the program are the University of Chicago, Northwestern University and the University of Illinois at Chicago. UIC students are permitted to take a total of three quarters of classes through the CMEP program at the University of Chicago and Northwestern University.

Concurrent Multi-Campus Registration

The Concurrent Registration program is intended to allow UIC students to enroll for courses during a given semester on more than one campus of the University of Illinois. The approval process originates in the student's own department/college by filling out the Application for Concurrent Registration:

uofi.app.box.com/s/t3qlqmre9ga3jcy9055z104899a9se3d

CAMPUS FACILITIES AND RESOURCES

Academic Center For Excellence (ACE)

ace.uic.edu/

Suite 2900, Student Services Building

1200 West Harrison Street

(312) 413-0032

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

CampusCare

campuscare.uic.edu/

(312) 996-2901

CampusCare is an affordable self-funded student health benefit program that has been providing comprehensive health care benefits to eligible enrolled students and their covered dependents at the University of Illinois Chicago, Rockford and Peoria campuses since 2004.

The University of Illinois requires all students be covered by major medical health insurance therefore, provides students with the *CampusCare* Program Student Health Benefit Program. The *CampusCare* fee is automatically assessed along with other tuition and fees to the student account (E-Bill) once the student registers for courses. There is no enrollment form to complete.

Eligible students include all registered Undergraduate, Graduate, and Health Professional students taking at least one class that charges them with tuition and mandatory fees. Students have an opportunity to waive out of the program, reinstate benefits, enroll/drop dependents by submitting the appropriate online forms before the Enrollment Period Deadline Date at the beginning of each semester.

Office of Career Services

careerservices.uic.edu/

3050 Student Services Building

1200 West Harrison Street

(312) 996-2300

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

Counseling Services

counseling.uic.edu/

Suite 2010, Student Services Building

1200 West Harrison Street

(312) 996-3490

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

Office of International Services

www.ois.uic.edu/

Students holding a visa from a country outside the United States are required to fully abide by the restrictions placed on them by the U.S. Immigration & Naturalization Service.

International students are required, by terms of their visa status, to be enrolled as full-time students every semester they are in residence, except the summer semester. International students are encouraged to take their questions concerning visa regulations, which affect their status, directly to the Office of International Services, located in the Student Services Building, 1200 West Harrison Street.

Pop-Up Pantry

[Pop-up Pantry Resources](#)

The mission of the Pop-Up Pantry is to combat food insecurity among students at the UIC. UIC students come from a plethora of backgrounds and our aim is to assist those who may be facing personal and/or financial hardship. It is especially important that during these college years all students are healthy and able to focus by always having enough to eat. Research shows that proper nutrition is critical for cognitive function and memory. Food is a basic human right.

Recreational Facilities

recreation.uic.edu/

The campus unions serve as the focal point for out-of-class campus life at the university. Three excellent facilities are available to serve the social, cultural, and recreational needs and interests of students: Sport and Fitness Center at 828 South Wolcott Street, Student Recreation Center at 750 South Halsted Street, and the Physical Education Building at 901 West Roosevelt Road. Programs offered in the campus unions include literary readings, art exhibits, lectures, concerts, films, outdoor programs, crafts, intramural sports, and fitness activities.

Research Involving Human or Animal Subjects

research.uic.edu/

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

Student Financial Aid & Scholarships

financialaid.uic.edu/

UIC Student Financial Aid & Scholarships (SFAS) supports our students and families by administering federal, state, external, and institutional aid. As a Student Affairs unit, we believe that financial literacy is key to enhancing a student's college experience and transition after graduation. Our professional staff provides personalized counseling and outreach to empower students and make higher education more accessible.

Graduate students can email GRADFinAid@uic.edu and their message will be routed to the appropriate counselor.

Student Identification Card

idcenter.uic.edu/

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

University Library

library.uic.edu/

The UIC Library welcomes everyone. We have four locations among three Illinois cities, in addition to the UIC School of Law Library. Many of our collections and services are online.

TRANSPORTATION

On-Campus Transportation

transportation.uic.edu/

The Intracampus Bus Service provides free transportation for students, faculty, and staff to various points on campus. There are two bus routes: 1) the UIC Intracampus Route; and 2) the Semester Express. The Intracampus UIC Route links the east and west sides of campus via Roosevelt Road or Harrison Street. The Semester Express provides an express link from the south side residence halls to the east and west sides via Harrison Street. A valid UIC identification card (i-card) must be presented to the driver when boarding. All of the bus services can be tracked in real time using the TransLoc route service on your mobile device. This free system can be utilized as an app, or directly accessed on the web at <http://uic.transloc.com/>.

Accessible Parking

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

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

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

Campus Parking Service

parking.uic.edu/

Room 122, 1100 S. Wood Street
Wood Street Parking Structure
(312) 413-5800

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

UIC Night Ride

transportation.uic.edu/night-ride/rides@uic.com / (312) 996-2842

The UIC Night Ride service allows the UIC community to travel safely within campus boundaries after the operational hours of UIC buses and shuttles. Comprised of four 15-passenger vans, the service provides an on-demand option for students and staff to use after hours. Pickups can be arranged at any campus facility and transport you to other campus locations or return to your own residence provided it falls within the boundaries of the service. The Night Ride also provides direct service to UIC Law. All riders need a valid UIC i-card to board. Hours of operation are 7 days a week, 365 days a year, 10 p.m. - 7 a.m. To request Night Ride service, users must download the [TransLoc app](#).

UIC Paratransit Service

On-campus Paratransit Service is available seven (7) days a week for students, faculty, and staff with disabilities. All intracampus bus routes and shuttles are accessible.

Additional Transportation Services

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

Off-Campus Transportation

Chicago Paratransit

www.pacebus.com/paratransit

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

Chicago Transit Authority (CTA)

www.transitchicago.com/default.aspx

All CTA bus routes are accessible; some CTA rail stations are accessible. See the CTA website for details on accessible train stations: [Accessible Services](#)

Metra

metrarail.com/accessibility

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

RTA Travel Training

rtachicago.com/index.php?Itemid=71

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

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

U-PASS

[CTA 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. Distribution for new students is conducted in the Student Services Building. You need to bring your valid i-card to pick up your U-Pass.

TRANSITIONING FROM OUT-OF-STATE

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

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

5. **Track your Finances Thoroughly**

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

6. **Student Health Care Insurance Services: CampusCare**

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

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

APPENDICES

PhD Program in Disability Studies PROGRAM OF STUDY

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

UIN: _____ **Advisor:** _____

Start Date of Program (Semester/Year): _____

PhD CORE COURSES (10 Credits Required)

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

RESEARCH REQUIREMENTS (15 Credit Minimum)

Required Research Core Courses (6 Credit Hours)

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

Research Methodology Courses (9 Credit Hours Required)*

Course Number	Course Title	Credits	Semester & Year	Grade

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

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

Course Number	Course Title	Credits	Semester & Year	Grade

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

Do not list DHD 599 under electives.

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

PRELIMINARY EXAM **Date:** _____ ☐ **projected** ☐ **actual**

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

Areas of Concentration (Topics)	Committee Member	Home Department

* In preparation for preliminary examination, DHD 599 may be taken (maximum of 9 CH).

DISSERTATION (28 credit hours of DHD 599)

Topic: _____

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

	Committee Member	Home Department
Chair		
Member		
Member		
Member		
Member		

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

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

PROGRAM OF STUDY SUMMARY

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

* Students may take more than 28 credits of dissertation hours, however, only 28 will be counted toward the degree.

RECOMMENDED PROGRAMS OF STUDIES

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

Credit hours

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

400-level classes

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

DHD 596 Independent Study / DHD 593 Independent Research

Independent study and independent research courses are intended for “advanced study and analysis of a topic under the guidance or supervision of a faculty member”. For example, if a student wishes to explore in-depth a topic that is not available via regular classes at UIC or one of the participating local universities; or the topic is not available at the level the student requires (e.g., foundational or advanced).

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

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

Required coursework:

- Core: DHD 501, 502, 592 (fall and spring), 510, 541
- Required content: minimum of 11 credits (with Master's) or 43 credits (without Master's)
- Required methods: minimum of 9 credits
- Required dissertation research: minimum of 28 credit hours

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

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

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

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

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

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

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

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

	Fall		Spring	
Year 1 (Goal, become familiar with DHD coursework and instructors)	Required	Electives	Required	Electives
	DHD 501 DHD 510 DHD 592	Select 2 from: -DHD 404 -DHD 514 -DHD 526 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592 **identify and confirm committee members by end of term	Select 3 from: -DHD 405 -DHD 406 -DHD 408 -DHD 420 -DHD 440 -DHD 517 -DHD 528 -DHD 535 -DHD 570 -DHD 581 -OT 563
Summer 1	1-2 electives from cross-campus			
Year 2 (Goal, complete most of coursework; complete prelim exam)	DHD 599 (3 credits, complete three prelim reading lists)	Select 1-2 methods from: -DHD 561 -OT 553 -OT 568 -Other (with approval) Select 1-2 content from: -See year 1 list -Other (with approval)	DHD 599 (6 credits for prelim exam, complete by end of spring term)	Select : 1-2 methods from: -DHD 546 -DHD 515 (Hsieh) -Other (with approval) AND/OR 1-2 content from: -See year 1 list -Other (with approval)
Summer 2	1-2 electives from cross-campus			
Year 3 (Goal, complete coursework and proposal)	DHD 541	Select any remaining electives and/or DHD 599's	--	Select any remaining electives and/or DHD 599's *Submit IRB, if needed
Summer 3	Independently working on dissertation			
Year 4 (Goal, complete research, defend)	DHD 599's (draft by end of term)	--	DHD 599's (defend)	--

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

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

	Fall		Spring	
Year 1 (Goal, become familiar with DHD coursework and instructors)	Required	Electives	Required	Electives
	DHD 501 DHD 510 DHD 592	Select none or 1 from: -DHD 404 -DHD 514 -DHD 526 -DHD 528 -DHD 530 -DHD 561 -DHD 572 -DHD 576	DHD 502 DHD 592	Select 1 or 2 from: -DHD 405 -DHD 406 -DHD 408 -DHD 420 -DHD 440 -DHD 517 -DHD 535 -DHD 570 -DHD 581 -OT 528 -OT 563
Year 2 (Goal, complete most of coursework; complete prelim exam)	Required	Electives	Required	Electives
	DHD 599 (3 credits, complete three prelim reading lists)	Select 1-2 Methods from: -DHD 561 -OT 553 -OT 568 -Other (with approval) AND/OR 1-2 Content from: -See year 1 list -Other (with approval)	DHD 599 (6 credits for prelim exam, complete by end of spring term)	Select: 1-2 methods from: -DHD 546 -DHD 515 (Hsieh) -Other (with approval) OR 1-2 content from: -See year 1 list -Other (with approval)
Year 3 (Goal, complete all of coursework; complete proposal)	DHD 541 DHD 599 (6 credits, complete prelim exam by end of term)	Select any remaining electives	DHD 599 (6 credits, defend proposal by end of term)	--
Summer 3	Optional – to finish in 4.5 years, recommend independently working on dissertation			
Year 4 (Goal, complete research)	DHD 599	--	DHD 599 (possible final draft)	--
Summer 4	Optional – to defend in fall, recommend independently working on dissertation			
Year 4.5-5 (Goal, defend)	DHD 599 (possible defense)	--	DHD 599 (defend)	--

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

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

Course Loads

Full time for graduate students is defined as registration in 9 hours in Fall and Spring Semesters (5 hours in Summer, although registration for Summer is optional in most situations). Students are required to register for more than 9 hours (5 in Summer) for a number of reasons, such as, but not limited to:

- You hold a fellowship from the Graduate College (12 hours, 6 in Summer).
- You hold a Graduate College tuition and service fee waiver without an assistantship (12 hours, 6 in Summer).

If on a student visa (F-1 or J-1), effective Fall 2009, full time for graduate students is defined as registration in 9 hours in Fall and Spring Semesters and 5 hours in Summer, although registration for Summer is optional in most situations. International students are required to register for more than 9 hours (5 in Summer) for a number of reasons, such as, but not limited to:

- You hold a fellowship from the Graduate College (12 hours, 6 in Summer).
- You hold a Graduate College tuition and service fee waiver without an assistantship (12 hours, 6 in Summer).

International Services registration policy effective Fall 2009

9 hours for students without assistantships or with assistantship appointments less 50%; 8 hours if assistantship appointment is 50%; Summer registration optional in most situations.

[Course Loads and Full, Three-Quarter, and Half-Time](#)

400-level classes

Students with a Master's degree may take up to 12 credit hours of 400-level courses.

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

Required coursework

Core: DHD 501, 502, 510, 541, and 592 (fall and spring)

Research methods: minimum of 9 credits (strongly recommended to take more than the minimum)

Electives: minimum of 11 credits (with Master's) or 43 credits (without Master's)

Dissertation research (DHD 599): minimum of 28 credit hours

Example Program of Study: Full-Time for Students with a Master's Degree. Goal to complete degree in 4-5 years (part-time, 6-7 years)

YEAR 1	FALL		SPRING	
16-24 credits	Required	Electives	Required	Electives
Goal: become familiar with DHD coursework and instructors	DHD 501 (4) DHD 510 (3) DHD 592 (1)	Select 0-2 from: DHD 404 (4) DHD 406 (4) DHD 514 (3) DHD 530 (3) DHD 570 (3)	DHD 502 (4) DHD 592 (1) **identify and confirm committee members by end of term	Select 1-3 from: DHD 408 (4) DHD 440 (3) DHD 517 (3) DHD 535 (3) DHD 581 (2/3) DHD/OT 528 (3) OT 563 (3) OT 571 (3)
<i>Students without a Master's Degree: add 1-1.5 years on to program of study, complete additional 32 electives plus major research thesis before moving to year 2 below</i>				
YEAR 2				
16-24 credits Goal: complete majority of coursework and prelim exam	DHD 599 (3 credits for prelim exam prep)	Select 1-2 from: DHD 561 (4) Year 1 electives Other (with approval)	DHD 599 (6 credits for prelim exam) ** complete prelim exam by end of term	Select 1-2: DHD 515/594 (Hsieh) DHD 546 Year 1 electives Other (with approval)
YEAR 3				
16-24 credits Goal: complete coursework and proposal	DHD 541 (3)	Select from: DHD/OT 553 (3) DHD/OT 568 (3) Any remaining electives DHD 599's (1-12+)	--	Select from: Any remaining electives DHD 599's (1-12+) *Submit IRB, if needed
YEAR 4-5				
16-24 credits (min) Goal: complete research, defend	Completion Option 1 (4 years) Fall of Year 4, DHD 599's (full draft of dissertation by end of fall term) Spring of Year 4, DHD 599's (defend March for spring graduation or April for summer graduation).	Completion Option 2 (4.5 years) Fall of Year 4, DHD 599's (complete research) Spring of Year 4, DHD 599's (full draft of dissertation by end of spring term) Fall of Year 5, DHD 599's (defend October for fall graduation).	Completion Option 3 (5 years) Fall of Year 4, DHD 599's (complete research). Spring of Year 4, DHD 599's (complete research) Fall of Year 5, DHD 599's (full draft dissertation by end of fall term) Spring of Year 5, DHD 599's (defend March for spring graduation or April for summer graduation)	

2022-2023: DHD Preliminary Examination Process

(only for PhD Students Who Entered the Program in Fall 2021)

Preliminary Examination Summary

Task	Three written take-home exam papers.
Learning Objective	To demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field.
Skills Assessed	Mastery of ability to synthesize, analyze and critique scholarship.
Broad Topics	Paper A: Critical analysis of theory (<i>in broad content area of interest</i>). Paper B: Critical analysis of methodology (<i>in broad methodological area of interest</i>). Paper C: Critical application and translation of scholarship (<i>in broad content area of interest</i>).
Reading Lists	Developed by student as part of the exam process, in consultation with committee. Advisor assigns primary and second readers to each broad paper topic (A, B, C). Student works with assigned readers to develop specific paper topic and reading lists. Each reading list is to be a minimum of 20 readings and a maximum of 30 readings. Students must engage with and cite a minimum of 75% of the reading list in each paper.
Exam questions	Written by primary readers. Advisor provides final approval of all exam questions. Student receives exam questions end of week 2, spring term - year 2 of program.
Length	15-20 pages per paper double-spaced, excluding cover page and references; 12 pt font size; 1 inch margins - top, bottom, and sides.
Exam Due	Year 2 of program - reading lists due by end of fall term, papers due by week 10 of spring term.
Committee	Five faculty members (3 DHD, 3 full UIC Grad College members {tenure or tenure-track}, 2 tenured): Primary advisor/chair (DHD tenure/tenure-track faculty, includes 0% appointments). Two additional DHD faculty members (including 0% appointments). At least one (1) member must have their home department in DHD. One outside (non-DHD) member (e.g., across UIC or outside the university). One additional member (e.g., from DHD, across UIC, or outside the university).
Graded	Pass/Fail (Fail is where at least two committee members vote to fail one or more papers.) Committee members review assigned paper(s) and grade using DHD preliminary exam grading rubric.

PRIMARY AND SECONDARY READER ASSIGNMENTS

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

TASKS TO BE COMPLETED DURING SPRING 2022 - YEAR 1 OF THE PROGRAM, SECOND TERM

SPRING 2022	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Meet with advisor to discuss potential topics and committee members.	January 21, 2022
Confirm committee members (<i>minimum of three DHD faculty to be confirmed</i>). Complete the committee form and send to advisor and OSA.	April 29, 2022
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Meet with student to discuss topics and committee members.	January 21, 2022
Confirm committee with student (<i>minimum of three DHD to be confirmed</i>).	April 29, 2022

TASKS TO BE COMPLETED DURING FALL 2022 - YEAR 2 OF THE PROGRAM, FIRST TERM

FALL 2022	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for three credits of DHD 599 with advisor for fall term to work on lists.	August 22, 2022
Final confirmation of committee members. Send to advisor and OSA.	August 26, 2022
Confirm with advisor assigned readers for each broad paper topic (A, B, C). Send to OSA.	September 2, 2022
Meet with committee members (in person or via phone). Finalize specific topic and discuss list development.	September 9, 2022
Work with primary readers to develop initial lists Send to second readers for review/input.	Ongoing through fall term
Send final lists to primary readers for approval Submit to advisor and OSA.	November 28, 2022
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Confirm committee members with student.	August 22, 2022
Assign primary and second readers to each broad paper topic (A, B, C.) Inform student/committee.	September 2, 2022
Collect final reading lists from student.	November 28, 2022
Request exam questions from primary readers.	December 2, 2022
RESPONSIBILITIES OF THE PRIMARY READER – COMMITTEE MEMBER	
Work with student to develop specific paper topic and reading list.	Ongoing through fall term
Final approval of list.	November 28, 2022
RESPONSIBILITIES OF THE SECOND READER – COMMITTEE MEMBER	
Review draft of list and contribute to list as needed.	Ongoing through fall term

TASKS TO BE COMPLETED DURING SPRING 2023 - YEAR 2 OF THE PROGRAM, SECOND TERM

SPRING 2023	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for six credits of DHD 599 with advisor for spring term to write papers.	January 9, 2023
Receive exam questions from OSA.	Noon, January 20, 2023
Complete written papers and submit to advisor and OSA	Noon, March 17, 2023
Meet with advisor to discuss results and next steps.	April 28, 2023
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Collect exam questions from primary committee members and send to OSA	January 9, 2023
Collect written papers from student.	Noon, March 17, 2023
Send papers to primary and second readers for review.	March 20, 2023
Collect written feedback from primary and second readers. Send feedback to full committee and OSA.	Noon, April 14, 2023
Meet with student and return written feedback from readers. Discuss results and next steps.	Before April 28, 2023
RESPONSIBILITIES OF THE PRIMARY READER - COMMITTEE MEMBER	
Develop exam question and send to committee Chair.	By January 9, 2023
Review and grade paper (using rubric) and return to committee Chair.	Noon, April 14, 2023
RESPONSIBILITIES OF THE SECOND READER - COMMITTEE MEMBER	
Review and grade assigned paper and return to committee Chair.	Noon, April 14, 2023

2023-2024: DHD Preliminary Exam Process

(only for PhD Students Who Entered the Program in Fall 2022)

Preliminary Examination Summary

Task	Three written take-home exam papers.
Learning Objective	To demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field.
Skills Assessed	Mastery of ability to synthesize, analyze and critique scholarship.
Broad Topics	Paper A: Critical analysis of theory (<i>in broad content area of interest</i>). Paper B: Critical analysis of methodology (<i>in broad methodological area of interest</i>). Paper C: Critical application and translation of scholarship (<i>in broad content area of interest</i>).
Reading Lists	Developed by student as part of the exam process, in consultation with committee. Advisor assigns primary and second readers to each broad paper topic (A, B, C). Student works with assigned readers to develop specific paper topic and reading lists. Each reading list is to be a minimum of 20 readings and a maximum of 30 readings. Students must engage with and cite a minimum of 75% of the reading list in each paper.
Exam questions	Written by primary readers. Advisor provides final approval of all exam questions. Student receives exam questions end of week 2, spring term - year 2 of program.
Length	15-20 pages per paper double-spaced, excluding cover page and references; 12 pt font size; 1-inch margins - top, bottom, and sides.
Exam Due	Year 2 of program - reading lists due by end of fall term, papers due by week 10 of spring term.
Committee	Five faculty members (3 DHD, 3 full UIC Grad College members {tenure or tenure-track}, 2 tenured): Primary advisor/chair (DHD tenure/tenure-track faculty, includes 0% appointments). Two additional DHD faculty members (including 0% appointments). At least one (1) member must have their home department in DHD. One outside (non-DHD) member (e.g., across UIC or outside the university). One additional member (e.g., from DHD, across UIC, or outside the university).
Graded	Pass/Fail (Fail is where at least two committee members vote to fail one or more papers.) Committee members review assigned paper(s) and grade using DHD preliminary exam grading rubric.

PRIMARY AND SECONDARY READER ASSIGNMENTS

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

TASKS TO BE COMPLETED DURING SPRING 2023 - YEAR 1 OF THE PROGRAM, SECOND TERM

SPRING 2023	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Meet with advisor to discuss potential topics and committee members.	January 22, 2023
Confirm committee members (<i>minimum of three DHD faculty to be confirmed</i>). Complete the committee form and send to advisor and OSA.	April 28, 2023
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Meet with student to discuss topics and committee members.	January 22, 2023
Confirm committee with student (<i>minimum of three DHD to be confirmed</i>).	April 28, 2023

TASKS TO BE COMPLETED DURING FALL 2023 - YEAR 2 OF THE PROGRAM, FIRST TERM

FALL 2023	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for three credits of DHD 599 with advisor for fall term to work on lists.	August 21, 2023
Final confirmation of committee members. Send to advisor and OSA.	August 25, 2023
Confirm with advisor assigned readers for each broad paper topic (A, B, C). Send to OSA.	September 1, 2023
Meet with committee members (in person or via phone). Finalize specific topic and discuss list development.	September 8, 2023
Work with primary readers to develop initial lists Send to second readers for review/input.	Ongoing through fall term
Send final lists to primary readers for approval Submit to advisor and OSA.	November 27, 2023
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Confirm committee members with student.	August 25, 2023
Assign primary and second readers to each broad paper topic (A, B, C.) Inform student/committee.	September 1, 2023
Collect final reading lists from student.	November 27, 2023
Request exam questions from primary readers.	December 2, 2022
RESPONSIBILITIES OF THE PRIMARY READER – COMMITTEE MEMBER	
Work with student to develop specific paper topic and reading list.	Ongoing through fall term
Final approval of list.	November 27, 2023
RESPONSIBILITIES OF THE SECOND READER – COMMITTEE MEMBER	
Review draft of list and contribute to list as needed.	Ongoing through fall term

TASKS TO BE COMPLETED DURING SPRING 2024 - YEAR 2 OF THE PROGRAM, SECOND TERM

SPRING 2024	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for six credits of DHD 599 with advisor for spring term to write papers.	January 8, 2024
Receive exam questions from OSA.	Noon, January 19, 2024
Complete written papers and submit to advisor and OSA	Noon, March 15, 2024
Meet with advisor to discuss results and next steps.	April 29, 2024
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Collect exam questions from primary committee members and send to OSA	January 8, 2024
Collect written papers from student.	Noon, March 15, 2024
Send papers to primary and second readers for review.	March 18, 2024
Receive feedback/grading rubrics from OSA.	Noon, April 19, 2024
Meet with student and return written feedback from readers. Discuss results and next steps.	Before April 29, 2024
RESPONSIBILITIES OF THE PRIMARY READER - COMMITTEE MEMBER	
Develop exam question and send to committee Chair.	By January 8, 2024
Review and grade paper (using rubric) and return to committee Chair.	Noon, April 15, 2024
RESPONSIBILITIES OF THE SECOND READER - COMMITTEE MEMBER	
Review and grade assigned paper and return to committee Chair.	Noon, April 15, 2024

2024-2025: DHD Preliminary Exam Process

(only for PhD Students Who Entered the Program in Fall 2023)

Preliminary Examination Summary

Task	Three written take-home exam papers.
Learning Objective	To demonstrate substantial progress towards expertise in Disability Studies literature, theory, methodology, and key scholarship in the field.
Skills Assessed	Mastery of ability to synthesize, analyze and critique scholarship.
Broad Topics	Paper A: Critical analysis of theory (<i>in broad content area of interest</i>). Paper B: Critical analysis of methodology (<i>in broad methodological area of interest</i>). Paper C: Critical application and translation of scholarship (<i>in broad content area of interest</i>).
Reading Lists	Developed by student as part of the exam process, in consultation with committee. Advisor assigns primary and second readers to each broad paper topic (A, B, C). Student works with assigned readers to develop specific paper topic and reading lists. Each reading list is to be a minimum of 20 readings and a maximum of 30 readings. Students must engage with and cite a minimum of 75% of the reading list in each paper.
Exam questions	Written by primary readers. Advisor provides final approval of all exam questions. Student receives exam questions end of week 2, spring term - year 2 of program.
Length	15-20 pages per paper double-spaced, excluding cover page and references; 12 pt font size; 1-inch margins - top, bottom, and sides.
Exam Due	Year 2 of program - reading lists due by end of fall term, papers due by week 10 of spring term.
Committee	Five faculty members (3 DHD, 3 full UIC Grad College members {tenure or tenure-track}, 2 tenured): Primary advisor/chair (DHD tenure/tenure-track faculty, includes 0% appointments). Two additional DHD faculty members (including 0% appointments). At least one (1) member must have their home department in DHD. One outside (non-DHD) member (e.g., across UIC or outside the university). One additional member (e.g., from DHD, across UIC, or outside the university).
Graded	Pass/Fail (Fail is where at least two committee members vote to fail one or more papers.) Committee members review assigned paper(s) and grade using DHD preliminary exam grading rubric.

PRIMARY AND SECONDARY READER ASSIGNMENTS

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

TASKS TO BE COMPLETED DURING SPRING 2024 - YEAR 1 OF THE PROGRAM, SECOND TERM

SPRING 2024	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Meet with advisor to discuss potential topics and committee members.	January 19, 2024
Confirm committee members (<i>minimum of three DHD faculty to be confirmed</i>). Complete the committee form and send to advisor and OSA.	April 26, 2024
RESPONSIBILITIES OF THE ADVISOR – COMMITTEE CHAIR	
Meet with student to discuss topics and committee members.	January 19, 2024
Confirm committee with student (<i>minimum of three DHD to be confirmed</i>).	April 26, 2024

TASKS TO BE COMPLETED DURING FALL 2024 - YEAR 2 OF THE PROGRAM, FIRST TERM

FALL 2024	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for three credits of DHD 599 with advisor for fall term to work on lists.	August 26, 2024
Final confirmation of committee members. Send to advisor and OSA.	August 30, 2024
Confirm with advisor assigned readers for each broad paper topic (A, B, C). Send to OSA.	September 6, 2024
Meet with committee members (in person or via phone). Finalize specific topic and discuss list development.	September 13, 2023
Work with primary readers to develop initial lists Send to second readers for review/input.	Ongoing through fall term
Send final lists to primary readers for approval Submit to advisor and OSA.	December 6, 2024
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Confirm committee members with student.	August 30, 2024
Assign primary and second readers to each broad paper topic (A, B, C.) Inform student/committee.	September 6, 2024
Collect final reading lists from student.	December 6, 2024
Request exam questions from primary readers.	December 9, 2024
RESPONSIBILITIES OF THE PRIMARY READER – COMMITTEE MEMBER	
Work with student to develop specific paper topic and reading list.	Ongoing through fall term
Final approval of list.	December 6, 2024
RESPONSIBILITIES OF THE SECOND READER – COMMITTEE MEMBER	
Review draft of list and contribute to list as needed.	Ongoing through fall term

TASKS TO BE COMPLETED DURING SPRING 2025 - YEAR 2 OF THE PROGRAM, SECOND TERM

SPRING 2025	DUE DATE
RESPONSIBILITIES OF THE STUDENT	
Sign up for six credits of DHD 599 with advisor to write papers.	January 13, 2025
Receive exam questions from OSA.	Noon, January 31, 2025
Complete written papers and submit to advisor and OSA	Noon, March 21, 2025
Meet with advisor to discuss results and next steps.	May 2, 2025
RESPONSIBILITIES OF THE ADVISOR - COMMITTEE CHAIR	
Collect exam questions from primary committee members and send to OSA	January 13, 2025
Collect written papers from student.	Noon, March 21, 2025
Send papers to primary and second readers for review.	March 24, 2025
Receive feedback/rubrics from OSA.	Noon, April 21, 2025
Meet with student and return written feedback from readers. Discuss results and next steps.	Before May 5, 2025
RESPONSIBILITIES OF THE PRIMARY READER - COMMITTEE MEMBER	
Develop exam question and send to committee Chair.	By January 13, 2025
Review and grade paper (using rubric) and return to committee Chair.	April 21, 2025
RESPONSIBILITIES OF THE SECOND READER - COMMITTEE MEMBER	
Review and grade assigned paper and return to committee Chair.	April 21, 2025

MASTER OF SCIENCE IN DISABILITY AND HUMAN DEVELOPMENT

PROGRAM OF STUDY

Date _____ **Entry Term (Sem/Yr)** _____ **Advisor** _____
Last Name _____ **First Name** _____

Program Plan Overview: A minimum of 32 credit hours (CH) is required. At least 9 of these 32 hours must be attained in courses at the 500-level. No more than 8 CH may be transferred from accredited and acceptable study at other institutions.

Required Core Courses (9 credit hours)

Course #	Course Title	Term/YR Taken
DHD 401	Foundations of Disability and Human Development (3 CH)	
DHD 408	Disability Through the Lifecourse (3 CH)	
DHD 510	Concepts in Interdisciplinary Research on Disability (3 CH)	

Concentration Courses (9 credit hours)

Disability Studies Select a minimum of 2 courses: DHD 407, DHD 409, DHD 570, DHD 581; AND select an additional 3-5 minimum hours of Disability Studies classes approved by the Advisor.

Assistive Technology DHD 440; AND select one of the following: DHD 551, DHD 554, DHD 555, or DHD 556 and 557; AND select an additional 3 CH of AT Assessment course work approved by the Advisor; AND select an additional 3 CH of DHD classes approved by the Advisor.

Course #	Course Title	CH	Term/YR Taken

Elective Courses (minimum of 8 hours)

Course #	Course Title	CH	Term/YR Taken

Thesis or Coursework-Only Option Thesis or coursework-only option is required. No other options are available.

Thesis: A thesis is strongly recommended for students interested in pursuing careers in scholarship or research. Students electing a thesis must complete a minimum of one 3 CH methodology course approved by their advisor as part of their concentration/elective hours. Students in the Assistive Technology concentration must additionally register for DHD 590 as part of their concentration/elective hours. All students must form a committee and register for one hour of DHD 593 to develop and defend a short thesis proposal. Students must pass the proposal defense in order to take DHD 598. A minimum of 5 total hours of DHD 598 are required.

Disability Studies Concentration Coursework-Only Option: Students in the Disability Studies concentration electing the course-work-only option must register for 3 hours of DHD 594 with a faculty member, and take an additional 3 hours of Disability Studies courses, approved by the advisor.

Assistive Technology Concentration Coursework-Only Option: Students in the Assistive Technology concentration electing the course-work-only option must register for 3 hours of DHD 590 with a faculty member or DHD 441, and take an additional 3 hours of DHD courses, approved by the advisor.

Thesis or Coursework Option			
Course #	Course Title	CH	Term/Year Taken

Summary	
Source	Credit Hours
Required Core Courses (9)	
Concentration Courses (9)	
Electives (8)	
Thesis/Coursework Option (6)	
Total (Minimum 32 CH)	

MS IN DHD THESIS TRACK

Summary: A thesis is strongly recommended for students interested in pursuing careers in research. Students must seek pre-approval and complete a thesis proposal prior to admission to the thesis track. Once pre-approval has been granted, all students must form a committee of three members, and register for one hour of DHD 593 (independent research) with their thesis advisor to develop and defend a short thesis proposal. Students must pass the proposal defense to be admitted to the thesis track option and to take DHD 598 credits hours. Students must additionally complete a minimum of one 3-credit hour methodology course approved by their advisor as part of their concentration/elective hours. Students in the Assistive Technology concentration must additionally register for DHD 590 as part of their concentration/elective hours. A minimum of 5 total hours of DHD 598 are required.

Pre-Approval: A student must seek pre-approval to apply for the thesis option track no later than March 1st in year one of the MS program. Pre-approval must be given by the following three faculty: 1) the primary advisor; 2) either the DGS or Associate DGS; and 3) chair of the AAC. If the advisor simultaneously holds an academic administrative position, then the DUS and/or another member of the AAC committee can also approve.

Steps for pre-approval:

- 1) Student Statement: students are to prepare a word document which includes the following information and submit via email to their advisor.
 - Response to: “Why do you want to apply to the thesis option track?” (100-150 words max).
 - Response to: “How will a research track help further your goals in the MS program now and your future career goals?” (100-150 words).
 - Inclusion of: A bullet list of previous and current research classes and/or research experience.
- 2) The Advisor submits the statement to the appropriate faculty for pre-approval. The advisor and at least one additional faculty member must approve to move to the proposal stage.

If approved: Faculty submit via email a confirmation of pre-approval to the advisor and then the advisor submits via email confirmation of faculty pre-approval and the student statement to OSA.

If not approved: The student may appeal to the AAC Committee for a second and final review. Three members of the AAC, at least one in the disciplinary area of the student, must vote for pre-approval. If pre-approval is declined, the student completes the coursework track.

Steps once pre-approval has been granted:

- 1) Form a committee: in spring term of the first year the student works with their advisor to form a committee of three total members. See Graduate College link for requirements:
<https://grad.uic.edu/academic-support/exams-defense/committee-membership-policy/>
- 2) Register for one 3 credit methodology course, approved by advisor (any term).
- 3) Register with advisor for one credit of DHD 593 (independent research) to prepare a short proposal. Registration timeline should be discussed with the advisor and approved by the DGS. Registration can be one of the following three options: a) spring of year one; b) summer of year one; or c) or fall of year two.
- 4) Complete a short 5-10 page proposal (see notes below) and proposal defense (one hour) with the committee in the same term of registration of DHD 593. Students must schedule their proposal defense date within the first two weeks of the term and complete the proposal defense by the final week of term.
- 5) Register for DHD 598 credits and complete a thesis project within two academic terms after the proposal defense. See notes below.
- 6) Submit committee recommendation form to OSA for Graduate College approval at least one month prior to thesis defense.

Guidelines for Proposal and Proposal Defense

Proposal Length: 5-10 written pages (plus references/appendices)

Proposal Sections: The format will vary based on thesis project type but should include key information such as:

- Research/thesis statement and/or guiding question(s);
- Summary overview of literature (main body of literature contextualizing project/gaps);
- Research aim/questions/goals;
- Summary overview of planned methodology/approach;
- Anticipated significance/contributions of the research; and
- References.

Defense: A one hour proposal defense meeting with committee that includes: 15-20 minutes presentation, 20-30 minutes open discussion with student, and 5-10 minutes closed discussion with committee. The outcome is a vote and recommendation.

Grading: Pass/Fail. A minimum of two committee members must vote to pass the proposal and recommend the student for the thesis track option. If the student is not recommended for the thesis track option by the committee, the student will complete the coursework track.

Guidelines for Thesis and Thesis Defense

Length: The estimated page length will vary depending on the thesis project type and methodological approach and will be determined by the advisor and committee and communicated to the student once the proposal has been approved.

Format: The format will vary depending on thesis project but should include the below key sections. The advisor and committee will determine thesis format and communicate this to the student once the proposal has been approved.

- Cover page
- Abstract
- Introduction
- Literature review
- Research questions
- Methodology/Approach
- Results/Discussion/Analysis
- Conclusion
- References
- Appendices (where appropriate)

Type: Must be original research. This can include research approaches within the broad categories of systematic literature reviews; theoretical analysis; and qualitative, quantitative, or mixed methods research.

Defense: A 2-hour thesis defense that includes: 30 minutes presentation, 15 minutes open Q&A, 30-45 minutes closed discussion with student and committee, 5-10 minutes closed discussion with committee only. The outcome is a vote and recommendation.

Grading: Pass/Fail. A minimum of two committee members must vote to pass the thesis, following Graduate College guidelines: *A majority of the committee must approve the thesis. A candidate cannot be passed if more than one vote of “fail” is reported.*

INDEPENDENT STUDY COURSES AND REGISTRATION INSTRUCTIONS

If you plan to register for any of the independent study courses listed below, please submit an *Independent Study Form*.

DHD 589 Current Research in Disability Studies
DHD 590 Field Experience in Disability and Human Development
DHD 593 Independent Research
DHD 596 Independent Study
DHD 597 Master's Project Research
DHD 598 Master's Thesis Research
DHD 599 PhD Thesis Research

Independent Study Form

<https://forms.illinois.edu/sec/6783673>

A 2nd form is required in order to register for DHD 589, 593, and 596:

Plan of Study Form for DHD 589/593/596

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

The forms are forwarded to the listed instructors. Students should inform the instructors before submitting as the instructor's approval is required. When approved, students will then be given permission to register for the class; and they will be notified when it's done, probably within a week.

Please note that the credit hour is defaulted by the minimum number of credits for the course, either 0 or 1 CH. Students will need to change the hours if registering for more hours. Click the link below, under Changing Number of Credit Hours, for instructions.

Registration Instructions

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

DHD ADVISORS AND COMMITTEE MEMBERS

The chair of the preliminary examination and dissertation defense committees must be a full member of the UIC Graduate Faculty, not necessarily tenured. For the thesis defense, at least 1 committee member must be a tenured full member of the UIC Graduate Faculty. This designation is noted under *Graduate Faculty status*.

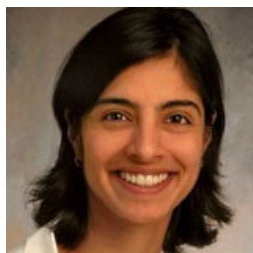
Graduate College policy requires the minimum membership of committees as follows:

	Total Number	Full Membership	Tenure Requirement	Outside Member**
Master's thesis defense	Three	One	One	Not required
Preliminary exam	Five***	Three	Two	Recommended, but optional
Dissertation defense	Five***	Two	Two	One mandatory

**Outside member is defined as outside of the program.

***Chairperson must have full membership (not necessarily tenured).

<https://grad.uic.edu/academic-support/exams-defense/exams-defense-forms/>



Kruti Acharya, MD, Associate Professor

(312) 413-1495; acharyak@uic.edu

ahs.uic.edu/dhd/directory/acharya-kruti/

Graduate Faculty status: Full Membership, Tenured

Research interests: impact of adverse childhood experiences on families and children with disabilities, health care disparities, health care transition of individuals with I/DD, autism workforce development, self-advocate leadership training, and disability bioethics

Fabricio Balcazar, PhD, Professor

(312) 413-1646; fabricio@uic.edu

ahs.uic.edu/dhd/directory/balcazar-fabricio-e/

Graduate Faculty status: Full Membership, Tenured

Research interests: Developing effective strategies for enhancing advocacy and consumer empowerment; promoting self-employment and entrepreneurship among youth and adults with disabilities; using mixed methods and qualitative research to evaluate interventions





Stephanie Bay, PhD, Visiting Clinical Assistant Professor

(312) 995-2353; sbay2@uic.edu

ahs.uic.edu/dhd/directory/bay-stephanie-2/

Graduate Faculty status: Associate Member, Non-Tenure Track

Research interests: Assistive Technology and Augmentative and Alternative Communication (AAC), strategies for implementing AAC, and the lived experiences of those who use AAC

Kristin Berg, PhD, Associate Professor

(312) 355-7965; kberg2@uic.edu

ahs.uic.edu/dhd/directory/berg-kristin/

Graduate Faculty status: Full Membership, Tenured

Research interests: Using rigorous methods that are conceptually grounded in the social model of disability, her scholarship develops evidence to improve the health and independent living outcomes of youth with ASD and other development disabilities.



David Camacho PhD, MSW, MSG, Assistant Professor

dc1981@uic.edu

Graduate Faculty status: Full Membership, Tenure Track Non-Tenured Research

interests: Racial/ethnic and sexual minority older adults' physical and mental health in the US and Latin America, particularly: chronic pain; loneliness; cognitive functioning; and implementation science

James Charlton, Research Assistant Professor

jcharlton@accessliving.org

ahs.uic.edu/dhd/directory/charlton-james/

Graduate Faculty status: Adjunct, Non-Tenure Track

Research interests: Disability rights movement, critical theory, and globalization



Caitlin Crabb, PhD, Visiting Research Assistant Professor

(312) 413-1535; ccrabb2@uic.edu

ahs.uic.edu/dhd/directory/crabb-caitlin/

Graduate Faculty status: Associate Membership, Non-Tenure Track

Research interests: home and community-based services; direct support workers; person-centered planning; public policy; access to healthcare for people with intellectual and developmental disabilities

Lennard Davis, PhD, Professor

(312) 413-8910; lendavis@uic.edu

ahs.uic.edu/dhd/directory/davis-lennard/

Graduate Faculty status: Full Membership, Tenured

Research interests: disability-related issues, literary and cultural theory, as well as genetics, race, identity and biocultural issues, poverty



Yochai Eisenberg, PhD, Assistant Professor

(312) 413-9410; yeisen2@uic.edu

ahs.uic.edu/dhd/directory/eisenberg-yochai/

Graduate Faculty status: Full Membership, Tenure Track Non-Tenured

Research interests: The intersection of disability, urban planning, and public health. Using a blend of secondary data analysis, GIS, policy evaluation, and implementation science to evaluate community accessibility, community mobility, health behaviors, and health outcomes for people with disabilities

Margaret Fink, PhD, Research Assistant Professor

mfink3@uic.edu

Graduate Faculty status: none

Research interests: cultural studies and media studies, critical theory (including disability theory, queer theory, theories of the everyday, and ways of knowing that come from disability community and lived experience), intermediality and critical accessibility studies, and academic writing



Carol Gill, PhD, Professor Emeritus and Director of the Campus Certificate in Disability Ethics

cg16@uic.edu

<https://ahs.uic.edu/dhd/directory/gill-carol-j/>

Graduate Faculty status: Full Membership, Tenured

Research interests: disability identity development, health concerns and health service experiences of women with disabilities, disability bioethical issues, and professional training

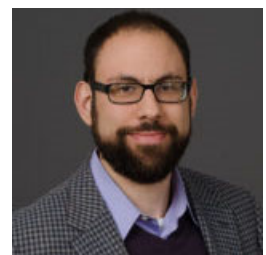
Robert Gould, PhD, Associate Clinical Professor, Director of Undergraduate Studies, and Co-Director of the Campus Certificate in Disability Legal Studies

(312) 413-2299; rgould3@uic.edu

<https://ahs.uic.edu/dhd/directory/gould-robert/>

Graduate Faculty status: Associate Membership, Non-Tenure Track

Research interests: Domestic and international social policy and evaluation, employment, international development globalization, cross-cultural exchanges, and human rights





Joy Hammel, PhD, Professor

(312) 996-3513; hammel@uic.edu

<https://ahs.uic.edu/dhd/directory/hammel-joy/>

Graduate Faculty status: Full Membership, Tenured

Research interests: community-based participatory research related to community living and participation choice, control and societal opportunity or disparities with people who are aging with disabilities and disability and aging communities

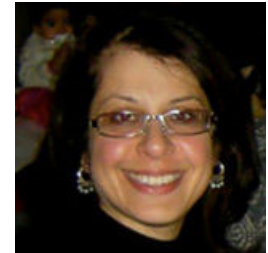
Rooshey Hasnain, EdD, Clinical Assistant Professor

(312) 413-0416; roosheyh@uic.edu

<https://ahs.uic.edu/dhd/directory/hasnain-rooshey/>

Graduate Faculty status: Associate Member, Non-Tenure Track

Research interests: Understanding the lives, challenges, and strengths of people with disabilities and mental health conditions, especially those from refugee and immigrant backgrounds



Glenn Hedman, PhD, Clinical Professor and Director of the Campus Certificate in Assistive Technology

(312) 413-7784; ghedman@uic.edu

<https://ahs.uic.edu/dhd/directory/hedman-glenn/>

Graduate Faculty status: Associate Membership, Non-Tenure Track

Research interests: Environmental modification and emergency evacuation by individuals with disabilities

Tamar Heller, PhD, Distinguished Professor and Head (Fall 2023)

(312) 413-1647; theller@uic.edu

<https://ahs.uic.edu/dhd/directory/heller-tamar/>

Graduate Faculty status: Full Membership, Tenured

Research interests: studying lifespan transitions faced by individuals with a disability and their families; bridging aging and disabilities; and the impact of health care, health promotion, and family support policies and practices



Kathy Hooyenga, Clinical Assistant Professor

(312) 996-3196; hooyenga@uic.edu

<https://ahs.uic.edu/dhd/directory/hooyenga-kathy/>

Graduate Faculty status: None

Research interests: Computer access, access to augmentative communication, and adaptive equipment design

Kueifang (Kelly) Hsieh, PhD, Research Associate Professor

(312) 413-1530; hsieh@uic.edu

<https://ahs.uic.edu/dhd/directory/hsieh-kueifang-kelly/>

Graduate Faculty status: Associate Member, Non-Tenure Track

Research interests: Exploring the relationship between health risk behaviors and health outcomes including obesity, falls, cardiovascular disease, and dementia across lifespan among individuals with I/DD using epidemiological approach; investigating efficacy of interventions to improve well-being and quality of life for adults with DD through group exercise, health education, and web personal center based approach



Robin Jones, MPA, COTA/L, ROH, Instructor

(312) 996-1059; guiness@uic.edu

<https://ahs.uic.edu/dhd/directory/jones-robin-ann/>

Graduate Faculty status: None

Research interests: Employment, architectural accessibility, community integration, educational accommodations, and accessibility of information technology

Delphine Labbé, PhD, Assistant Professor

312-413-8569; dlabbe@uic.edu

<https://ahs.uic.edu/dhd/directory/labbe-delphine/>

Graduate Faculty status: Full Membership, Tenure Track Non-Tenured

Research interests: Promoting full and meaningful participation of people with disabilities in the community through community-based participatory research, adaptive leisure and sports, urban accessibility, policy and social changes, community-based participatory research, qualitative methodologies and knowledge translation



Susan Magasi, PhD, Associate Professor

(312) 996-4603; smagasi@uic.edu

<https://ahs.uic.edu/occupational-therapy/directory/magasi-susan/>

Graduate Faculty status: Full Membership, Tenured

Research interests: application of mixed methods and community-engaged research aimed at the reduction of inequities in healthcare access, outcomes, and quality experienced by people with disabilities. Areas of methodological expertise include qualitative methodologies, community-based participatory research, and knowledge translation

Mansha Mirza, PhD, Associate Professor

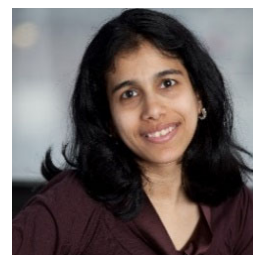
(312) 355-5427; mmirza2@uic.edu

<https://ahs.uic.edu/occupational-therapy/directory/mirza-mansha/>

Graduate Faculty status: Full Membership, Tenured

Research interests: Disparities in health and rehabilitation services among low-income, underserved communities, with a special focus on immigrant and refugee newcomers; policy and programmatic innovations for addressing disparities such as organizational capacity-building, language access, and

collaborating with community health workers and peer mentors



Sumithra Murthy, PhD, Visiting Clinical Assistant Professor

smurthy@uic.edu

ahs.uic.edu/dhd/directory/murthy-sumithra/

Graduate Faculty status: none

Research interests: intellectual and/or developmental disabilities; family support and caregiving policies and practices; disability policy; health and healthcare disparities; health promotion; mixed methods research; human rights



Akemi Nishida, PhD, Assistant Professor

(312) 996-1792; nishidaa@uic.edu

<https://ahs.uic.edu/dhd/directory/nishida-akemi/>

Graduate Faculty status: Full Membership, Tenure Track Non-Tenured

Research interests: engaging in disability justice and other forms of activism, weaving different critical theories together (e.g., critical race, feminist, queer, decolonial, and disability theories) with affect theory, strategizing and enacting ways to transgress neoliberal forces by illuminating cross-community strengths (e.g., solidarity between disabled people and their care workers), and creative qualitative methods



Sarah Parker Harris, PhD, Professor, Associate Head, Director of Graduate Studies, Associate Director of Undergraduate Studies, and Co-Director of the Campus Certificate in Disability Legal Studies

(312) 996-5485; skparker@uic.edu

<https://ahs.uic.edu/dhd/directory/parker-harris-sarah/>

Graduate Faculty status: Full Membership, Tenured

Research interests include comparative and national disability policies and legislation, employment and entrepreneurship, human rights, theories of social justice and citizenship, and systematic review methodology of social policy



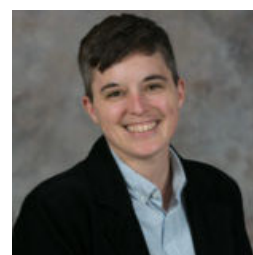
Alyson Patsavas, PhD, Assistant Professor and Associate Director of Graduate Studies

(312) 413-8569; apatsa2@uic.edu

<https://ahs.uic.edu/dhd/directory/patsavas-alyson/>

Graduate Faculty status: Full Membership, Tenure Track Non-Tenured

Research interests: cultural discourses and epistemologies of pain, the intersections of disability, queer theory, and feminist theory





Carrie Sandahl, PhD, Professor and Head (starting Spring 2024)

(312) 996-1967; csandahl@uic.edu

<https://ahs.uic.edu/dhd/directory/sandahl-carrie/>

Graduate Faculty status: Full Membership, Tenured

Research interests: disability as it intersects with other aspects of identity (race, class, gender, sexuality) in the performing arts, including theatre, dance, film, and performance art

Yolanda Suarez-Balcazar, PhD, Professor

(312) 996-3051; ysuarez@uic.edu

<https://ahs.uic.edu/dhd/directory/suarez-balcazar-yolanda/>

Graduate Faculty status: Full Membership, Tenured

Research interest: evaluation of community-based obesity prevention interventions for people from ethnically and racially diverse backgrounds; the study of cultural competence and diversity as it relates to outreach, innovations and research with people with disabilities from diverse backgrounds; and the study of community capacity building for evaluation



Sandra Sufian, PhD, Professor

(312) 413-0113; sufians@uic.edu

<https://ahs.uic.edu/dhd/directory/sufian-sandy/>

Graduate Faculty status: Full Membership, Tenured

Research interests: history of disability, childhood and family and the intersections between disability, medicine, and public health; global health issues and the history of Palestine/Israel; and current issues of women with chronic illness

Lieke van Heumen, PhD, Clinical Assistant Professor

(312) 413-5557; lvheumen@uic.edu

<https://ahs.uic.edu/dhd/directory/van-heumen-lieke/>

Graduate Faculty status: Associate Member, Non-Tenure Track

Research interests: Intersection of aging and disability with a focus on supports that contribute to aging well; meaningful engagement of adults with intellectual disabilities in the research process by means of inclusive and accessible research methods



DHD GRADUATE COURSE DESCRIPTIONS

AY 2023-2024

DHD 401. Disability, Human Development, and Community Participation

3 CH Fall & Spring, Online
Surveys foundational concepts and issues in disability studies and human development. Students will develop a framework for understanding disability from a multi-disciplinary perspective.

DHD 408. Disability Through the Lifecourse

3 CH Spring, On-Campus
Provides an overview of varying approaches to the study of disability through the life course from early childhood to adulthood and aging.

DHD 409. Disability Legal Studies

2 CH Fall, Online
An interdisciplinary approach to key debates, theories, research, and practices related to disability and law within the critical framework of Disability Legal Studies.

DHD 440. Introduction to Assistive Technology: Principles and Practice

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

DHD 501. Disability Studies I

4 CH Fall, On-Campus
Provides analysis of contemporary classification and diagnosis systems for disability as well as the conceptual foundations for Disability Studies as a content area.

DHD 502. Disability Studies II

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

DHD 505. LEND I

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

DHD 506. LEND II

3 CH Spring, Online
Emphasizes the leadership competencies of the MCH Bureau pertaining to disability issues: MCH knowledge, cultural competency, family-centered care, interdisciplinary team-building, community and systems, and policy and advocacy. Prereq: DHD 505.

DHD 510. Concepts in Interdisciplinary Research on Disability

3 CH Fall, On-Campus
Core concepts and methodologies of the major research traditions used in disability research.

DHD 514. Ethical Issues in Disability

2-3 CH Fall, Online
Examines contemporary ethical issues affecting the lives of persons with disabilities and disability professionals. Critiques the application of ethical principles to problems of genetics, treatment decisions and competency.

DHD 515. Statistical Methods and SPSS in Disability Research

3 CH Fall, On-Campus
Designed to provide an overview of statistical methods used in disability and disability related research and give students SPSS hands-on experience to analyze quantitative data.

DHD 517. Ethics and Disability: Contemporary Problems

3 CH Spring, Online
Ethical theories and ethical decision-making are examined from an interdisciplinary disability studies perspective in relation to people with disabilities. Prereq: DHD 514.

DHD 528. Race, Culture, and Health Disparities

(2-3 CH) Spring, On-Campus
Focuses on developing students' critical thinking skills as they relate to race, health disparities and engaging in culturally responsive care. Students registering for 3 hours of credit complete an immersion activity and a research paper.

DHD 535. Advocacy and Empowerment in Disability

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

DHD 541. Advanced Concepts in Disability Research

3 CH Fall, On-Campus
Seminar-based applications of advanced scholarship skills, including problem formulation, manuscript development, and critical reviews.

DHD 544. Assistive Technology in Early Childhood Settings

2 CH Fall, Online
The legal foundations, family-centered approaches, and tools to support participation in home- and play-based activities for children 0-5 years of age.

DHD 546. Qualitative Methods in Disability Research

4 CH Spring, Online
Examines qualitative research methods, design, data collection, analysis, and report-writing. Issues of ethical conduct, power relationships, and collaborative approaches.

DHD 548. Assistive Technology Tools in the PK-12 Educational Setting

3 CH Fall, Online
Explores a range of tool features, specific products, and training strategies to support active participation and learning in educational settings for students ages 3-22 with high and low incidence disabilities.

DHD 549. 3D Printing for Assistive Technology Applications.

1 CH Summer, Online
3D printing is an emerging tool within Assistive Technology (AT). Covers the basics of 3D printing in AT for customizing and fabricating low-cost adaptive devices without needing to own a 3D printer.

DHD 550. Technology to Support Universal Design for Learning in K-12

1 CH Summer, Online
Provides an introduction to universal design for learning and technology to support the 3 main areas: multiple means of engagement, multiple means of representation, and multiple means of expression.

DHD 551. Computers, Communication and Controls in Rehabilitation Technology

3 CH Spring, On-Campus
Provides information on operation and use of alternative controls for computers, augmentative communication devices and powered mobility. Emphasis on matching consumer's need and assistive technology. Prereq: DHD 440.

DHD 553. Assistive Technology for Individuals Who Are Blind or Visually Impaired

1 CH Fall, Online
An overview of assistive technology for people who are blind or visually impaired, including screen magnification software, screen reading software, OCR software, braille technologies, low vision devices, and smart phone/tablet accessibility.

DHD 554. Augmentative Communication Assessment

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

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

3 CH Spring, Online
An introduction to the delivery of assistive technology (AT) services in the PreK-12 educational setting. Includes the legal foundation, models of AT service delivery, and practical components of AT consideration, assessment, and documentation. Prereq: DHD 440.

DHD 556. Seating and Positioning for Wheelchair Mobility

1 CH Spring, Online
Focuses on assessment of seating & positioning for functional use of a manual/power wheelchair for those with physical disabilities. Assessment procedures, technology selection, funding, & applicable research are covered. Prereq: DHD 440.

DHD 557. Manual Wheelchair Technology

1 CH Spring, Online
Focuses on manual wheelchair designs and components for use by children and adults with physical disabilities. Performance adjustments, transportation standards and securement systems, funding and related research are covered. Prereq: DHD 556.

DHD 559. Ergonomics and Safety for Workers with Disabilities

1 CH Summer, Online
The course highlights various aspects of reasonable accommodation at jobsites, including the provision of ergonomic equipment, modified- and custom-tools, computer workstations, environmental features, and emergency evacuation equipment.

DHD 566. Introduction to Microcontrollers in Assistive Technology

2 CH Fall, Online
Introduces students to entry-level electronics utilizing microcontrollers. Students are guided in constructing projects with an Assistive Technology focus. Prereq: DHD 440.

DHD 567. Augmentative and Alternative Communication for Individuals with Autism Spectrum Disorder

2 CH Summer, Online
Explores augmentative communication methods and intervention strategies for individuals with autism spectrum disorders. Prereq: DHD 440

DHD 568. Supporting Augmentative and Alternative Communication in Educational Settings

3 CH Spring, Online
Explores instruction and intervention strategies that can be used in inclusive K-12 settings to aid language and educational growth for students who use augmentative communication systems.
Prereq: DHD 440

DHD 569. Environmental Modification

1 CH Summer, Online
The course highlights accessibility changes to public and private spaces, especially housing, which are needed due to the Americans with Disabilities Act, age-in-place trends, and community integration initiatives of individuals with disabilities.

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

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

DHD 573. Disability and Global Health

2-3 CH Spring, On-Campus
Focuses on disability and health equity in a global context. The course addresses disability-related health disparities and their determinants in the context of global poverty, development aid and humanitarian crises.

DHD 574. Knowledge Translation for Disability and Rehabilitation

3 CH Spring, On-Campus
Using an equity focused model, students will form knowledge translation collaboratives to both learn and apply knowledge translation principles for advocacy, education, and clinical practice.

DHD 578. Teaching, Learning & Curriculum Design, Delivery and Evaluation

2-4 CH Fall, Online
This course focuses on how diverse adults learn and how to design, deliver and evaluate effective teaching and learning in university, professional, continuing education, community and online contexts.

DHD 581. Disability Policy I: Foundations of Disability Policy

2 CH Spring, On-Campus
Provides a foundation of disability policy. Examines policy processes, policy making and welfare state arrangements. Focus on different political/ideological approaches to disability policy.

DHD 590. Field Experience in DHD

0-12 CH Fall & Spring
Opportunities for guided experience working with agencies, families, and persons with disabilities providing concrete, practical applications of concepts and principles of disability and human development.

DHD 592. Interdisciplinary Seminar in Disability Studies

1 CH Fall & Spring, On-Campus
Students, faculty, and guest speakers present topics addressing current issues in research in the area of disability studies.

DHD 596. Independent Study

1-4 CH Fall & Spring
Advanced study and analysis of a topic under guidance of a faculty member.

DHD 597. Project Research

0-16 CH Fall & Spring
Independent research project under the supervision of a faculty member.

DHD 598. Master's Thesis Research

0-16 CH Fall & Spring
Thesis research to fulfill master's degree requirements.

DHD 599. Ph.D. Thesis Research

0-16 CH

Fall & Spring

Independent research in one area of disability studies.

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

[DHD Graduate Course Catalog](#)

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

DHD APPROVED METHODOLOGY COURSES

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

AH 544: Public Engagement in Museums

4 hours. Development of methods of audience and public interaction with exhibiting institutions and forms. Includes practicum in publicity, promotion, audience-development assessment.

AHS 511: Biostatistics

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

AHS 512: Biostatistics II

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

ANTH 418: Ethnographic and Qualitative Research Methods

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

BSTT 401: Biostatistics II

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

CI 594: Special Topics in Curriculum and Instruction

2-4 hours. Seminar on a preannounced topic focusing on methodology, research and educational implications of recent models of learning, problem solving and thinking.

CHSC 434: Introduction to Qualitative Methods in Public Health

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

CHSC 447: Survey Planning and Design

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

CHSC 534: Qualitative Data Analysis

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

CHSC 577: Survey Questionnaire Design

3 hours. Concepts and strategies for developing survey questionnaires for various modes of survey data collection.

CLJ 561: Qualitative Methods and Design

4 hours. Theories and techniques of qualitative research methods, particularly fieldwork and in-depth interviews. Criminology, law, and justice problems amenable to these techniques and methods and interrelationship between the researcher role and substantive findings.

COMM 502: Seminar in Media Studies

4 hours. In-depth, intensive examination of theories, perspectives, and approaches to media studies.

DHD 515: Statistical Methods and SPSS in Disability Research

3 hours. Designed to provide an overview of statistical methods used in disability and disability related research and give students SPSS hands-on experience to analyze quantitative data.

DHD 543: Program Evaluation

3 hours. Examines methods in program evaluation with emphasis on empowerment and participatory evaluation. Same as OT 553.

DHD 546: Qualitative Methods in Disability Research

4 hours. Examines qualitative research methods, design, data collection, analysis, and report-writing. Issues of ethical conduct, power relationships, and collaborative approaches.

DHD 561: Disability and Community Participation - Policy, Systems Change and Action Research

4 hours. Focuses on the critical examination of disability policy, activism, and research. Emphasizes on conducting participatory action research in collaboration with constituents with disabilities, community organizations, and policy makers.

DHD 572: History of Disability

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

DHD 574: Knowledge Translation in Disability and Rehabilitation Research

3 hours. Using an equity focused model students will form knowledge translation collaboratives to both learn and apply knowledge translation principles for advocacy, education, and clinical practice.

ED 502: Qualitative Inquiry in Education

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

ED 503: Quantitative Inquiry in Education

4 hours. Introduces theory and assumptions behind parametric statistics.

ED 505: Paradigms and Processes

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

EDPS 544: Research Design in Educational Policy Studies

4 hours. Alternative research design models and evaluation methodologies; quantitative and qualitative approaches; ethnography; historiography; experimentation and quasi-experimentation; institutional and practitioner research designs and methods.

EDPS 587: Methods Case Study Research

4 hours. Study and practice in documentary and field research methods of collecting, organizing and integrating educational data for case study.

EPSY 503: Essentials of Quantitative Inquiry in Education

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

EPSY 504: Rating Scale and Questionnaire Design and Analysis

4 hours. Development and administration of rating scales and questionnaires, analysis of data, and reporting of results. The focus is on rating scales.

EPSY 505: Advanced ANOVA and Multiple Regression

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

EPSY 540: Applied Qualitative Research Methods in Education

4 hours. Introduction to concepts and methods of qualitative methods in applied research and evaluation contexts. Students will learn about characteristics, uses, and ethics of applied qualitative research and gain experience gathering and analyzing data.

EPSY 546: Educational Measurement

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

EPSY 563: Advanced ANOVA in Educational Research

4 hours. Detailed coverage of the principles of analysis of variance and the analysis of data collected from research employing experimental designs.

EPSY 583: Multivariate Analysis of Data

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

ENGL 567: Discourse Analysis

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

GWS 502: Feminist Knowledge Production

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

HIST 440: History Research Seminar

3 hours. Conceptualizing, researching, and writing an individual research project based on primary sources.

HIST 501. Graduate Study in History

4 hours. Introduction to history as a discipline and profession. Approach is comparative and by topic.

HIST 552: Seminar on American History

4 hours. The course's primary goal is to expose doctoral students to the process of researching and writing a substantive page paper in the discipline of history.

HPA 462: Methods Health Disparities

4 hours. Students will learn concepts and quantitative research methods in US health disparities with a focus on local Chicago data.

HPA 473: Clinical Research Methods II

4 hours. Introduces OLS multivariate regression models, its assumptions, interpretation of outputs and departures, and surveys more advanced multivariate regression models.

LALS 403: Methods in LALS

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

PA 402: Principles of Data Analysis

0-4 hours. Topics and methods of analyzing information relevant to the administration and management of public programs and organizations. Includes causation, univariate statistics, significance testing, correlation, and regression.

PA 540: Research Design for Public Administration

4 hours. Logic and methods of quantitative and non-quantitative research in public administration. Issues in measurement; causal inference; experimental and quasi-experimental designs; and methods of data collection.

PA 577: Survey Questionnaire Design

3 hours. Concepts and strategies for developing survey questionnaires for various modes of survey data collection.

PA 579: Practicum in Survey Methodology

2-6 hours. Students learn about survey research by participating in the process of conducting a survey or surveys.

PA 582: Survey Data Collection Methods

4 hours. This course will address the impact of data collection methods on survey responses and data quality.

PSCH 531: Community Research

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

SOC 509: Seminar - Research Methods

4 hours. Research practicum of specialized social science research method.

SOCW 593: Quantitative Methods

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

UPP 493: Topics in Urban Planning and Policy

1-4 hours. Intensive analysis of selected planning problems or policy issues.

Department of Disability and Human Development AY24 Class Schedule

Graduate Courses, On-Campus/Remote Synchronous/Hybrid, 20 cap

Monday	Tuesday	Wednesday	Thursday	Remote Asynchronous	Summer
	9.30 - 11.00 am (1 CH) <u>Fall</u> <u>Spring</u> 592, KA, OC		9.30 - 11.00 am (1 CH) <u>Fall</u> <u>Spring</u> 592, SPH, OC	<u>Fall</u> 514 (CG) 553 (RST) 566 (HB) 544 (DW) 555 (DC)	<u>Spring</u> 517 (CG) 555 (DC) 556 (BS) 557 (BS) 558 (BS) 568 (DM) 596 (CG)
11.15 - 2.00 pm <u>Fall</u> <u>Spring</u> 501, AP, OC 502, AN, OC	11.15 - 2.00 pm <u>Fall</u> <u>Spring</u> 546, SM, OC	19.45 am - 1.30 pm DHD Meetings	<u>Fall</u> <u>Spring</u> 11.15 - 2.00 pm 11.15 - 2.00 pm 541, SPH, OC		<u>Online</u> 559 (GH) 562 (KH/SS) 567 (DT) 568 (SB) 569 (GH)
2.15 - 5.00 <u>Fall</u> <u>Spring</u> 515, KS, OC 572, SS, RS	2.15 - 5.00 pm <u>Fall</u> <u>Spring</u> 570, CS, OC	2.15 - 5.00 pm <u>Fall</u> <u>Spring</u> 510, DL/YE, H	2.15 - 5.00 pm <u>Fall</u> <u>Spring</u>		
5.15 - 8.00 pm <u>Fall</u> <u>Spring</u> 535, FB, OC	5.15 - 8.00 pm <u>Fall</u> <u>Spring</u> 551, KH, OC	5.15 - 8.00 pm <u>Fall</u> <u>Spring</u>	4.00 - 7.00 pm <u>Fall</u> <u>Spring</u> 505, KA, RS 506, KA, RS		

Undergraduate Courses

Monday	Tuesday	Wednesday	Thursday	Friday	Online
8.00 - 10.45 am <u>Fall</u> <u>Spring</u>	8.00 - 10.45 am <u>Fall</u> <u>Spring</u>	8.00 - 10.45 am <u>Fall</u> <u>Spring</u>	8.00 - 10.45 am <u>Fall</u> <u>Spring</u>	8.00 - 8.50 am <u>Fall</u> <u>Spring</u>	<u>Fall</u> 101, LvH, 200c 102, CS, 175c 203 (RG) 204 (AP, x1) 206 (YE) 401 (KB) 408 (LvH, RS) 440 (GH)
9.00 - 9.50 am <u>Fall</u> <u>Spring</u>	8.00 - 9.15 am <u>Fall</u> <u>Spring</u> 204 (AP, 40)	9.00 - 9.50 am <u>Fall</u> <u>Spring</u>	8.00 - 9.15 am <u>Fall</u> <u>Spring</u> 204 (AP, 40)	9.00 - 9.50 am <u>Fall</u> <u>Spring</u>	<u>Spring</u> 101, LvH, 200c 102, CS, OC 201 (RG) 202 (DL) 401 (KC) 440 (GH) 581 (SPH)
9.30 - 10.45 am <u>Fall</u> <u>Spring</u>	9.30 - 10.45 am <u>Fall</u> <u>Spring</u> 204 (AP, 40) 201 (RG, x4, 50)	9.30 - 10.45 am <u>Fall</u> <u>Spring</u>	9.30 - 10.45 am <u>Fall</u> <u>Spring</u> 204 (AP, 40) 201 (RG, x4, 50)	10.00 - 10.50 am <u>Fall</u> <u>Spring</u>	
12.00 - 12.50 pm <u>Fall</u> <u>Spring</u> 102, CS, 125c	11:00 - 12:15 pm <u>Fall</u> <u>Spring</u> 204 (AP, 40) 205 (AN, RS) 206 (YE)	12.00 - 12.50 pm <u>Fall</u> <u>Spring</u>	11:00 - 12:15 pm <u>Fall</u> <u>Spring</u> DHD 100 (MF) 205 (AN) 204 (AP, 40) 206 (YE)	11.00 - 11.50 am <u>Fall</u> <u>Spring</u>	10.00 - 10.50 am <u>Fall</u> <u>Spring</u> 400 (RO) 400 (RO)
3.00 - 4.15 pm <u>Fall</u> <u>Spring</u>	12:30 - 1:45 pm <u>Fall</u> <u>Spring</u> 204, AP, x4 202 (DL) 206 (YE)	3.00 - 4.15 pm <u>Fall</u> <u>Spring</u>	12:30 - 1:45 pm <u>Fall</u> <u>Spring</u> 204 (AP, 40) 202 (DL) 206 (YE)		11.00 - 11.50 am <u>Fall</u> <u>Spring</u> 400 (RO) 400 (RO)
3:00-5.45 pm <u>Fall</u> <u>Spring</u> 409, MR	3:30-6:15 pm <u>Fall</u> <u>Spring</u> 303 (AN) 420 (RH)	3:00-5.45 pm <u>Fall</u> <u>Spring</u> 301 (SM) 302 (KC)	3:30-6:15 pm <u>Fall</u> <u>Spring</u> 408 (LvH)		12.00 - 12.50 am <u>Fall</u> <u>Spring</u> 400 (RO) 400 (RO)

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CALENDAR OF IMPORTANT DATES

AY 2023 - 2024

Fall 2023

Monday, August 21	Fall session begins.
Week of August 28	Last week to defend thesis/dissertation to meet fall graduation deadlines
Friday, September 1	Last day to complete late registration
Monday, Sep 4	Labor Day; no classes
Friday, September 8	Last day to file for fall graduation
Monday, October 2	Last day to submit thesis/dissertation for format check to OSA
Friday, November 3	Last day to submit thesis/dissertation to Graduate College
November 23 - 24	Thanksgiving; no classes
December 4 - 8	Finals week

Spring 2024

Monday, January 8	Spring session begins.
Week of January 8	Last week to defend thesis/dissertation to meet spring graduation deadlines
Monday, January 15	Martin Luther King, Jr. Day; no classes
Friday, January 19	Last day to complete late registration
Friday, January 26	Last day to file for spring graduation
Monday, Feb 15	Last day to submit thesis/dissertation for format check to OSA
Friday, March 15	Last day to submit thesis/dissertation to Graduate College by 12 pm
March 20 - 24	Spring break; no classes
May 1 - 5	Finals week

Summer 2024

Week of May 13	Last week to defend thesis/dissertation to meet summer graduation deadlines
Monday, June 10	Summer II session begins.
Friday, June 14	Last day to complete late registration summer session II
Wednesday, Jun 19	Juneteenth; no classes
Tuesday, June 18	Last day to submit thesis/dissertation for format check to OSA
Friday, June 21	Last day to file for summer graduation
Tuesday, July 2	Independence Day; no classes
Friday, July 19	Last day to submit thesis/dissertation to Graduate College by 12 pm
August 1 - 2	Summer finals

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

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

ORGANIZATIONAL CHART

University of Illinois at Chicago (UIC)
College of Applied Health Sciences (AHS)
Department of Disability and Human Development (DHD)

