Bachelor of Science

Exercise Science, Healthcare Administration, and Public Health

Undergraduate Student Handbook
2022 - 2023
Welcome to the Parkinson School of Health Sciences and Public Health at Loyola University Chicago. On behalf of the faculty and staff, we want to guide you as you meet your personal and professional goals. This handbook should serve as a reference guide; become familiar with the policies, procedures, and services listed within the handbook. We hope that this handbook helps to inform and support your journey here at Loyola University Chicago.

It is the responsibility of each student to review the handbook. Visit with faculty or staff if you have questions or concerns.

Sincerely,

[Signature]

Elaine H. Morrato, DrPH, MPH, CPH
Dean and Professor
Parkinson School of Health Sciences and Public Health
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I. Loyola University Chicago Mission, Values and Promise

Loyola is Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith. The Parkinson School of Health Sciences and Public Health curricula are based on the Loyola University Chicago Mission, Values and Promise. Definitions and more information regarding the university Mission, Values and Promise can be found at: https://www.luc.edu/mission/mission_vision.shtml

II. History and Overview of the Parkinson School of Health Sciences and Public Health

The Parkinson School was founded in 2019. The School combined several programs from the Stritch School of Medicine and the Parkinson School of Health Sciences and Public Health, in addition to beginning several new programs. The following programs are housed in the Parkinson School.

A. Bachelor Degrees

1. BS in Exercise Science

   An exercise science graduate helps people improve their health and wellness with physical activity: www.luc.edu/parkinson/academics

   Sample Exercise Science Curriculum Plan

2. BS in Healthcare Administration

   This degree prepares graduates for careers in the administration and organization of health care delivery systems and health services: www.luc.edu/parkinson/academics

   Sample HCA Curriculum Plan

3. BS in Public Health

   This degree prepares students for positions in fields such as health education, epidemiology, environmental health, and across nonprofit, industry, and government sectors: www.luc.edu/parkinson/academics

   Sample BSPH Curriculum Plan
B. Graduate Degrees

The Parkinson School has many master degree programs in Public Health, Health Informatics, Exercise Science, Dietetics, Clinical Research Methods and Epidemiology, and Medical Lab Science. More information about these programs can be found at: www.luc.edu/parkinson/academics.

C. Certificate Programs

There is currently a certificate program in Public Health with many more certificate programs planned for the future.

III. Academic Support and Student Services

A. Program Director

Program Directors for each of the study options provide support and guidance to the student during their program of study. Program Directors are available to discuss professional growth, career guidance, and professional opportunities.

Director, BS Exercise Science
Stephanie Wilson, MPT
773-508-3410 (LSC)
swilson@luc.edu

Director, BS Healthcare Administration
John Stys, DBE, MS, MA, RN, CPHQ
jstys@luc.edu

Director, BS Public Health
Julie Darnell, PhD, MHSA, AM
708-327-9022 (HSC)
773-508-7363 (LSC)
darnell1@luc.edu

B. Academic Advising

In the LUC undergraduate academic advising model, the First and Second Year Advising (FSYA) Office serves the academic advising and support needs of students in all academic programs through the first two years of their college experience. This central advising office provides students with academic advising services and referrals to campus partners
(accessibility services, wellness center, career services, tutoring center, writing center, study abroad, international student services, etc.) that contribute to a successful transition from high school to college.

Academic advising for the junior and senior undergraduate student is conducted by an academic advisor within the Parkinson School with all the same services and academic counsel targeted specifically to the student academic program.

**Academic Advisor for the Undergraduate Healthcare Administration and Exercise Science Programs**

**Jenna Donovan**
LSC – SJH  
773 - 508-3249 (LSC)  
708- 216-5046 (HSC)  
jdonovan1@luc.edu

**Academic Advisor for the Undergraduate Public Health Program**

**Keith Kramer**
LSC – SJH  
773-508-7377  
kkramer4@luc.edu

The role of academic advising within the Parkinson School of Health Sciences and Public Health is to support students in their academic endeavors, in making informed and responsible decisions, and in setting and achieving short and long term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all majors and minors
- University policies and procedures and other important academic information
- University offices and resources
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
• Academic probation and dismissal
• Course overload (more than 18 credit hours) or part-time status (fewer than 12 credit hours)
• Pass/no-pass or audit courses
• Repeating courses
• Late registration
• Incomplete grades
• Dropping a class

C. Changing a Major

Students may change their major but they will not be able to return to the program once they change their major. The student should contact their Academic Advisor to discuss a possible major change.

D. The Writing Center - Lake Shore and Water Tower Campuses

The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student’s individual needs. Tutors are available to help at any point of the writing process—from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students. More information and writing resources are available at: http://www.luc.edu/writing/aboutus/.

E. Tutoring Center - Lake Shore and Health Sciences Campuses

The purpose of the Tutoring Center is to support the mission of Loyola University Chicago by providing academic services and resources which will foster development of skills and attitudes necessary to increase the knowledge and academic independence of all students. Through collaborative learning services, the Tutoring Center helps to contribute toward student success and the retention efforts that are made by Loyola University Chicago. Small Group Tutoring matches you with students from your course and a peer tutor for a regular meeting to enhance your understanding of course material. Other services include Supplemental Instructor (SI) and academic coaching. All LUC students are eligible to use their services.

Supplemental Instruction sessions are established at the beginning of each semester. Students may sign up for a tutoring session via TutorTrac.

More information is available at: https://www.luc.edu/tutoring/index.shtml
F. Achieving College Excellence (ACE) Program

Designed to serve first-generation college students, students with high financial need, and/or students with a documented disability, the ACE program is committed to helping students succeed in their college journey at Loyola University Chicago and beyond.

More information is available at: http://www.luc.edu/ace/

G. Center for Engaged Learning, Teaching, and Scholarship (CELTS)

The Center for Engaged Learning, Teaching, and Scholarship serves students, faculty, staff, and community partners of Loyola as a resource for experiential learning opportunities and partnership in several key areas:

- Academic Internship Program
- Service-Learning Program
- Undergraduate Research Program
- Learning Portfolios (ePortfolio) Program

For more information on the Center for Engaged Learning, Teaching, and Scholarship, visit their web site.

H. Coordinated Assistance & Resource Education (CARE)

CARE services are designed to assist and support students through challenging times. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. CARE services can be conducted through formal and informal means. Such services may include outreach on behalf of a student to faculty or other campus partners, connecting students with appropriate campus or community resources, or simply checking in with a student to offer guidance and support, among other actions.

More information is available at: http://luc.edu/dos/services/coordinatedassistanceresourceeducationcare/.

I. Career Services  (Located at the Lake Shore and Water Tower Campuses)

Loyola's Career Services counsels, educates, and empowers the Loyola student and alumni community. Counselors are available to provide guidance, support, resources and opportunities that assist students and alumni to reach their personal and
professional goals. Contact a Career Advisor at 773-508-7716 or careercenter@luc.edu for resume feedback, interview tips, job search strategy and more. More information is available at: http://www.luc.edu/career/

J. Student Accessibility Center (SAC)

SAC serves students with disabilities by creating and fostering an accessible learning environment. Their aim is to empower students with diverse needs by enhancing their self-awareness, self-determination and self-advocacy. SAC works closely with campus partners, students, families, and the Chicago community to create a safe environment for students to succeed academically and personally. All requests for accommodations are considered on a case-by-case basis. The student requesting accommodations should meet with a SAC staff member, as early as possible, preferably before the beginning of their first term at the university. Please note that Loyola does not provide aides, services, or devices for personal use or study. Any accommodation that fundamentally alters the nature of the course work, or the materials assigned, or is unduly burdensome financially or administratively will not be provided. Reasonable accommodations do not ensure academic success; rather they provide equal access to success during a student’s time at Loyola University. The student is required to provide official documentation of their disability from an appropriate professional.

More information is available at: https://www.luc.edu/sswd/index.shtml

K. Special Health Accommodations

Documentation from a healthcare provider is required whenever a student has a health issue that demands certain precautions or accommodations that do not violate agency policies, yet allow the student to fulfill the objectives of the course. These situations may include other medical conditions that require modification and/or restrictions for student participation in clinical experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary.

L. Wellness Center (Lake Shore Campus)

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. Four-Year BS students currently attending classes are eligible for the services provided at the Wellness Center. More information about the Wellness Center resources is available at: http://www.luc.edu/wellness/about/.

Note: The Wellness Center does not provide medical clearance for return to clinical/simulation/classroom sessions.
M. Transfer Students

Transfer students must take their final, uninterrupted 45 hours of instruction or a minimum of 60 hours in residence at Loyola University Chicago. Transfer students seeking a degree from the Parkinson School must complete at least half of the credit hours required for a major (excluding ancillary requirements) with Loyola course work. Additionally, students must complete 60 credit hours at Loyola University of Chicago in order to be eligible for laudatory honors upon graduating. More information for transfer students can be found on the Transfer Center pages: https://www.luc.edu/undergrad/apply/transfer/transferrequirements/

IV. Communication Systems

A. Loyola’s Universal ID (UVID)

Loyola’s Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola’s resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers. UVID provisioning is automated for all students at Loyola.

B. Loyola’s Online Connection to University Services (LOCUS)

LOCUS is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts. More information can be found at https://locus.luc.edu.

C. LUC Learning System - SAKAI

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS (Loyola’s Online Connection to University Services) at http://www.luc.edu/locus. The Loyola University Chicago UVID and password must be used to access web-based course information.

Each undergraduate Parkinson School program maintains SAKAI sites for students with program announcements, calendars, and other information.
D. Email Policy

The Parkinson School will only send e-mails to the student’s LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and Parkinson School information and announcements. If the student chooses to forward their LUC e-mail to another account they may go to the following site to learn about this process: https://www.luc.edu/its/services/email/

E. The Parkinson School Web Pages

In addition to the above methods of providing information to students, students may visit the Parkinson School programs here.

V. Academic Standards

Each student is required to abide by Loyola University Chicago policies as well as Parkinson School policies. LUC policies may be found in the university catalog https://www.luc.edu/academics/catalog/undergrad/reg.shtml. Parkinson School policies are identified below:

A. Quizzes, Exams and Assignments

Below are general policies related to quizzes, exams and assignments. Specific course policies are detailed in course syllabi.

1. Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the faculty is to be notified before the exam or quiz begins. Request made the day of the final exam will be denied.
2. Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the deadline date.
3. Faculty will determine the consequence of late or missing assignments.
4. Materials not permitted during exams include, but are not limited to, cell phones, iPhone watches, water bottles, hats (excluding religious head covering), and pocketed sweatshirts. Only 4 function calculators are permitted.
5. Faculty will notify students of specific exam policies for each class.
6. All exam scores are reported to 2 decimal places. Scores for unit and final examinations are not rounded up or down.
7. All non-examination assignments, such as papers, are reported in whole numbers, unless the rubric for the assignment specifically includes point allocations other
than whole numbers. Most non-examination assignments use a rubric for evaluation and rubric is provided to students in advance of assignment submission.

B. Taping/Recording of Face-to-Face Classes

Students are to request permission from the faculty to record lectures/classes. The recordings are to be used only by the class member who has requested and received permission during the current term. The recordings are not to be forwarded to other students in the current or subsequent terms.

C. Final Examinations

Final examinations are given during the scheduled final examination period in each session. The student is expected to take their exams as scheduled. Students with three final exams on a given day may contact the Office of the Dean for their school to request that one Final Exam be rescheduled. The student who is unable to attend a final examination because of illness or other serious circumstances must contact their instructor prior to the exam.

Students who request a deviation from the final exam schedule due to an emergent situation must make that request in writing to the Professor and copy the Program Director. Requests for exception must include any documentation verifying the need for exception. All requests for exception must be approved by the Professor, Program Director, and Department Chair.

D. Final Course Grades

**Rounding and reporting of Scores and Grades**

The final course grade, which includes all evaluation elements for the course, is rounded based on the following guidelines:

- If the decimal is 0.50 or greater, the score is rounded to the next whole number (e.g., 84.52 is rounded to 85.0)
- If the decimal is less than or equal to 0.49, the score is rounded down to the next lowest whole number (e.g., 84.40 is rounded to 84.0)

The letter grade corresponding to the numeric final course grade is entered into LOCUS.

**Posting of Final Course Grades**
In courses with a final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, after completion of the final examination in the final section meeting of the course.

In courses with no final examination, the final course grade is entered into LOCUS within 72 hours, excluding weekends and holidays, of the beginning of the final exam period.

E. Incomplete Grade

For undergraduate courses Incomplete is a temporary grade. To request an incomplete, the student must complete the “Undergraduate Request for a Mark of Incomplete” form and present it to their instructor. Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. The student must complete all coursework within six weeks of the beginning of the next term. An incomplete granted during the Spring and Summer terms must be completed within six weeks of the beginning of the Fall term. Please note that the instructor may choose an earlier deadline than six weeks into the next semester. The student must follow the deadline set by the instructor. Failure to complete required coursework within the allotted time will result in the grade "F". The completion date, as negotiated, is considered a contract. If the course for which the student is requesting a grade of “I” is a prerequisite for another course, the student may not register for the succeeding course until the “I” is replaced with an evaluative grade. Should an “I” grade be converted to an “F”, this grade will be considered in the students overall plan progression and may result in the students dismissal from their program.

More information and Undergraduate Request for a Mark of Incomplete form can be found at: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

F. Progression Requirements

See specific program handbooks.

*More information and Undergraduate Request for a Mark of Incomplete can be found at: https://www.luc.edu/academics/catalog/undergrad/reg_gradinsystem.shtml

G. Degree Conferral and Graduation

The conferral of the BS degree occurs after an audit confirms that the student has completed all program plan requirements. The degree is conferred following the date specified by Loyola University Chicago, and is noted on the student’s official transcript.
The process of degree conferral is different than the application for, and participation in, the Loyola University Chicago commencement ceremony.

All students must apply for degree conferral in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony from Graduation Services. For all inquiries pertaining to commencement, students should email commencement@luc.edu for assistance.

H. Alterations in Program Plan

1. Withdrawal

Definition: The election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from specific courses in the BS program may impact a student’s ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change registration period, a designation of “W” will appear on the academic record. After a specified point in the semester, withdrawal from a course will result in a “WF” grade for the course, which is the equivalent of a failing grade (F) for the course. Dates for these withdrawal conditions are published in the university academic calendar.

More information about the University Policy is available at:

http://www.luc.edu/academics/catalog/undergrad/reg_credithour.shtml#d.en.120577

(Note: A student who withdraws from a course with a grade of “WF” has this course
attempt designated as a course failure, and is subject to the progression policy related to failing grades.)

A student who withdraws from the same required course twice and receives a notation of “W” on their academic record, will be placed on probation. For the probation to be lifted, the student must complete the course with a grade of C- or higher during the next semester in which the course is offered.

If the course is not successfully completed with a C- or higher, or if the student withdraws a third time from this same course, the student will be dismissed from the program. Additionally, if a student previously withdraws from the same course twice and fails the course on their third attempt, the student is dismissed from the program.

**Important:** Students who transfer into a Parkinson program will still be required to follow the above policy (i.e. if the student withdrew twice from a required course for their new Parkinson major, prior to transferring in, the student will not be admitted into the program.

Also refer to “Dismissal from the Parkinson School” section of the handbook for specific application of the withdrawal policy.

2. Leave of Absence (LOA)

It is expected that the student will maintain registration within the University from the time of initial enrollment until graduation. If this is not possible, a leave of absence (LOA) must be requested prior to the anticipated date of the leave.

The student may request a leave of absence that is not to exceed two academic years, consecutively, or interspersed throughout the program. Accruing more than two years of LOA will result in automatic dismissal from the program.

The student is advised to contact their Academic Advisor when considering a LOA to fill out the required paperwork. When the student returns from the LOA, they will be assigned to courses according to the current program plan, on a space available basis.

3. Coursework completed outside of LUC

**4-year Degrees**

The Parkinson School abides by the policies of LUC regarding coursework taken outside of LUC. If a student anticipates transfer course credit from a course taken outside of LUC, the student must obtain approval from their Academic Advisor and their Program Director prior to enrolling in coursework outside of LUC. Failure to
obtain prior approval may result in non-acceptance of transferred credit hours.

4. Pass/ No Pass Policy
   All required major courses must be successfully completed with a grade of a C- or better. Students cannot take required major courses for Pass/ No Pass.

I. Academic Probation

Definition: Probation is an academic status whereby the student is warned of non-compliance with academic standards.

4-year Degrees

If a student’s cumulative GPA falls below 2.5 (2.25 for the Exercise Science Program), the student is placed on probation for the next semester (excluding summer sessions). Students placed on probation are limited to enrolling in a maximum of 15 credit hours during the semester of probation. If the student does not raise the cumulative GPA to ≥ 2.5 (2.25 for the Exercise Science Program) by taking courses listed in the curriculum plan at the end of the next semester or after 9 credit hours of graded study, the student will be dismissed from the program. If the student’s cumulative GPA is ≥ 2.0 at the time of dismissal, the student may be eligible to transfer to another program within the University. Note: students are eligible to internally transfer into a different undergraduate program within Parkinson as long as their cumulative GPA meets the program’s requirements.

Following the semester of probation, the student must maintain a minimum cumulative GPA of 2.5 (2.25 for the Exercise Science Program) through the end of their program. Failure to maintain the GPA ≥ 2.5 after the period of probation will result in dismissal from the program. The student must have a minimum GPA of 2.5 (2.25 for the Exercise Science Program) to meet Parkinson School graduation requirements.

For this probation to be lifted, the course must be successfully completed (C- or higher). If the course is not successfully completed, or the student withdraws a third time from the same course, the student will be dismissed from the program.

The student is expected to adhere to Parkinson School and LUC academic policies. Refer to LUC academic policies at:


J. Dismissal for Non-Academic Reasons

Definition: Dismissal is removal from Parkinson School and possibly LUC according to their respective policies.

The Parkinson School reserves the right to dismiss a student regardless of GPA for
reasons related to violations in professional role responsibilities, academic integrity or ethical practice. The student who is subject to dismissal from the Parkinson School is advised to meet with their Academic Advisor for support and guidance.

K. Readmission Application following a Dismissal

Definition: Readmission is the process whereby a student seeks to be admitted to the Parkinson School following dismissal.

The student may apply for readmission one time. The student who seeks readmission to the Parkinson School is required to meet with their Academic Advisor to discuss the process. The Academic Advisor will collect and submit the necessary information to the Chair of the respective committee. The student may request to attend the committee meeting to present their readmission application. No one, other than the student, may attend the committee meeting when presenting their request. The committee will inform the student of the final decision within 72 hours by email.

4-Year Degrees

If a student is dismissed from the undergraduate program due to the situations listed below and the student’s cumulative GPA is ≥ 2.0 at the time of dismissal from the BS program, the student may apply for readmission to the program after 1 semester (excluding summer sessions) but no later than 1 calendar year from the date of dismissal:

- When the student fails to achieve a minimum cumulative GPA of 2.5 (2.25 for the Exercise Science Program) following a period of probation
- When the student withdraws (W) a third time from this same required major course
- When the student repeats a failed major course and does not achieve a minimum of “C-” or “P” or withdraws from the course
- Failure to meet conditions in the Undergraduate Student Handbook (Section VIII-K. Academic Probation)

If a student is dismissed from the BS program due to any of the situations listed above, and the student’s cumulative GPA is < 2.0 at the time of dismissal from the BS program, the student will be dismissed from the University.

Following readmission after dismissal, if a student receives a grade of WF, NP, or less than a C- in a single course, the student will be dismissed from the program without an option for readmission.

Following readmission after dismissal, if the student does not raise the cumulative GPA to ≥2.5 (2.25 for the Exercise Science Program) at the end of the next semester or after
9 credit hours of graded study, and maintain the cumulative GPA ≥2.5 (2.25 for the Exercise Science Program) for the duration of the program, the student will be dismissed from the program without an option for readmission.

Special Circumstances

The student who is entering, or completing the last semester of their program of study, regardless of study option, may apply for immediate readmission to the program in either of the following circumstances:

The student is being dismissed from the BS program because of 2 major course failures, and the student’s cumulative GPA ≥ 2.5 (2.25 for the Exercise Science Program) at the time of dismissal.

or

The student’s cumulative GPA is below 2.5 (2.25 for the Exercise Science Program), and the cumulative GPA could be raised to 2.5 or higher upon successful completion of the last semester in the program of study.

In both instances, the student would be placed on academic probation for the final semester of the program. Failure to maintain academic standards during the final semester will result in the student’s dismissal from the program, with no option for readmission.

Students in their first semester at Loyola University Chicago cannot be dismissed from their program due to low GPA and/or poor grades. The first semester is a grace period for new students to adapt to their program and/or college life. These students can include first semester freshmen or first semester external transfer students.

L. Appeal to Register Over the Credit Hour Limit

Students may not enroll in more than 18 credit hours in one semester (Fall or Spring) and may not enroll in more than 8 credit hours in one 6-week summer session (Summer) without approval from their program of study. Student should contact their academic advisors and complete the required form. If approved, the maximum number of credits that may be taken in a fall/spring semester is 21 credits. Juniors and seniors must have a 3.00 cumulative GPA in order to appeal to register for over the credit hour limit. First-year students and sophomores ordinarily are not given permission to enroll in excess hours.

VI. Academic Expectations/Expectations

A. Academic Integrity
The Parkinson School is committed to providing its students, faculty, staff and guests with an environment that is respectful, safe, and conducive to learning, teaching, and employment. Students agree to be honest and ethical in all academic and clinical work. The student is obligated to report any observed dishonesty to the Course Instructor, Program Director or Department Chair. A consequence of academic dishonesty may result in failure in the course in which the dishonesty occurred. Greater sanctions may be imposed, including dismissal from the Parkinson School. The Parkinson School abides by the University Academic Integrity policy that clearly defines plagiarism and academic cheating and the consequence of academic dishonesty.

These standards and regulations are found in:
http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

B. Integrity and Standards of the Profession

Exemplary behavior, consistent with the standards of the profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of professional practice as further discussed in the following sections. The student is responsible for adhering to the policies in this handbook and acknowledges acceptance of this student handbook by signing the Student Handbook Acknowledgment Form (Appendix F).

C. Unprofessional Behavior and Conduct of Parkinson School of Health Sciences and Public Health Students

Exemplary behavior of students in Loyola University Chicago (the “University”) is expected at all times. Students in the Parkinson School are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to health professions. Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the Parkinson School and between the Parkinson School and clinical agencies or institutions.

Complaints related to unprofessional behavior and conduct by students within the Parkinson School may originate from faculty, staff, other students, or from outside the University, such as an academic internship or service-learning site.

Issues of unprofessional behavior or conduct that occur during an experiential learning experience will be addressed immediately as well as through the evaluation of student performance in the academic internship or service-learning course, as detailed in the
course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the Parkinson School Academic Grievances and Appeals Procedure as written in the Undergraduate and Graduate Program Student Handbooks.

Complaints of unprofessional behavior or conduct within a classroom, simulation, or lab experience, or outside an academic internship or service-learning experience, are addressed through a formal complaint resolution process, as specified below.

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.

2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student’s degree program.

3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Department Chair.

4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Department Chair.

5. The Department Chair, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.

6. The Department Chair may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action.

   The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.

7. If the unprofessional behavior or conduct continues, the Department Chair may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student’s withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
8. If the unprofessional behavior or conduct continues, the Department Chair will either withdraw the student from a course or make a recommendation for dismissal from the academic program.

9. If the student is withdrawn from the course, the student will receive a W or WF for the course depending on the time the decision is made.

10. A student who wishes to appeal a decision impacting his/her academic standing or progress at the University may make a written request for an appeal within 30 calendar days of the disputed decision being rendered, consistent with the University’s policy on General Academic Appeals at https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF. The appeal will be reviewed and considered by the Parkinson School Dean within 30 calendar days of the receipt of the written student request for an appeal. The appeal decision made by the Dean is final and is ineligible for further appeal. Upon recommendation from the Dean, an action of expulsion from the University rests with the Senior Academic Officer.

VII. Health Insurance Portability and Accountability Act of 1996 (HIPAA)

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that provides for the protection and privacy of personal health information. The Privacy Rule and the Security Rule of this law affect health care providers, including students enrolled in clinical education activities. The Privacy Rule of the HIPAA defines protected health information as:

“information, including demographic data, that relates to the individual’s past, present, or future physical or mental health or condition; the provision of health care to the individual; or the past, present, or future payment for the provision of health care to the individual; and, that identifies the individual or for which there is a reasonable basis to believe it can be used to identify the individual”


All students must follow the HIPAA Privacy Rules and Guidelines when participating in clinical/experiential learning activities (research, academic internships and service learning opportunities). Compliance with these rules and guidelines includes, but is not limited to, maintaining confidentiality of paper and electronic health records and protected health information.

All students are required to complete HIPAA training, as mandated by their educational program. In addition, all students are required to complete any additional training mandated by the facility where internship or service-learning education is occurring.
When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student’s school or college of Loyola University Chicago.

VIII. Grievance Procedures

A. Academic Grievance and Appeals Process

The Parkinson School of Health Sciences and Public Health (the “Parkinson School”) has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the “University”) Academic Grievance Procedure at http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml and the University’s Graduate School Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml. This process is meant to supplement, and may not supersede, any portion of the University or Graduate School Academic Grievance Procedures.

The Parkinson School Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any Parkinson School student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

1. Is found to be in significant violation of clearly established written school policies; or
2. Is a result of improper procedures; or
3. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is:
   - Based partially or entirely on criteria other than the student’s performance in the course; or
   - Based on standards different from those standards of grading applied to other students registered in the same course; or
• Based on a substantial departure from the announced grading standards for the course.

Pre-Hearing and Hearing Procedures within the Parkinson School:

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student’s concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Department Chair.

2. If the attempt(s) to resolve the dispute (described in #1 above) fails, the student may submit a written request for an academic grievance hearing to the student’s Program Director. If the student’s Program Director is also the instructor, the written request would go directly to the Department Chair. This request must be submitted within 1 month after the beginning of the following semester. The student’s written request must:

   a. Specify the nature of the dispute; and
   b. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies); and
   c. Describe the attempts made to resolve the matter; and
   d. Attach all relevant information or documentation to support the grievance.

3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Department Chair will then constitute a hearing committee composed of a Chairperson and four faculty members (“Hearing Committee”) to review the evidence of academic dishonesty and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.

4. For instances of grade disputes, and upon receipt of the written request, the Program Director will ensure completeness of the above requirements (#2 a-d) and forward the request to the Department Chair. The Department Chair may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the Parkinson School’s Academic Grievance Process, or the written request fails to allege any of the necessary criteria for a disputed grade to be
changed. In such instances, the Department Chair must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.

5. If the Department Chair determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Committee. Every effort shall be made to appoint faculty to the Hearing Committee who are not familiar with the student. It is recommended that the Hearing Committee members be familiar with the course outcomes and expectations that are the subject of the grievance.

6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student’s name, written request for a grievance hearing, information identifying the charge of academic dishonesty and related information submitted by the student in #2 a-d above, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney. No individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will be notified of their right to present witnesses at the hearing. If this notice is not provided at least 3 days prior to the hearing, or a party is unavailable to attend, the hearing will be re-scheduled.

7. Pre-Hearing Preparation:

a. **Responsibilities of the student:** At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:
   - The documentation identified in #2 a-d above
   - The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.

b. **Responsibilities of the faculty member(s):** At least three business days prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:
• A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.

• Documentation and relevant information pertaining to the student’s performance in the course or clinical learning experience or related to the allegation of the student’s academic dishonesty.

• The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.

c. **Responsibilities of the Hearing Committee:** The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.

8. The hearing will include: the student, involved faculty member(s), and designated representatives of the University community who will assist in presenting an individual’s case. Witnesses are typically excused from the hearing, except when their statements are needed. The hearing will be private and all persons present at the hearing will consider all information presented to be confidential. Individuals appearing before the Hearing Committee have the responsibility of presenting truthful information. The Hearing Committee, in reaching its decision, will evaluate the credibility of the parties and any witnesses. The student and involved faculty member(s) may make an opening statement. Presentation of evidence will only be made during the hearing. During the hearing, the Hearing Committee members may address questions to any party or witness. Both the involved faculty member(s) and the student may present materials described in item #6 above (or as included with the student’s request for grievance hearing) before the Hearing Committee and in the presence of the other party. The conduct of the hearing is informal, and the Hearing Committee is not bound by rules of evidence or court procedures.

Matters of procedure will be decided by the Chairperson of the Hearing Committee.

9. Within three business days of the hearing, the Hearing Committee will render a decision.

10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee’s findings and decision, in writing, to the student, faculty member(s) involved, Program Director, Department Chair and Dean. E-mail is permitted.
11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student’s petition, the faculty member submits a grade-change request consistent with the Hearing Committee’s findings. If the Hearing Committee finds that the student’s petition is without merit, the grade shall remain unchanged.

12. If a student is grieving a grade associated with a practical experience in the field, and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Department Chair. Notwithstanding this decision, the Hearing Committee and/or the Department Chair may require an independent reevaluation of the student’s performance (knowledge, skills, or behavior).

13. If it is judged by the Hearing Committee or the Department Chair that an independent reevaluation of the student’s performance is warranted, the Department Chair will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, or simulation session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Committee and the Department Chair for a final determination of the course grade.

Appeals Process:

Students enrolled in a program in the Parkinson School have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee’s decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Senior Academic Officer upon recommendation of the Dean).

B. Formal Complaint by Student Policy

A formal complaint is defined by Loyola University Chicago’s (the “University”) Parkinson School of Health Sciences and Public Health (the “Parkinson School”) as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the Parkinson School.

Formal complaints may originate within the Parkinson School, or through a mechanism external to the Parkinson School, such as a University grievance process or the EthicsLine Reporting Hotline.

The Parkinson School adheres to all applicable University policies regarding the filing, review and resolution of formal complaints, as defined herein. The nature of the complaint dictates the review and resolution processes, as detailed further in this policy.
General Guidelines

1. Student Complaints Related to Academic Issues.

Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the Parkinson School’s Academic Grievance and Appeals Process.

Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University’s General Academic Appeals process at https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.

Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University’s Special Academic Appeals process at https://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.

2. Student Complaints Related to Non-Academic Issues.

The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.
Questions regarding Title IX may also be referred to the University’s Title IX Coordinator, Thomas M. Kelly, Senior Vice President for Administrative Services, Lewis Towers, Suite 1500, who can be reached at (312) 915-6400 or tkelly4@luc.edu, or to the Department of Education’s Office for Civil Rights.

Additional information regarding Title IX can be found at https://www.luc.edu/president/departments/administrativeservices/titlenine.shtml#d.en.384033

Questions regarding Title VI of the Civil Rights Act of 1964 (“Title VI”) may also be referred to Tobyn L. Friar, Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or tfriar@luc.edu, or the Department of Education’s Office for Civil Rights.

Questions regarding Section 504 of the Vocational Rehabilitation Act of 1973 (“Section 504”) may also be referred to the Lester Manzano, Assistant Vice Provost for Student Academic Services, Sullivan Center, Suite 260, who can be reached at lmanzan@luc.edu or (773) 508-3770 or the Department of Education’s Office for Civil Rights.

3. Complaint Referral.

University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the EthicsLine Reporting Hotline, to the Parkinson School Dean’s office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the Parkinson School to assist in the investigation. Such assignments are made with consideration of the need for the investigation to proceed in an objective and non-biased manner.

4. Complaints Received through the EthicsLine Reporting Hotline.

The EthicsLine Reporting Hotline exists as a means for University faculty, staff, students, administrators, or other concerned parties to report activities that involve misconduct or violation of University policies. Reports may be made online at www.luc.edu/ethicsline or by dialing 855-603-6988.

As explained at www.luc.edu/ethicsline:

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University’s EthicsLine Reporting Hotline Resource Team (the “Resource Team”) who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.

Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

IX. Experiential Learning – Academic Internship, Capstone or Other Field/Clinical Experience

The Parkinson School is committed to fostering a safe experiential learning environment for our students and protecting the health and well-being of patients, clients, families and health care staff. Students based on your specific program are required to submit documentation of compliance with the onboarding requirements by the specified deadline and prior to the start of the experiential learning experiences. Check with Director of Experiential Learning and Program Director to verify any requirements.

CastleBranch© is the third party platform used to track and manage immunizations and other onboarding requirements such as drug screens, background checks, proof of health insurance, physical exam, and HIPAA and OSHA training. Students are responsible for any cost associated with Castlebranch clinical requirements. LUC/Parkinson and some external partner sites are not at liberty to bear the cost of any immunizations and/or background/drug test. Detailed instructions are provided in the Academic Internship Information section of the Undergraduate Student Sakai site. The Director of Experiential Learning will have specific instructions about what health requirements and dress codes are appropriate for your degree program. See specific program handbooks for this information.
Clinical and some non-clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will prevent academic internship, capstone or field placement. The student will be informed of all requirements and expected dates of completion by the Experiential Learning Team in the Parkinson School.

It is the students’ responsibility to closely monitor their LUC email account as well as Sakai in order to stay informed on all matters pertaining to the Academic Internship experience. Failure to communicate effectively with the Experiential Learning Team and meet necessary deadlines may result in dismissal from the academic internship.

A. Castlebranch Health Requirements

The student based on your specific program must be in compliance with all health requirements for the entirety of their experiential learning experience. The Parkinson School updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes that take place during their program. Check with the Director of Experiential Learning and/or Program Director for requirements. Documentation of these requirements must be uploaded to CastleBranch©.

Requirements include the following (based on specific programs):

1. **Measles, Mumps & Rubella (MMR)**
   - Submit positive antibody titers for all three components (Measles, Mumps, and Rubella)
   - If any of the titers are negative a series of immunizations is required

2. **Varicella (Chicken Pox)**
   - Submit a positive antibody titer
   - If titer is negative, the Varicella series of immunizations is required

3. **Hepatitis B**
   - Submit a positive antibody titer
   - If titer is negative, the Hepatitis B series of immunizations is required

4. **Tuberculosis (TB)**

   There must be documentation of one of the following:
• QuantiFERON Gold Blood Test (lab report required and must be uploaded to CastleBranch©)
• If positive results, provide a clear Chest X-Ray (documentation of results are required and must be uploaded to CastleBranch©) AND additional follow-up with the Parkinson School
• 1-step TB test annually

5. **Tetanus, Diphtheria, and Pertussis (Tdap)**

   • Submit documentation of a Tdap booster within the past 10 years.
   • International students MUST have a series of three tetanus injections. One injection must be within 10 years. First and second injections must be at least 28 days apart AND the second and third injections must be at least six months apart

6. **Influenza (Flu Vaccine)**

   • Submit documentation of annual vaccination against influenza
   • Flu vaccination should be obtained soon after it becomes available (generally around September), by October 31 through March 31. Please check CastleBranch® or contact Director of Experiential Learning – ParkinsonEXPL@luc.edu for due dates.

7. **COVID – 19 Vaccine**

   • According to University policy all enrolled students are required to upload COVID – 19 vaccination card using this link to website.
   • All students conducting experiential learning will be required to submit COVID-19 vaccination card to Castlebranch. For details, contact Director of Experiential Learning, ParkinsonEXPL@luc.edu

Students are responsible for ongoing monitoring of due dates and renewal dates in their CastleBranch® account. Failure to meet these due dates, or renewal dates, means the student is out of compliance, and subject to removal from any scheduled clinical/experiential learning experiences. Any removal from an academic internship, capstone or field experience due to not being in compliance, is treated as an unexcused absence. Unexcused absences place the student at risk for not meeting the outcomes of the course.

**B. Criminal Background Check and Drug Screen**

Some corporations and community agencies require that the student complete a criminal background check and urine drug screen prior to clinical/experiential placement. The student is required to complete a background check and drug screen through Castlebranch or requested organization by external placement site.

1. The Criminal Background Check and Drug Screen must be deemed acceptable in
order to progress in academic internship courses and in accordance with agency policies for experiential learning placement.

2. The student who has a positive drug screen will be prohibited from attending the field experience and will not be enrolled in experiential learning course while the case is investigated by Program Director and Director of Experiential Learning. Student will be required to comply with all requests before a final determination.

3. The student may be required by Parkinson School administration to complete additional criminal background checks or urine drug screens.

4. The student will be responsible for fees incurred with additional testing.

5. Students who have lived outside the U.S. might be required to undergo criminal background checks for those countries. Additional costs will be incurred for these checks and are the responsibility of the students. The will have to contact Castlebranch and/or the Director of Experiential Learning ParkinsonEXPL@luc.edu for more information.

C. Additional Castlebranch Documentation Requirements

1. CPR Certification: Documentation of Healthcare Provider CPR Certification completed with an American Heart Association Healthcare Provider course must be uploaded to CastleBranch.

2. Health Insurance Certification: Documentation of current health insurance plan (copy of both sides of health insurance card) or the Health Insurance Certification School form must be uploaded to CastleBranch. The student is responsible for updating any insurance information changes to CastleBranch within 30 days of the change.

D. Internship Specific Requirements

Academic Internship requirements can be found in the undergraduate program SAKAI site and program specific handbooks. The student is responsible for completing all academic internship requirements prior to the start of the field experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in the academic internship and may jeopardize their progression in the program.

E. Academic Internship Placement

The student will have to attend all orientations, career workshops, and/or completion of Castlebranch requirements before being assigned to an academic internship site. The student is assigned to an academic internship site in collaboration with our affiliating agencies. Students can choose their own academic internship site upon the approval of all site requirements by the Director of Experiential Learning and Program Director within the specified deadline in Sakai and program handbook. Students are
required to secure interview with assigned academic internship site after assigned placement. Based on site, students are expected to be flexible and may be scheduled for morning shifts, evening shifts, and/or shifts on weekends.

Parkinson School reserves the right to make changes to posted schedules and/or placements at any time, but will only do so when unavoidable. Student requests to change placement assignments are not permitted.

F. Academic Internship Transportation

The student is responsible for arranging their own transportation to academic internship sites. The student should make transportation plans as soon as they are notified of their academic internship placement. The student is encouraged to plan accordingly for their transportation in order to be on time for classes, simulation and/or field experiences.

G. Professional Appearance

The student’s personal appearance may have a significant impact on the safety, infection control, and comfort of clients, patients, families, and other staff. For this reason, appropriate attire and appearance in all corporate, non-profit, clinical, lab, and simulation areas is the standard. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk. The student is expected to present a clean, well-groomed appearance during all corporate, non-profit, clinical, lab, and simulation experiences. Please be mindful of the fact that as a student you are representing the Parkinson School at all of your clinical/experiential learning sites.

X. Academic Internship Experiences

A. General Expectations of Professional Behavior

Professional conduct by the student facilitates learning opportunities and fosters a good working relationship between the Parkinson School and the academic internship and service-learning agencies. The student is expected to abide by the policies that are detailed in the syllabi for each capstone, academic internship or service-learning course as well as standards and guidelines of the institutions or agencies where they are assigned for field experiences. The student is expected to demonstrate professional behaviors: attendance, punctuality, dress, demeanor, integrity, and ethical concerns.

Examples of PROFESSIONAL BEHAVIORS include, but are not limited to, the following:

1. Arrives to capstone, academic internship, service-learning or simulation site as scheduled
2. Maintains professional appearance and behavior
3. Conforms to university, school and agency policies
4. Treats all individuals with dignity and respect
5. Assumes accountability for own actions and practices
6. Seeks additional learning opportunities and experiences to enhance knowledge base and professional practice
7. Engages in self-evaluation and analysis
8. Incorporates constructive feedback to achieve goals and rectify deficiencies

B. Attendance

Attendance is required in order to achieve experiential course outcomes. When a course is coded in LOCUS as in-person, hybrid, or blended, students must attend class, capstone and internship in-person unless otherwise stated by the instructor. The exception to this policy is courses coded in LOCUS as fully online. Consistent unexcused absence from capstone, academic internship, service-learning and/or simulation may result in the initiation of a NO PASS grade, and/or delayed progression in the program.

C. Evaluations

The capstone, academic internship or service-learning faculty instructor and student will review and discuss the student’s performance at mid-term and completion of each field experience. Additional evaluations may be completed as needed by the external site.

D. Incident Report

The incident report may be completed by students, faculty, and/or site supervisor/preceptor or staff member. For purposes of this report, an "incident" is defined as any experience you had on site, in transit to/from a site, or with a Loyola student that you feel put you, your fellow students/volunteers/staff persons, and/or your clients at risk. Your completion of this report will begin a dialogue between you, instructor and/or Director of Experiential Learning, site supervisor (if necessary and appropriate) or representatives of your organization aimed at managing the risk associated with your service there. To fill out the incident report, refer to Sakai academic internship tab or Parkinson website for more information.

If reported to your instructor, Program Director, or other Parkinson staff, an incident report will be discussed with student based on nature of incident.

If it is a non-emergency medical or psychological incident, please contact the University Wellness Center at 773.508.2530.

E. Injury and Accidental Exposure

1. In the event of an injury and/or accidental exposure to blood, bodily fluid or other potentially infectious material, the student is required prompt medical attention.
Faculty and students are encouraged to refer to the Centers for Disease Control (CDC) guidelines for the most current guidelines for prevention of occupationally acquired infections (http://www.cdc.gov).

2. At the time of exposure, immediately flood the exposed area with water and cleanse the wound with soap and water or a skin disinfectant, if available, as stated by the Office of Safety and Health Administration (OSHA).

3. If the injury or exposure occurs within a hospital agency, the student must report the exposure to their Instructor. The Instructor will follow agency policy and the student will be directed to the emergency or occupational health department, preferably within one hour after the incident. When the student presents to the emergency or occupational health department, the student must identify themselves to the healthcare provider as a Loyola student who has had an injury or potential exposure to a blood borne pathogen.

4. If the injury or exposure occurs outside of a hospital agency, as in the community, the student must report the incident to their Instructor and site supervisor/preceptor. The student is required to seek medical attention at the nearest Emergency Department, preferably within one hour after the incident, in addition to the guidelines identified above.

5. All injuries and accidental exposures require documentation and follow-up. The student will complete Parkinson’s Incident Report. The instructor and student will jointly complete and submit a copy of the Parkinson School Reportable Event Form (posted in Sakai under the tab, “Clinical Faculty”) to the Director of Experiential Learning and Program Director.

6. The student should seek follow-up care as directed by the provider in the Emergency Department either through the student’s private health care plan or through a referral by the health provider in the Emergency Department.

7. The Student Health Service does not provide care for accidental exposures, but can be contacted for referrals for follow-up care.

8. The student is responsible for all costs incurred whenever medical care is required.

F. Safe and Ethical Experiential Learning Practice

The student is expected to ensure patient safety and maintain behavior that is consistent with the standards of the profession at all times during capstone, academic internship or service-learning experiences. Safety and fitness for field practice means that the student is able to perform their field educational responsibilities in a safe, appropriate and effective manner, free from the adverse effects of physical, mental, emotional or personal problems. The student is required to uphold the policies within the Parkinson School and all affiliating academic internship and service-learning agencies. Failure to meet these expectations may result in the student being removed from the field experience, and possibly, failure of the engaged learning course.
Examples of Unsafe and/or Unfit Practice include, but are not limited to, the following:

1. Inability to participate in the field education experience in a safe and timely manner necessary for a patient or client’s health and well-being.
2. Failure to display stable mental, physical, or emotional behavior(s) which may affect the well-being of self or others.
3. Failure to follow through on suggested referrals or interventions to correct deficit areas which may result in harm to self or others.
4. Acts of omission or commission while participating in the field education experience include, but are not limited to:
   a. Abandoning an assigned patient or client
   b. Committing physical or emotional abuse
   c. Placing a patient or client in an unsafe situation
   d. Engaging in disruptive or inadequate communication
   e. Failure to follow through on directives by preceptors or supervisors

Examples of breaches of Integrity associated with the standards of the health sciences profession include, but are not limited to, the following:

1. Failure to notify the agency and/or instructor of field absence.
2. Failure to adhere to the Parkinson School and agency policy related to dress code.
3. Inproper use of cell phone, agency computers and electronic equipment
4. Under the influence of drugs or alcohol hours before or during scheduled work hours.
5. Repeated tardiness to field site.
6. Unexpectedly leaving the field experience or agency without notifying the Instructor and preceptor/supervisor.
7. Failure to uphold Health Insurance Portability and Accountability Act (HIPAA) guidelines.
8. Breach of information using social media (i.e. inappropriately posting pictures or information about clients, staff, and/or patients).

Examples of breaches in Ethical Practice include, but are not limited to, the following:

1. Refusal to care for a patient or family based on diagnosis, race, culture, religious, or gender preference.
2. Failure to report unethical behavior on the part of health care personnel.
3. Conduct that shows disrespect for the patient, family, health care team member, faculty, or community agency or corporate partner including but not limited to, religious, ethical, and cultural issues.

4. Failure to maintain confidentiality of records. Copying the patient’s record or any corporate or agency document part of the record is strictly prohibited.

5. Failure to recognize and promote patient’s rights.

G. Federal Law & Social Media

Federal law prohibits disclosing patient information outside the accepted learning environment. This includes disclosing patient information by way of social media. For more information refer to this link.

The student who violates the guidelines regarding the use of social media are subject to review and possible dismissal from the program.

XI. Opportunities within the Parkinson School

A. Student Organizations and Service

Participation in extra-curricular activities provides an opportunity for personal growth while enhancing the student’s experience. Current opportunities include the following:

- Community-based service
- Inter-professional Experiences

B. Academic Honors, Awards and Scholarships

President’s Medallion

The Parkinson School submits a single nominee for President’s Medallion. The nominee pool includes students enrolled in BS Healthcare Administration, BS Exercise Science and BS in Public Health. The top 25% of Parkinson School students are considered and nominations are requested from faculty. Nominations are reviewed by the appropriate committee and interviews are conducted. Committee recommendations are given to Dean. The Dean makes final recommendation to the University Committee.

Dean’s List

The Parkinson School Dean's List is a semester-by-semester acknowledgement of fulltime students (taking 12 credit hours or more) who obtain a 3.5 term gradepoint average or higher in any given academic semester. Students on the Dean's List receive
a personal acknowledgement from the Dean. Note: only students majoring within Parkinson can make the Parkinson’s Dean’s List.

**Alpha Sigma Nu**

Alpha Sigma Nu is the international honor society of Jesuit institutions of higher education. The society was founded in 1915 to honor a select number of students each year on the basis of scholarship, loyalty, and service. Alpha Sigma Nu is unique among honor societies in that it seeks to identify the most promising students in Jesuit schools. Inductees demonstrate an intelligent appreciation of and commitment to the ideals - intellectual, social, moral, and religious - of Jesuit higher education. Selection to Alpha Sigma Nu is one of the highest honors that can be given on a Jesuit campus. Junior and Senior students who are in the top 15% of their class academically, and have a demonstrated record of service and loyalty to the Jesuit ideals of education, are considered for membership. Academic and service honors and awards specific to the Exercise Science, Healthcare Administration or Public Health majors are detailed in the Program specific Handbooks.

**C. Independent Study**

The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan.

**Important:** An Independent Study does not substitute for a required course.

**D. International Experiences/Study Abroad**

Students interested in studying abroad must meet all the requirements for study prescribed by the Office of International Programs located in the Sullivan Center. Interested students should meet with both their academic advisor and study abroad advisor to discuss possible international opportunities. Students are advised to participate in study abroad opportunities prior to the start of their junior year. Exercise Science students are limited to studying abroad during the summer session only unless otherwise advised by their academic advisor.

**Additional international opportunities include:**

Alternative Break Immersions (ABI) - [http://www.luc.edu/campusministry/abi/](http://www.luc.edu/campusministry/abi/)
Ignatian Service Immersions - [http://hsd.luc.edu/isi/](http://hsd.luc.edu/isi/)
International Studies - [http://www.luc.edu/studyabroad/](http://www.luc.edu/studyabroad/)