



# MS in Health Technology

## Student Handbook



2026-2027

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# Table of Contents

|                                                         |           |
|---------------------------------------------------------|-----------|
| <b><i>MS-HT Yearbook</i></b> .....                      | <b>4</b>  |
| <b><i>MS-HT Overview</i></b> .....                      | <b>5</b>  |
| Introduction .....                                      | 5         |
| <b><i>General Requirements</i></b> .....                | <b>6</b>  |
| Graduation Requirements/Core Curriculum .....           | 6         |
| Time Commitment .....                                   | 6         |
| Descriptions of Required Courses .....                  | 7         |
| Health Technology Speaker Series and Other Events ..... | 8         |
| Minimum GPA Policy .....                                | 9         |
| Academic Integrity .....                                | 9         |
| <b><i>Campus Policy Overview</i></b> .....              | <b>10</b> |
| Highlights of the Graduate College Handbook .....       | 10        |
| Grievances .....                                        | 10        |
| Intellectual Property .....                             | 10        |
| <b><i>Academic Advising</i></b> .....                   | <b>11</b> |
| Function .....                                          | 11        |
| How Often to Meet with Your Advisor .....               | 11        |
| Annual Reviews & Spring Elective Selection .....        | 11        |
| <b><i>Capstone Experience</i></b> .....                 | <b>12</b> |
| Introduction to the Capstone Experience .....           | 12        |
| Capstone Project Responsibilities .....                 | 12        |
| The Capstone Project Process .....                      | 13        |
| Capstone Frequently Asked Questions .....               | 15        |
| Tips for a Successful Capstone Project .....            | 17        |
| Student Guidelines and Limitations .....                | 17        |
| <b><i>Career Fairs</i></b> .....                        | <b>20</b> |
| Overview .....                                          | 20        |

|                                                               |           |
|---------------------------------------------------------------|-----------|
| <b>Preparing for an In-Person Career Fair .....</b>           | <b>20</b> |
| <b>Preparing for a Virtual Career Fair .....</b>              | <b>21</b> |
| <b>Handshake@Illinois .....</b>                               | <b>22</b> |
| <b>UIUC Career Fairs.....</b>                                 | <b>22</b> |
| <b><i>Facilities &amp; Resources .....</i></b>                | <b>23</b> |
| <b>McKechnie Family LIFE Home .....</b>                       | <b>23</b> |
| <b>Maker Labs with 3D Printing and Other Facilities .....</b> | <b>24</b> |
| <b>Technology and Software Resources .....</b>                | <b>25</b> |
| <b>Accessibility Resources .....</b>                          | <b>25</b> |
| <b>Research Resources .....</b>                               | <b>25</b> |
| <b>Academic and Career Resources.....</b>                     | <b>25</b> |
| <b>Health Resources .....</b>                                 | <b>26</b> |
| <b>Resources for International Students .....</b>             | <b>26</b> |

# MS in Health Technology Yearbook



**Class of 2021**



**Class of 2022**



**Class of 2023**



**Class of 2024**



**Class of 2025**



**Class of 2026**

# MS in Health Technology Overview

## Introduction

Health technology is a broad term that encompasses any technology used in the context of healthcare, including applications to support patients and their care (e.g., medication adherence, health tracking, clinical assessment); smart-home technology (e.g., activity sensors, falls detection, telewellness); social and assistive robots; digital home assistants; social engagement tools; and virtual reality. The health technology domain incorporates all consumer-facing and medical-facing technologies intended to support people in maintaining and/or improving their health and independence.

The mission of the Health Technology master's program is to ***educate the next generation of applied health technology professionals***. Through classroom education and experiential learning, the MS program develops interdisciplinary practitioners who have the knowledge, skills, and abilities to advance applied health technology design and implementation.

### After completion of the MS-HT program, students will have the following competencies:

- Comprehension of varying user needs
- Knowledge of human factors tools and techniques
- Familiarity with research methods, theory, and data analytics
- Understanding of hardware components
- Facility with software
- Awareness of regulations, policies, and standards
- Appreciation of ethical issues in design and implementation
- Communication skills

These skills will enable Health Technology graduates to work as applied cognitive scientists, human factors researchers, cognitive systems engineers, data decision analysts, human factors engineers, ergonomists, interface designers, usability engineers, user experience leads, among other professions. Graduates will be well-suited for positions in a broad range of contexts including industry (large and start-up), government agencies, and community organizations.

# General Requirements

## Graduation Requirements/Core Curriculum

### Course list (36 credit hours)

#### 16 credit hours of core coursework:

HT 501: Understanding Users of Health Technology (4 hrs)  
HT 502: Human Factors Methods for Health Technology (4 hrs)  
HT 503: Hardware Engineering for Health Technology (4 hrs)  
HT 504: Software Engineering for Health Technology (4 hrs)

#### 12 credit hours of electives (with advisor approval)

View the most up-to-date [elective classes here](#).

#### 8 credit hours of the Capstone Experience:

HT 510: Health Technology Capstone Project Orientation (1 hr)  
HT 511: Health Technology Capstone Project Development (3 hrs)  
HT 512: Health Technology Capstone Project Implementation (4 hrs)

## Timeline

| First Semester-Fall:<br>17 credit hours on campus                                                                                                                                                                           | Second Semester-Spring:<br>15 credit hours on campus                                                                                   | Third Semester-Summer:<br>4 hours on campus, with the<br>possibility of remote<br>participation with permission<br>from the program |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| HT 501: Understanding Users of Health Technology<br>HT 502: Human Factors Methods for Health Technology<br>HT 503: Hardware Engineering for Health Technology<br>Elective (4 hours)<br>HT 510: Capstone Project Orientation | HT 504: Software Engineering for Health Technology<br>Elective (4 hours)<br>Elective (4 hours)<br>HT 511: Capstone Project Development | HT 512: Capstone Project Implementation                                                                                             |

## Time Commitment

The MS-HT is a three-semester **intensive** program including a summer semester for the capstone project. Your courses in Fall and Spring semesters will require roughly 40 hours per week between class time, studying, and class assignments. In the Summer term, you will be



devoting 20 hours per week to the Capstone Project, and the remaining 20 hours per week will be split between job hunting and class assignments for HT 512. If you desire to take on additional classes or outside employment, you are highly encouraged to discuss your plans with the MS-HT Assistant Director.

## **Descriptions of Required Courses**

### **HT 501: Understanding Users of Health Technology (4 hours)**

The purpose of this course is to provide a broad overview of human characteristics related to health technology. Topics will include physical (e.g., anthropometry, biomechanics); sensory (e.g., vision, hearing), cognitive (e.g., learning capabilities, memory limitations); attitudinal (e.g., technology acceptance, behavior change), socioemotional (e.g., personality, motivation), and organizational (e.g., workplace policies, culture) characteristics. Students will learn to apply theories of human behavior related to health technology use such as behavior change, reasoned action, self-determination, and person-environment fit to guide design and deployment of health technology.

### **HT 502: Human Factors Methods for Health Technology (4 hours)**

The purpose of this course is to introduce students to the basic tenets of human factors methods to enable successful user-centered design of healthcare technologies. Students will learn about socio-technical systems and develop an understanding of interactions among humans and other elements of a system. Students will acquire skills to apply theory, principles, data, and methods to design that will optimize human well-being and overall system performance. Students will learn how to find information to guide design, through literature review, standards evaluation, and comparative assessments.

### **HT 503: Hardware Engineering for Health Technology (4 hours)**

In this course, students will explore the role of hardware in developing health technologies. Students will understand how various health technologies are developed and how they operate. Topics may include: Sensors and Actuators in Healthcare; Common Prototyping platforms (Arduino, Intel Edison, BeagleBone Black; Raspberry Pi); Robot Operating System (ROS) Platforms; Cameras, LIDARs, Motion-Detection Systems (Microsoft Kinect, etc.); Haptic Sensors; Dynamics of Wheeled Personal Transport Systems (Wheelchairs, etc.); Integrative Capstone Course-Project.

### **HT 504: Software Engineering for Health Technology (4 hours)**

In this course, students will be introduced to aspects of software engineering to become familiar with rapid prototyping software, programming languages, and app development tools. Topics may include Integrated Development Environments (IDEs) for Android/iPhone applications; Virtual Reality (VR) Environments; Basics of AWS-Lambda functions for voice-applications; Software for Analytics and Data-analytics overview; Software for Machine-

Learning; MATLAB, SIMULINK and associated packages; User Interface Compilers (UIC); Integrative Capstone Course-Project.

### **HT 510: Health Technology Capstone Project Orientation (1 hour)**

In this course, students will be exposed to a range of industry, community organizations, government, and academic environments relevant to health technology. Topics of discussion will include professional development and capstone requirements. Guest speakers will present their health technology needs to acquaint students with potential capstone partners. Students will explore capstone project topics and identify a capstone partner. Students will decide on their capstone project by the end of the semester.

### **HT 511: Health Technology Capstone Project Development (3 hours)**

In this course, students will be introduced to topics critical to their success in developing their Capstone Project in health technology. These topics include ethics and IRB, government regulations in devices, design thinking, and project planning and management. In this course, students will finalize the details of their Capstone Project topic and connect with health technology professionals working in the community/ industry/ government/ academia.

### **HT 512: Health Technology Capstone Project Implementation (4 hours)**

In this course, students will engage in health technology design activities to develop solutions for projects provided by industry, government, or community partners. Students will incorporate human factors, design thinking, and engineering principles in their projects. The course is designed to provide students with professional experiences and insights to prepare them for work in the broad field of health technology. Students are encouraged to share their experiences with fellow students and learn from each other.

## **Elective Courses (12 hours)**

Students will select three elective courses: one in Fall semester, two in Spring semester. These courses can be selected from pre-approved [courses](#) or students can request to have a course approved. To request a course not listed, you must email the Assistant Director with the course details and an explanation of how this course aligns with your program and career goals. Electives are intended to tailor the student experience and prepare students for their capstone.

## **Health Technology Speaker Series and Other Events**

Attendance at the Health Technology Speaker Series is **required** for MS-HT students.

Students will have the opportunity to attend brown bags and/or colloquium events offered by affiliated departments and the college throughout the year. MS-HT students are encouraged to attend. Details about the speakers, topics, and schedules will be announced in the HT classes and via the MS-HT program newsletters as they become available.



## Minimum GPA Policy

The MS-HT requires a **minimum GPA of 3.0** to graduate and remain in good academic standing.

## Academic Standing & Fellowship/Scholarships

Students must remain in Good Academic Standing to hold a fellowship or scholarship.

Good Academic Standing is defined as holding a 3.0 GPA while making progress on finishing the degree in three semesters and meeting other program requirements such as completing the capstone project.

A student admitted on Limited Academic Standing is not permitted to hold a fellowship per Graduate College policy 8.2 ([p.60](#)). If a student is admitted on limited academic standing, they are eligible to hold scholarships for the first semester. However, to continue to receive their awarded scholarship, they must be in Good Academic Standing upon completion of the fall semester to be awarded their spring scholarship.

If a student goes on Low GPA Warning (previously “probation”) and holds a fellowship, they must petition the Graduate College to request to hold a fellowship each semester they are not in good academic standing per Graduate College policy 8.2 ([p.60](#)).

If a student goes on Low GPA Warning (previously “probation”) and holds a scholarship, they must petition to the Health Technology Education Program. This consists of scheduling an advising meeting with the HTEP Assistant Director, reviewing the circumstances that lead to the probation, and crafting a plan for success for the upcoming semester.

Due to the limited time between the fall-spring and spring-summer semesters, students on Low GPA Warning (previously “probation”) must take action as soon as possible, prior to the start of the term for which they will be on probation.

## Academic Integrity

The University of Illinois at Urbana-Champaign *Student Code* should also be considered as a part of this handbook. Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <https://ahs.illinois.edu/undergrad-academic-integrity>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <http://studentcode.illinois.edu/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

# Campus Policy Overview

## Highlights of the Graduate College Handbook

Please review the [Graduate College Handbook](#). Below are highlights relevant to MS HT.

### Part I: Graduate Student Policies

The following information can be found in this part:

- Chapter 1: Admission to the Graduate College
- Chapter 2: Registration
- Chapter 3: Academic Record
- Chapter 4: Graduate Degree and Graduation Requirements
- Chapter 5: Requirements for Master's Degrees, Certificates of Advanced Study, Artist's Diplomas, and Graduate Certificates
- Chapter 6: Requirements for Doctoral Programs (not relevant to MS-HT)
- Chapter 7: Tuition and Fees
- Chapter 8: Assistantships and Fellowships ("Assistantships" not relevant to MS-HT)
- Chapter 9: Conflict Resolution and Grievance Policy for Graduate Students

## Grievances

### Disputing a Grade

The first step in any grievance is to talk to the person involved to try to resolve the conflict. If you disagree with a grade you have been assigned, you must first talk to the course instructor. Review the requirements in the instructor's syllabus about the process. If you cannot resolve the dispute with the faculty member, please bring your concern to the attention of the Assistant Director or Director of the Health Technology Education Program.

### Other Grievances

The Graduate College Handbook identifies a specific grievance protocol. Should a grievance arise, consult the Graduate College Handbook. You may always talk with the Assistant Director or Director of MS-HT about any issues that arise.

## Intellectual Property

Intellectual property encompasses all forms of creativity such as interventions, software, discoveries, creative or artistic works, know-how, processes, and unique materials.

### Ownership

According to the University's General Rules, the University owns all intellectual property developed by any University employee or by anyone, including students, using any University facilities, equipment, or funds.

Guidelines for determining intellectual property ownership can be [found here](#).

# Academic Advising

## Function

The purpose of academic advising is to assist students in shaping their academic career during their time as an MS-HT student at the University of Illinois Urbana-Champaign. Academic advisors hold a wealth of resources at their fingertips, all for the student's asking. The MS-HT Assistant Director can assist with housing resources, emergency food pantries, the writer's workshop, connect you with faculty mentors housed in other departments, and much more. The Assistant Director will serve as your academic advisor.

## How Often to Meet with Your Advisor

The Assistant Director of the HTEP is your advisor. Students in the MS-HT program should meet with their advisor at least once each semester. Other than meeting at least once per semester to plan for courses, you may set up an appointment with the advisor whenever you feel you need to meet.

## Annual Reviews & Spring Elective Selection

Annual Reviews are required by the Graduate College (Graduate College Handbook, Chapter 8, [p.96](#))

MS-HT Annual Reviews are conducted late in the fall semester. The annual review will comprise a self-evaluation as well as a meeting with the Director and/or Assistant Director of HTEP.

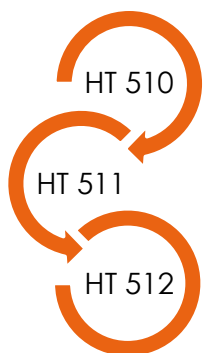
During this meeting, course planning for spring semester electives will also take place. To prepare, read through the list of elective courses and peruse other courses you might be interested in taking. When you find a few courses you are interested in, check the class schedule for the upcoming semester. You want to ensure that:

1. The course does not conflict with required HT courses for that semester. As the required HT courses are only offered once per year, you will not be able to delay those to a later semester in order to take an elective.
2. You have met all the required prerequisites for the elective course in your undergraduate coursework.
3. There are still open seats in the graduate section of the class.
4. The course is a graduate level course (400 or 500 level)

# Capstone Experience

## Introduction to the Capstone Experience

The MS-HT program requires a three-term sequenced Capstone Project. The Capstone Project is a customized and supervised experience that students can tailor (within program guidelines) to shape their own educational and experiential goals. Students will complete their Capstone Project in Champaign-Urbana, unless temporarily relocating to execute the Capstone Project on location with the Capstone Project Partner. During the Capstone Project, students will:



1. Enroll in HT 510 Health Technology Capstone Orientation (fall), HT 511 Health Technology Capstone Development (spring), and HT 512 Health Technology Capstone Implementation (summer) to explore, plan, and execute their Capstone Project.
2. Work with a community organization, industry partner, or a faculty member that students will be matched with at the conclusion of HT 510 in the Fall.
3. Integrate knowledge and skills obtained in HT core and elective courses.
4. Gain experience working towards solving health technology problems.
5. Develop a project in collaboration with your Capstone Project Partner.
6. Improve skills in Health Technology core competencies.
7. Present capstone experience at the end of each semester, including at the conclusion of the summer term at the required, in-person Capstone Celebration.

## Capstone Project Responsibilities

A successful Capstone Project will result from the cooperation and collaboration of the student, capstone partner, teaching faculty, and program staff.

### MS-HT Student:

Produce deliverables according to course requirements on schedule including:

- **HT 510**
  - Weekly attendance and participation in Capstone Orientation course.
  - Read materials provided by each Capstone Partner.
  - Rate your interest in the available Capstone Projects.
  - Capstone Project Plan Presentation.

***The Capstone Committee strives to match students to projects that best fit interests and experience. Not all students will receive their top choice.***

- **HT 511**
  - Weekly attendance and participation in Capstone Development course.
  - Draft HT Capstone Work Plan.
  - Final HT Capstone Work Plan that includes signature of approval from both student and capstone project partner.

- Final Capstone Pecha Kucha Presentation.
- **HT 512**
  - Weekly attendance and participation in Capstone Implementation course.
  - Weekly activity logs during the summer semester.
  - Deliverables specific to your project during the summer semester.
  - Final Video, Spoken Highlight(s), Printed Poster, and Technical Report.
  - Required attendance at the Capstone Celebration at the conclusion of the summer term.
  - Formally evaluate the quality of the Capstone Project site and experience and provide recommendations for improving it.

#### **Health Technology Education Program Faculty:**

- Instruct HT 510, HT 511, and HT 512.
- Assist students with developing Capstone Project Work Plan.
- Help review and grade Capstone Project Work Plan, final technical report, presentations and other course materials, as applicable to relevant courses.
- Establish deadlines for course-related deliverables for Capstone Project in HT 512.
- Maintain a Capstone Project File for every student and Capstone Site.
- Serve as Capstone Faculty Mentors in the summer to offer support and guidance to students as they implement their capstone project plans.

#### **Capstone Project Partner:**

- Demonstrate professionalism and assist student in developing professional work habits and ethics.
- Provide feedback to MS-HT program regarding the Capstone Project experience and make recommendations for future projects and students.
- Share knowledge, experience, and organizational values.
- Help student to secure an appropriate workspace and equipment on site, as appropriate.
- Support student in developing skills and knowledge appropriate to project.
- Orient student to your organization, introduce student to staff, and familiarize student with organizational procedures.
- Help develop the Capstone Project Work Plan with the student during the Spring.
- Meet with student weekly to bi-weekly during HT 512.

### **The Capstone Project Process**

1. **Successfully complete the capstone courses.** All MS-HT students are required to participate and earn C or better in Capstone Orientation (HT 510), Capstone Development (HT 511), and Capstone Implementation (HT 512). These courses will introduce you to possible capstone partners and projects as well as assist you in

developing your capstone plan and completing your final deliverables. Additionally, the courses will help you develop professionally.

2. **Complete all required HT core courses (HT 501, HT 502, HT 503, HT 504) and required electives prior to the Summer during which you will complete your capstone project.** Elective course selections for the Spring should be guided by your capstone project topic and professional goals, with advice from the MS-HT Assistant Director.
3. **Complete the Capstone Project Match.** This process will happen in the fall semester. Once you hear presentations from all possible capstone projects, you will be matched with a capstone project partner. Understand that program staff will do their best to match you with a project that fits your interests and experience. Understand that not all students will receive their top choice.
4. **[Students working with a partner outside the University of Illinois] Complete the Capstone Special Intellectual Property (IP) Assignment and Confidentiality Agreement prior to commencing work on the Capstone in the Spring.** This agreement specifies that IP is retained by the Capstone Project Partner. *Students working with a University of Illinois partner, see [Intellectual Property \(p. 10\)](#)*
5. **Complete the Capstone Project Work Plan prior to commencing work on the Capstone.** The Capstone Project Work Plan will be developed in HT 511, with input from your capstone partner.
6. **Complete weekly check-ins with capstone partners, weekly activity log reports, and other class assignments in HT 512.** You should be working an average of 20 hours per week on your capstone project, in addition to these class assignments.
7. **Request your capstone project partner complete your mid-term and final evaluations and review the evaluation together.** This is a learning opportunity intended for you to reflect on your productivity, professionalism, and progress.
8. **Turn in your final deliverables including the final technical report to your Capstone Project Partner and the final technical report to your instructor of HT 512: Health Technology Capstone Implementation and your Capstone Project Partner.** A presentation will be scheduled at the end of summer semester on campus that you will be required to attend. Your site partners, class instructors, the MS-HT Advisory Board, and other interested parties from campus will be invited as well.



## Capstone Frequently Asked Questions

### **What is the difference between a Capstone Project and a Master's Thesis?**

A Master's thesis involves original research and a formal thesis. A thesis includes an extensive literature review, developing research questions, proposing research design, conducting data analysis, and explaining the significance of the findings.

The capstone project is an applied work experience wherein students develop hands-on experience applying what they have learned in their Health Technology core and elective courses.

### **Can students work on teams for the Capstone Project?**

Yes. Whether a project is team-based or individual-based will depend on the needs of the capstone site as well as the preferences of the student.

### **Can I do my project using my current employment?**

Yes. Students can work at their current employer on a capstone project, provided the capstone project is outside the realm of their normal duties, constitutes a separate project, and meets the criteria for the program.

### **What is the Master Course Project Agreement?**

The course project agreement is the legal agreement between all Capstone Project Partners, excluding those working with University of Illinois Capstone Project Partners, and the University. It spells out who retains intellectual property during the capstone and outlines the official relationship between the parties involved. The assistant director will organize these legal agreements for all capstone partners.

### **Who owns the intellectual property developed during the Capstone project?**

The intellectual property belongs to the Capstone Partner. Guidelines for Intellectual Property ownership can be [found here](#).

### **Do I need to log my hours on the capstone?**

Yes. In HT 512, you will be required to submit weekly reports that show how you have spent your 20 hours each week.

### **How will I be evaluated?**

The capstone project comprises three courses:

HT 510: Health Technology Capstone Orientation

HT 511: Health Technology Capstone Development

HT 512: Health Technology Capstone Implementation

These courses will guide you through your capstone experience. You will have regular class meetings and assignments due for each course. You will be evaluated on the completion and quality of your assignments for the course.

You will also be working with a capstone partner who will also submit a review of your work and your professionalism at the midpoint and end of your capstone.

**Can I work on location with my Capstone Project Partner?**

Absolutely! The final MS-HT class, HT 512, is an online class to allow for remote participation should you be at the location of your capstone project. Please understand that this relocation is at your own expense. If you are not on-location, the expectation is that you remain in Champaign-Urbana during course times for the year. **As this is an accelerated program, vacations and time away are not advised while class is in session.**

**Do I need to attend the Capstone Celebration Event at the end of the summer semester?**

Yes. This is an absolute requirement of the program. You are required to attend the event in person. **Failure to attend the Capstone Celebration will result in a failing grade for this course; without a C or better in HT 512, you will be unable to graduate.**

## Tips for a Successful Capstone Project

1. **Start early.** You will be expected to devote about 20 hours per week to your project for approximately 12 weeks during the Summer semester. Make sure you devote enough time each week so that you are not left with an unreasonable amount of work in the final weeks.
2. **Do your background research.** Research as much as possible during HT 511 to prepare for your capstone project work in HT 512.
3. **Keep it focused.** Working with your capstone partner, make your proposal and project modest, realistic, and accessible. Remember your timeline and work within that.
4. **Utilize the Capstone Faculty Mentors.** You must plan to meet with both Dr. Hale and Dr. Gupta a minimum of three times during the summer semester for capstone implementation guidance and feedback.

## Student Guidelines and Limitations\*

As you begin your university Capstone Project work, please remember that you will be a representative of University of Illinois Urbana-Champaign in the community. As such, we ask you to carefully read and abide by the following guidelines created to assist you in having the most productive experience possible.

1. **Ask for help when in doubt.** Your site partner understands the issues at your site and you are encouraged to approach her/him with questions or problems as they arise. They can assist you in determining the best way to respond in difficult or uncomfortable situations. You may also consult your instructor for the HT 512 Capstone Implementation course.
2. **Be punctual and responsible.** Although you are volunteering your time, you are participating in the organization as a reliable, trustworthy, and contributing member of the team. Both the administrators and the people whom you serve rely on your punctuality and commitment to completing your hours throughout your project.
3. **Call if you anticipate lateness or absence.** Call your capstone partner if you are unable to come in or if you anticipate being late. The site depends on your contributed services and will be at a loss if you fail to come in as scheduled. Be mindful of your commitment; people are counting on you.
4. **Respect the privacy of all clients.** If you are privy to confidential information with regard to persons with whom you are working (e.g., organizational files, diagnostics, personal stories), it is vital that you treat this information as privileged and private. You should use pseudonyms in referring to this information in your course assignments.
5. **Show respect for the organization for whom you work.** Placement within a capstone site is an educational opportunity and a privilege. Remember, not only are you serving

the organization, but the organization is serving you by investing valuable resources in your learning.

6. **Be appropriate in attitude, manners, and appearance.** You are in a work situation and are expected to treat your capstone partner and others with courtesy and kindness. Dress neatly, comfortably, and appropriately (check your site for its conduct and dress codes). Use formal names unless instructed otherwise. Set a positive standard for other students to follow as part of the MS-HT Capstone program.
7. **Be flexible.** The level or intensity at the Capstone Project is not always predictable. Your flexibility to changing situations can assist the partnership in working smoothly and in producing positive outcomes for everyone involved.

#### **ALWAYS...**

- **Perform the duties and responsibilities outlined in your Learning Plan.**
- **Follow the administrative policies, standards, and practices of the Site you are working with.**
- **Report to your site on time and follow Site regulations.**
- **Conform to University standards and practices while working at the Site.**
- **Meet the personal, ethical, and professional standards expected of your Site's employees.**

In addition to the above expectations, as a participant in your capstone experience, you are also responsible for the following limitations:

#### **NEVER...**

- Report to your Site under the influence of alcohol or drugs.
- Give or loan money or other personal belongings to a client.
- Make promises or commitments to a client that you nor the organization can keep.
- Give a client or organizational representative a ride in a personal vehicle. You should not be driving any vehicles as a part of your capstone.
- Tolerate verbal exchange of a sexual nature or engage in behavior that might be perceived as sexual with a client or site representative.
- Tolerate verbal exchange or engage in behavior that might be perceived as discriminating against an individual based on age, race, gender, sexual orientation, or ethnicity.

#### **Other safety issues:**

- Keep your car a non-attraction. Do not leave items visible in the car's interior. Place valuable items in the trunk prior to arrival.
- If you take the bus, make sure you know the route and bus fare.

- In case of a breakdown or transportation problem, carry enough cash to get home.
- Develop a community safety net of resources in your placement area.
- Get to know your capstone partner at the agency. Ask him/her questions about the area and get suggestions about what you should do if you find yourself in trouble.
- Familiarize yourself with people, places, and things in the area that can be of assistance in times of emergency (the location of phones, 24-hour stores, police stations, etc.).
- Give the phone number of the agency where you'll be working to a roommate, friend, or relative before leaving for your placement site.

\*Adapted from: California State University-Los Angeles (CSULA) in Sarena D. Seifer and Kara Connors, *Faculty Toolkit for Service-Learning for Higher Education*, Learn and Serve America's National Service-Learning Clearinghouse

# Career Fairs

## Overview

Career fairs may be held as an in-person event or virtually from your computer or tablet.

## Reasons to Attend a Career Fair

- You are seeking professional experience, either full-time or internship
- You want to explore your career options
- You want to improve your networking and people skills

## Preparing for an In-Person Career Fair

### First Steps

1. Review the list of companies and research those that interest you on Handshake.
2. Update your resume and have it reviewed.
3. Practice your elevator pitch.
4. Gather items to take to the Career Fair – such as copies of your resume.
5. Determine if companies are holding pre-fair talks or events on campus. Get a head start by learning about companies and meet their recruiters before the fair.
6. Prepare questions to ask organizations.
7. Plan and prepare appropriate attire.

### Approaching Employers

1. **Greet the Employer.** Establish eye contact, smile, shake hands, and introduce yourself. Be confident and upbeat.
2. **Be ready to have a conversation with the recruiter.** Relax and speak slowly. Articulate how your interests/qualifications are well-aligned with organizational needs. Walk the recruiter through your resume and highlight relevant points. Take notes.
3. **Finish the conversation.** Request a business card and/or contact information. Smile and thank the recruiter.

### Following Up

1. **Take Action.** Apply for positions of interest on Handshake, the company website, or as directed at the fair.
2. **Send a thank you email (within 24 hours) to contacts you met at the fair.** Refer to something from your conversation. Attach your resume. Reiterate your interest in the company and the positions they have available.

## Preparing for a Virtual Career Fair

### First Steps

1. Register for the career fair ahead of time.
2. Visit Handshake to research the companies you are interested in connecting with.
3. Sign up for one-on-one and group employer sessions in advance.
4. Update your resume and have it reviewed at the Career Center.
5. Upload your resume to Handshake so employers can access it before and during the fair.
6. Prepare your elevator pitch, business professional attire, and questions for employers.
7. Check your internet connection and video applications beforehand.

### What to Expect

- Remember that just because you're part of a virtual career fair doesn't mean that the jobs available will be remote positions.
- The format of a virtual career fair varies based on the host, and how you will interact with employees depends on the setup. There may be group information sessions, one-on-one video sessions, or group/individual chats.

### How to Approach Employers

1. Establish eye contact, smile, and introduce yourself.
2. Be confident, upbeat, and ready to have a conversation with the recruiter.
3. Relax and speak slowly.
4. Articulate how your interests/qualifications are well-aligned with organizational needs.

### Virtual Fair Tips

- Attend the fair in a distraction-free, quiet, environment
- Be prepared to confidently engage with the employer(s)
- Show up to your sessions on time
- Demonstrate professional body language and good posture
- Type/Speak clearly and showcase your professionalism
- Have a digital copy of your resume and questions for each employer prepared
- Request contact information and ask about next steps
- Smile and thank the recruiter to conclude



## Handshake@Illinois

Handshake is a career services platform where Illinois students can connect with employers and find job opportunities. Handshake can be accessed online at: <https://handshake.illinois.edu/>

### As a user, you can:

- Schedule career advising appointments with the Graduate College
- Upload your resume
- Search the online job board with job and internship postings
- View information and announcements about company presentations/recruiting events
- Find information about career-related workshops and events

## UIUC Career Fairs

| Career Fair                                    | Date           | Time     | Location                  |
|------------------------------------------------|----------------|----------|---------------------------|
| Illinois Part-Time Job Fair                    | 9/2/2026       | 1pm-4pm  | Illini Union              |
| Grainger Engineering In-Person Career Fair     | 9/9-9/10/2026  | 10am-4pm | State Farm Center I Hotel |
| Illinois CEE Job Fair                          | 9/15-9/16/2026 | 11am-4pm | Illini Union              |
| Gies College of Business In-Person Career Fair | 9/15-9/16/2026 | 1pm-6pm  | I Hotel                   |
| ACES + LAS Career Fair                         | 9/24/2026      | 1pm-6pm  | I Hotel                   |
| Gies College of Business Virtual Job Fair      | 9/24/2026      | 12pm-4pm | Handshake                 |
| Grainger Engineering Virtual Career Fair       | 9/30/2026      | 11am-3pm | Handshake                 |
| Grainger Engineering Virtual Career Fair       | 10/7/2026      | 11am     | Handshake                 |
| Research Park Career Fair                      | 2/16/2027      | 3pm-7pm  | I Hotel                   |
| Career and Internship Fair                     | 2/24/2027      | 1pm-5pm  | Illini Union              |

# Facilities & Resources

**McKechnie Family LIFE Home** <https://lifehome.ahs.illinois.edu/>

The McKechnie Family LIFE Home (Living in Interactive Future Environments) is a smart home technology research center on campus that is used to host research, educational, and community engagement activities. This facility is a resource for MS-HT students. The LIFE Home has the following spaces:

- **Health Technology Innovation Lab:** This reconfigurable and customizable lab space includes a small maker space, complete with a 3D printer and camera system to build next generation technologies and perform user research. This space can be used to host classes and labs, technology showcases, hackathons, and design events. This space is available for use by MS-HT students for program-related activities.
- **Home Simulation Area:** This area is designed as a typical two-bedroom home that is embedded with smart, internet-connected technologies, and a camera system to record naturalistic user behavior. This space has an observation area with one-way glass for observing user behavior in the living spaces.
- **Extended Reality Lab:** The Extended Reality Lab is equipped with cutting-edge virtual reality (Oculus devices), augmented reality services (Hololens), and streaming and recording software.
- **Arthur D. Fisk Interview Room:** This is a private space for multi-purpose data collection including qualitative interviews, usability testing, post-visit debriefs, and other small research studies.
- **Tele-Research Lab:** This reconfigurable lab is equipped with state-of-the-art telecommunication facilities that can be used to simulate remote monitoring and control of research activities, and to conduct tele-health research.
- **Conference Room:** This spacious conference space is equipped with modern audio video facilities for hosting meetings and collaborative activities. This room can be reserved by LIFE Home clients for research-related meetings.

MS-HT students can use the Health Technology Innovation Lab for course-related activities between 8:00 – 6:00 Monday to Friday. Each student will be provided with access to the facility using their I-Card. There is easy parking making it a great option for small group meetings for course projects. Reservations are not required for this space – students can use it as a workspace for themselves or for their teams.

The other spaces in the LIFE Home incur a usage fee. More details about these spaces are available here: <https://lifehome.ahs.illinois.edu/resources/>. If you wish to use one of these spaces for activities related to your MS-HT program of study, please discuss with HTEP Assistant Director Sydney Lazarus.

## Maker Labs with 3D Printing and Other Facilities

The extensive list of campus rapid prototyping maker labs can be found here <https://healthmakerlab.medicine.illinois.edu/labs/>. We present a sample here:

### Siebel Center for Design <https://designcenter.illinois.edu/>

- This new campus building is adjacent to Huff Hall and hosts several design and collaboration spaces. It opened in Fall 2020.
- Facilities: Metal/Computer Numerical Control (CNC) Workshop, 3D Printing Workshop, Sewing & Soft Materials Workshop, Virtual Reality Studio, Recording Studio, TV Studio.

### Electronic Design Innovation Lab/Open Lab <https://openlab.ece.illinois.edu/>

- Have three 3D printers that can print using PLA and ABS.
- Have tools for electronics and electrical design projects.
- Need to apply on the lab's website to request access.

### Community Fab Lab <http://cucfablab.org/>

- Has a few Ultimaker2 3D printers with the cheapest per gm printing rate for PLA on campus – \$0.15 per gm of printed component.
- Has many other options for making stuff- laser cutting and engraving on different surfaces, electronics lab, sewing center, t-shirt design and printing (stencil generation free for everyone), and poster printing.
- Free support from staff for up to half an hour.

### Illinois MakerLab <https://makerlab.illinois.edu/>

- Facility is in Gies College of Business, adjacent to Huff Hall.
- Has staff to help with consultation on 3D printing projects– charges involved.
- Faculty printing rate with PLA on Ultimaker 2+ printers - \$0.25 per gm.
- Free 1 hr. prints every Wednesday.

### CITL TechHub <https://vr.illinois.edu/citl-techhub/>

- Located in the Armory building, adjacent to Huff Hall.
- Ultimaker 2+ PLA prints are free and print models that take <1 hr.
- Provides limited support.
- Has many other instructional technologies, 3D scanners, digital inking, Virtual and Augmented Reality headsets for education and gaming.

### Industrial and Enterprise Systems Engineering (ISE) Product Design Lab <https://productdesignlab.ise.illinois.edu/resources>

- 3D/CAD design lab for students from ISE and other units.

## Technology and Software Resources

- Illinois Campus Tech services lists several resources for students [here](#).
- There are several campus-based computing /programming resources such as the [Illinois Campus Cluster Program](#), [Google Apps @ Illinois](#) and [Blue Waters from National Center for Supercomputing Applications](#).
- [Cloud computing resources](#) include services from Amazon, Microsoft & Google.
- [Imaging and image capture resources](#) at Beckman Institute.
- [Illinois AnyWare](#) for remote access to campus computing resources.
- [Illini Union TechZone](#) has in-house technicians to help fix some computer issues.
- [IDEA Lab at Grainger Engineering Library](#) offers design spaces and virtual reality equipment for reservation.
- [Digital Media Commons](#) provides consultations on digital media and technology creation projects and loanable technologies such as cameras and virtual reality headsets.
- [Digital Humanities @ Illinois](#) provides access to data sources and analysis software tools.
- Tech Services offers fee based [Virtual Hosting](#) services on a virtual machine.
- Software – free and discounted for students at the [Webstore](#).

## Accessibility Resources

- Disability Resources and Educational Services at UIUC is one of the country's oldest disability related services programs that provides students with comprehensive accommodations and support <https://www.disability.illinois.edu/>.

## Research Resources

- [Center for Health, Aging, and Disability \(CHAD\)](#) provides research support, proposal preparation, biostatistical support, and poster printing services to researchers in the college of Applied Health Sciences.
- [Illinois Scholarly Commons Usability Testing](#) provides a small usability assessment setup equipped with software such as Morae (PC) and Silverback (Mac). Campus Technology Services provide fee-based [Usability Consulting](#).
- Campus [Research Data Services](#) provides data management and training services.
- Interdisciplinary Health Sciences Institute's Illinois [Biostatistics, Epidemiology, and Research Design \(BERD\)](#) provides fee-based biostatistical consulting and analyses services.
- Center for Innovation in Teaching and Learning [CITL Data Analytics](#) and Technology services provide consultations on data preparation, survey construction and implementation, and statistical analyses in R, Stata, SAS, SPSS.

## Academic and Career Resources

- [Writer's Workshop](#) provides editing and writing assistance to students and faculty via consultations, writing groups and retreats, and presentations.

- [CANVAS](#) is the primary learning management system used at University of Illinois.
- The [Graduate College Career Development Office](#) hosts workshops, resume reviews, and serves as a general resource for you while on the job market.

## Health Resources

- The [Counseling Center](#) is committed to providing a range of services intended to help students develop improved coping skills to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, as well as referrals to the community when students could benefit from longer term services.
- [McKinley Health Services](#) offers a variety of health services, including mental health, immunizations, health education and more.
- [Disability Resources and Educational Services](#) provides support and accommodations for students with visible and invisible disabilities to enable students to fully participate in student life. A variety of reasonable modifications to institutional policies and procedures are available, as are effective auxiliary aids and services.

## Resources for International Students

[International Student and Scholar Services](#) (ISSS) provides advising and visa support to international students. International students must enroll in CPT during the summer if they are placed in an off-campus capstone project.

### [F-1 Curricular Practical Training \(CPT\)](#)

- Curricular Practical Training (CPT) is work authorization that allows F-1 students temporary off-campus employment.
- International Student and Scholar Services (ISSS) offers the CPT workshop online.
- The pre-recorded workshop can be [accessed here](#)
- The workshop lasts approximately 15 minutes.
- ***Due to the nature of the MS-HT program (one year August-August), international students are unable to apply for CPT. Upon completion of the program, you may apply directly for OPT.***

### [F-1 Optional Practical Training \(OPT\) and F-1 OPT Stem \(24-Month Extension\)](#)

- F-1 post-completion Optional Practical Training (OPT) allows F-1 students to be employed in the United States one year after completion of studies. Graduate students may apply for OPT after finishing all coursework but prior to thesis deposit and/or defense. Employment must be directly related to field of study and correspond with education level. Multiple employers are permitted; however, each position must be related to field of study and reported to ISSS. No job offer is needed to apply. However, OPT applicants are only allowed a total of 90 days unemployment during their initial 12-month OPT period.

**OPT STEM Extension Rule:**

- Certain students who are currently participating in their 12 months of post-completion OPT are allowed to file for an additional 24 months of OPT.
- International Student and Scholar Services now offers the OPT workshop online. You can access the pre-recorded workshop on [Media Space here](#)
- The workshop lasts approximately 40 minutes.

**For more information, please see the [U.S. Citizenship and Immigration Services website](#)**