



PARKINSON
SCHOOL *of* HEALTH SCIENCES
AND PUBLIC HEALTH

Bachelor of Science

Exercise Science

Healthcare Administration

Public Health

Undergraduate
Student
Handbook
2023 - 2024

Dear Students:

On behalf of the faculty and staff, we are delighted to welcome you to the Parkinson School of Health Sciences and Public Health, Loyola University Chicago. Our faculty members are dedicated to working with you to assist you in achieving your goals for undergraduate education. We anticipate that you will gain the knowledge and skills necessary for you to assume a leadership role in your chosen area and make a significant contribution to the profession and those whom you serve.

The purpose of this handbook is to introduce you to components of the Parkinson undergraduate programs and to guide you through essential policies and procedures related to your study. Both general regulations of Loyola University Chicago and particular policies of our programs are included.

Each student is responsible for learning, understanding, and applying the information included in this handbook. Each student is also assigned a Program Director and Advisor who will offer guidance and support throughout the program.

Sincerely,

A handwritten signature in black ink that reads "Elaine H. Morrato". The signature is written in a cursive, flowing style.

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 Programs

The Parkinson School was founded in 2019. This school brings together interdisciplinary professionals from Dietetics, Exercise Science, Health Informatics and Data Science, Healthcare Administration, Medical Lab Sciences, and Public Health for undergraduate and graduate programs.

Below is a listing of the current programs offered in Parkinson. More information can be found at: www.luc.edu/parkinson/academics

A. Bachelor's degrees and Combined Bachelor's/Master's

1. [BS in Exercise Science](#)

Whether it is fitness training at a gym or exercise physiology in a health care setting, an exercise science graduate helps people improve their health and wellness with physical activity. Through coursework and hands-on experience, students in the Loyola Exercise Science program will develop skills to evaluate health behaviors and risk factors, conduct fitness assessments, write exercise prescriptions, and motivate individuals to practice positive health behaviors.

By the end of the program students will be able to:

- Demonstrate proficiency in exercise and fitness screening, health appraisal and risk stratification, fitness assessment and evaluation, and exercise techniques.
- Communicate effectively and collaboratively with clients and the interprofessional team in exercise and fitness settings.
- Integrate values, ethics, and client preferences into exercise science practice.
- Participate in activities to promote lifelong learning and professional development in exercise science.
- Demonstrate proficiency in critical thinking and evidence-based decision making in Exercise science.
- Synthesize knowledge from the arts, sciences and exercise sciences as the basis for assessment of physical capabilities and exercise prescriptions.

Exercise science majors at Loyola can enroll in the five-year combined bachelor's/master's degree program and earn both degrees in only five years.

2. [BS in Healthcare Administration](#)

With a healthcare administration degree, you can work in the management and organization of healthcare delivery systems and health services. Loyola's Bachelor of Science in Healthcare Administration (BSHA) combines health industry knowledge, such as healthcare finance, quality management, and health information systems, with applicable skills with a firm grounding in ethics and liberal arts. Graduates are prepared for careers in the growing field of healthcare management, and employed in hospitals systems, insurance companies, healthcare consulting firms and more.

The BS in Healthcare Administration is a nationally certified program through the [Association of University Programs in Health Administration \(AUPHA\)](#).

By the end of the program student will be able to:

- Differentiate between the U.S. and global health care systems.
- Identify the legal, social, and economic environments affecting healthcare systems and healthcare delivery.
- Explain the needs and determinants of health at the individual, community, and population levels.
- Apply fiscal and economic principles in the management of health care settings and services.
- Apply organizational and management theories and principles in a variety of health care settings.
- Apply principles of information management, data analysis, and quality improvement in the organization, delivery, and management of health care settings and services
- integrate values, ethics, and social justice into the management and leadership of health care systems, services, and delivery, in keeping with the Jesuit Catholic tradition.

Healthcare Administration majors at Loyola can enroll in a combined bachelor's/master's degree program and earn both degrees in less time than traditional programs.

3. [BS in Public Health](#)

Grounded in the basic sciences with an emphasis on population health, the B.S. in Public Health (BSPH) degree prepares students for positions in fields such as health education, epidemiology, and environmental health, across nonprofit, industry, and government sectors.

The BSPH program is accredited by the [Council on Education for Public Health](#) (CEPH) for a seven-year term (through June 2028). CEPH accreditation serves multiple purposes. In general, accreditation attests to the quality of an educational program that prepares for entry into a recognized profession. For prospective students, CEPH accreditation provides assurance that the program has been evaluated and met accepted standards established by and with the public health profession.

By the end of the program the student will be able to:

- Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
- Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.
- Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
- Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.
- Address the socio- economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.

The Parkinson School also offers a five-year, dual-degree to earn both your bachelors and masters degree with the BSPH/MPH.

B. Graduate Degrees

The Parkinson School has 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

Parkinson currently offers certificate programs in Public Health, Dietetic Internship and Health informatics. More information can be found: [Non-Degree Programs | Parkinson School of Health Sciences and Public Health: Loyola University Chicago \(luc.edu\)](#)

III. Academic Advising and Program Planning

A. Program Directors

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 (Lake Shore Campus)

swilson@luc.edu

Director, BS Healthcare Administration

John Stys, DBE, MS, MA, RN, CPHQ

773-508-3264 (Lake Shore Campus)

jstys@luc.edu

Director, BS Public Health

Julie Darnell, PhD, MHSA

708-327-9022 (Lake Shore Campus)

jdarnell1@luc.edu

B. Academic Advising

In the Loyola 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 students 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.

Exercise Science, Program Coordinator and Advisor

Keyana Williams-Broadrick

LSC – SJH

773-508-3951 (Lakeshore Campus)

kwillaims42@luc.edu

Healthcare Administration, Program Coordinator and Advisor

TBD

LSC – SJH

773 - 508-3249 (Lakeshore Campus)

Public Health, Senior Program Advisor

Keith Kramer

LSC – SJH (Lakeshore Campus)

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
- Change of Major

IV. Academic Standards and Regulations

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

A. Exercise Science Admission and Academic Standards

Admission into the Exercise Science Program

ES students may be admitted to the ES major as freshmen, internal or external transfers. A minimum cumulative GPA of 2.25 is required to transfer into the ES major. Internal transfers need an established LUC GPA in order to be admitted (i.e. first year students in their first semester need to wait until final grades post in order to apply for an internal transfer).

Grade Requirements

All Exercise Science required major courses (any course with a prefix of: BIO, CHEM, EXCM, PHYS, PSYC, GNUR) must be successfully completed with a grade of “C minus” or better. If a student fails to achieve a “C minus” grade, the course must be retaken. A course can only be repeated once. Students cannot take required major courses for Pass/ No Pass.

Progression Requirements

All the following are required to progress in the ES Program:

- A minimum cumulative GPA of 2.25
- A minimum grade of C minus in all major courses required for the major; this requirement includes both ES and non-ES specific courses (i.e. BIO, CHEM, PHYS, etc).
- Any student who does not achieve a “C minus” or better in 2 or more required major courses will be dismissed for poor scholarship from the program and the Parkinson School.

Academic Probation

Any student whose Cumulative GPA falls below 2.25 will be placed on academic probation. Students are allowed no more than two semesters on academic probation. Students placed on probation are limited to enrolling in a maximum of 15 credit hours during the semester of probation.

- Initial Probation Period. At the end of the first probationary semester the student must achieve a *Term* GPA of 2.25 or better. Failure to achieve a *Term* GPA of 2.25 or better at the end of the first probationary semester will result in dismissal from the Exercise Science Program and the School of Health Sciences and Public Health.
- Any student who achieves a *Term* GPA of 2.25 or better at the end of their initial probationary semester, while not yet achieving a *Cumulative* GPA of 2.25 will be continued on probation for one more semester. A student will be allowed this one additional semester to return to good standing, defined as achieving a *Cumulative* GPA of 2.25 or better.

B. Healthcare Administration and Public Health Programs Admission and Academic Standards

Admission into the Healthcare Administration Program and Public Health Programs

Healthcare Administration (HCA) and Public Health (BSPH) students may be admitted to the major as freshmen, internal or external transfers. A minimum cumulative GPA of 2.5 is required to transfer into the major. Internal transfers need an established LUC GPA in order to be admitted (i.e. first year students in their first semester need to wait until final grades post in order to apply for an internal transfer).

Progression Requirements

All of the following are required to progress in the HCA and BSPH Programs:

- A minimum cumulative GPA of 2.5
- A minimum grade of C minus in all courses required for the major; this requirement includes both HCA and non-HCA major courses (any course with a prefix of: PSYC, ACCT, ECON, FINC, ISSCM, etc.). The student is required to repeat any major course in which a minimum of C minus is not earned. A course may be repeated only once.
- Any student who does not achieve a “C minus” or better in 2 or more required courses will be dismissed for poor scholarship from the program and the Parkinson School.
- Resolution of an incomplete grade (I) per LUC policy

Academic Probation

Any student whose Cumulative GPA falls below 2.50 will be placed on academic probation. Students are allowed no more than two semesters on academic probation. Students placed on probation are limited to enrolling in a maximum of 15 credit hours during the semester of probation.

Initial Probation Period. At the end of the first probationary semester the student must achieve a *Term* GPA of 2.50 or better. Failure to achieve a *Term* GPA of 2.50 or better at the end of the first probationary semester will result in dismissal from the Exercise Science Program and the School of Health Sciences and Public Health.

Any student who achieves a *Term* GPA of 2.50 or better at the end of their initial probationary semester, while not yet achieving a *Cumulative* GPA of 2.50 will be continued on probation for one more semester. A student will be allowed this one additional semester to return to good standing, defined as achieving a *Cumulative* GPA of 2.50 or better.

C. Transfer Students

Transfer student 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/>

D. Final Examinations

Final examinations are given during the scheduled examination period in each session. Students are expected to take their exams as scheduled. If a student needs to deviate from the exam schedule in any way, the student must contact his or her dean. Students with more than 3 exams on a given day may contact their Dean. Tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Students who miss a final examination should contact their instructor.

E. 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.

F. 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

G. Progression Requirements

See specific program handbooks where available.

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

H. 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.

I. Alterations in Program Plan

a. 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.

b. 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.

c. 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.

d. 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.

J. 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 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:

<http://www.luc.edu/academics/catalog/undergrad/reg.shtml>.

K. 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.

L. 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:

1. 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
2. When the student withdraws (W) a third time from this same required major

course

3. When the student repeats a failed major course and does not achieve a minimum of “C-” or “P” or withdraws from the course
4. 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.

M. 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

X. 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.

- a. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
- b. 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.
- c. 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.
- d. 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.
- e. The Department Chair, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
- f. 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.

- g. The nature of the behavior dictates the severity of the action. The behavior may warrant immediate action beyond a verbal warning.
- h. 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.
- i. 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.
- j. 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.
- k. 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
- l. 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.

XI. Support & Communication Systems

Student Support Systems:

A. [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.

B. [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](#).

C. [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.

D. 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](#)

E. [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.

F. [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 Career Advisor at 773-508-7716 or careercenter@luc.edu for resume feedback, interview tips, job search strategy and more.

G. [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.

H. 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.

I. [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.

Note: The Wellness Center does not provide medical clearance for return to

clinical/simulation/classroom sessions.

J. 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.

K. [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

L. 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.

M. 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/loyoladigitalexperience/datalossprevention/>

N. The Parkinson School Web Pages

In addition to the above methods of providing information to students, students may visit the Parkinson School programs [here](#).

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”

<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html?language=en>

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:
 - a. Based partially or entirely on criteria other than the student's performance in the course; or
 - b. Based on standards different from those standards of grading applied to other students registered in the same course; or
 - c. 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 re- evaluation 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 Ethics Line 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

a. 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

b. 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 Ethics Line Reporting Hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.

IX. Title IX

Loyola University Chicago does not discriminate on the basis of sex in any education program or activity that the University operates, and is required by Title IX of the Educational Amendments of 1972 and 34 CFR Part 106 (collectively referred to as "Title IX") not to discriminate in such a manner. This requirement extends to admission and employment. For more information please go to the [Office for Equity and Inclusion](#).

Title IX questions may be referred to the University's **Title IX Coordinator, Timothy Love, Executive Director of Equity and Compliance**, Granada Center 4th Floor, 6439 N. Sheridan Rd., Chicago, IL 60626, p. 773-508-7766, tlove@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.

a. Complaint Referral.

University administrators may refer certain formal complaints from Parkinson School students, including complaints made through the Ethics Line 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.

b. Complaints Received through the Ethics Line Reporting Hotline.

The Ethics Line 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 Ethics Line Reporting Hotline are made available to specific individuals within the University on the University's Ethics Line 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 Ethics Line 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 Ethics Line 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.

X. 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* grade point 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.

Celebration of the Magis

Celebration of the Magis, a wonderful tradition that honors all graduating seniors from Parkinson's three undergraduate programs: Exercise Science, Healthcare Administration, and Public Health. Students are honored in several ways including the following awards:

The **Research Excellence Award** is given to students who has demonstrated exemplary commitment and accomplishment while completing their senior research project. Nominations for this award are solicited from faculty.

The **Internship Excellence Award** is bestowed upon Exercise Science, Healthcare Administration, and Public Health students who have demonstrated exemplary commitment and accomplishment while completing their academic internships. Nominations for this award are solicited each year from faculty in each program. Faculty take into consideration their own experiences with the student, as well as feedback from the student's internship preceptor.

The **Spirit of Saint Ignatius Award** honors a student or group of students from each of the Parkinson programs who best exemplify the "Spirit of Saint Ignatius." The awardees

demonstrate a positive influence on their peers and the community, as well as demonstrate Jesuit values. Nominations for this award are solicited from faculty.

The **Advocacy and Leadership Award** is presented to students from the Parkinson programs who demonstrate loyalty to the philosophy of their program. Awardees demonstrate leadership abilities, as well as service to their community. Awardees advocate for quality healthcare that is accessible to those in need. Final selection is based on leadership, service, and scholarship.

The **Dean's Gold Medallion** is the highest honor awarded by Parkinson School of Health Sciences and Public Health. It is presented to one graduating student from each Parkinson program who exemplifies Jesuit values and who demonstrates excellence in scholarship, leadership, and service.

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/>

Ignatian Service Immersions - <https://ramblersraise.luc.edu/campaigns/ignatian-service-immersion-2023>

International Studies - <http://www.luc.edu/studyabroad/>

XI. [Experiential Learning - Academic Internships, Capstones, or Other Field 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. Prior to a student starting their experiential experience, specific information may be required to meet compliance for a specific external organization. In advance of an experiential learning experience, students will be contacted by the Director of Experiential Learning (Dr. Cynthia Stewart) and their Program Director to verify any requirements. Detailed instructions are provided in the Academic Internship Information section of the Undergraduate Student Sakai site.

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.

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.

A. 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.

B. 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.

C. 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.

More information about experiential learning and opportunities may be found on the [Center for Engaged Learning, Teaching and Scholarship \(CELTS\) web page](#).



Exercise Science Curriculum

EXCM students must complete this list of core areas:

- Artistic Knowledge** (1 course/3 credit hours)
- Historical Knowledge** (2 courses/6 credit hours)
- Literary Knowledge** (2 courses/6 credit hours)
- Societal & Cultural Knowledge** (1 course/3 credit hours)

- Theological Knowledge** (2 courses/6 credit hours)
- Philosophical Knowledge** (2 courses/6 credit hours)
- Ethics** (1 course/3 credit hours)

- *Prerequisite: GNUR 156/156L
- **Prerequisite: MATH 117 or equivalent.
- ***Prerequisite: CHEM 160 and MATH 118.

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL
FALL	<p>BIOL 101/111 General Biology I & Lab (4 credits)</p> <p>GNUR 155/155L Human Anatomy (with lab and discussion) (4 credits)</p> <p>CORE (3 credits)</p> <p>CORE (3 credits)</p> <p>UNIV 101 (1 credit)</p> <p>Total credit hours: 15</p>	<p>PSYC 101 General Psychology (3 credits) (Fulfills Tier II Societal & Cultural CORE)</p> <p>CHEM 160/161** Structure & Properties (4 credits)</p> <p>EXCM 101 Introduction to Exercise Physiology (3 credits)</p> <p>CORE (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 16</p>	<p>PSYC 273 Developmental Psychology (3 credits)</p> <p>CORE (3 credits)</p> <p>CORE (3 credits)</p> <p>PHYS 111/111L College Physics I and Lab (4 credits)</p> <p>EXCM 364* Introduction to Clinical Exercise Testing & Prescription (with lab) (3 credits)</p> <p>Total credit hours: 16</p>	<p>EXCM 382* Clinical Research Methods, Design & Ethics (3 credits)</p> <p>EXCM 210* Program Design (2 credits)</p> <p>EXCM 385* Kinesiology & Sports Biomechanics (with lab) (4 credits)</p> <p>EXCM 342* Sports Nutrition (3 credits)</p> <p>EXCM 345* Therapeutic Exercise (3 credits)</p> <p>Total credit hours: 15</p>	
SPRING	<p>UCWR 110 College Writing Seminar (3 credits)</p> <p>BIOL 102/112 General Biology II & Lab (4 credits)</p> <p>GNUR 156/156L Human Physiology (with lab and discussion) (4 credits)</p> <p>CORE (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 17</p>	<p>EXCM 201 Physiology of Exercise (with lab) (4 credits)</p> <p>CHEM 180/181*** Reactivity I (4 credits)</p> <p>CORE (3 credits)</p> <p>STAT 103 Statistics (3 credits) (Fulfills Quantitative Knowledge CORE)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 17</p>	<p>EXCM 375* Special Populations (2 credits)</p> <p>EXCM 301* Advanced Physiology (3 credits)</p> <p>PHYS 112/112L College Physics II and Lab (4 credits)</p> <p>EXCM 368* Advanced Clinical Exercise Testing & Prescription (with lab) (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	<p>EXCM 395* Clinical Internship & Patient Management (6 credits)</p> <p>EXCM 387* Movement Anatomy (3 credits)</p> <p>EXCM 390* Psychology of Health and Exercise (3 credits)</p> <p>Total credit hours: 12</p>	
	Total credit hours: 32	Total credit hours: 33	Total credit hours: 31	Total credit hours: 27	123



Healthcare Administration Curriculum 2023-2024

HCA students must complete this list of core areas:

Historical Knowledge (2 courses/6 credit hours)

Literary Knowledge (2 courses/6 credit hours)

Theological Knowledge (2 courses/6 credit hours)

Artistic Knowledge (1 course/3 credit hours)

Philosophical Knowledge (1 course/PHIL 130)

Scientific Knowledge (2 course/6 credit hours)

Ethics (1 course/3 credit hours)

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL
FALL	<p>One of the following: UCWR 110 College Writing Seminar (3 credits) (student assigned to fall or spring)</p> <p>OR CORE (3 credits) (students assigned to UCWR 110 for spring should take a CORE in the fall)</p> <p>PSYC 101 (Fulfills Tier 2 Societal & Cultural Knowledge) General Psychology (3 credits)</p> <p>CORE (3 credits)</p> <p>Elective (3 credits)*</p> <p>CORE (3 credits)</p> <p>UNIV 101 (1 credit)</p> <p>Total credit hours: 16</p>	<p>HSM 110 Health Care in America (3 credits)</p> <p>ACCT 201 Intro. Accounting (3 credits)</p> <p>CORE (3 credits)</p> <p>HSM 200 Careers in Healthcare Administration (2 credits)</p> <p>HSM 120 Medical Terminology (1 credit)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	<p>HSM 368 Mgmt. Health Care Org. (3 credits)</p> <p>HSM 345 Health Care Data Analytics (3 credits)</p> <p>HSM 386 Health Information Systems Management (3 credits)</p> <p>FINC 301 **** Intro to Business Finance (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	<p>HSM 315 Health Care Quality and Performance Improvement (3 credits)</p> <p>HSM 330*** Health Care Legal and Reg. (3 credits)</p> <p>HSM 340 Health Care Policy (3 credits)</p> <p>Business Selective ++ (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	
SPRING	<p>One of the following: UCWR 110 College Writing Seminar (3 credits) (student assigned to fall or spring)</p> <p>OR CORE (3 credits) (students assigned to UCWR 110 for fall should take a CORE in the spring)</p> <p>INFS 247 Business Information Systems (3 credits)</p> <p>ISSCM 241 or PSYC 304 Statistics (3 credits)</p> <p>ECON 201 Microeconomics (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	<p>HSM 230 Foundations of Health Equity (3 credits)</p> <p>HSM 310 Health Care Project Management (3 credits)</p> <p>HSM 280 Healthcare Management Ethics or PHIL 284 (Both Fulfill Tier II Philosophical Knowledge) Health Care Ethics** (3 credits)</p> <p>CORE (3 credits)</p> <p>CORE (3 credits)</p> <p>Total credit hours: 15</p>	<p>HSM 220 Healthcare Services for Healthy Aging (3 credits)</p> <p>HSM 240 Health Care Workforce Environment (3 credits)</p> <p>HSM 358 Healthcare Management Research (3 credits)</p> <p>CORE (3 credits)</p> <p>HSM 338 Health Care Strategy & Marketing (3 credits)</p> <p>Total credit hours: 15</p>	<p>HSM 325 + Health Care Fiscal Mgmt. (3 credits)</p> <p>HSM 350 Health Care Administrative Capstone (3 credits)</p> <p>HSM 360 Health Care Field Internship (6 credits)</p> <p>Elective (3 credits)*</p> <p>Total credit hours: 15</p>	
	Total credit hours: 31	Total credit hours: 30	Total credit hours: 30	Total credit hours: 30	121

*Students are strongly encouraged to use program elective toward the following course: **HSM 210: Global Health.**

**PHIL 284 or HSM 280 is a pre-requisite to HSM 330.

+FINC 301 is a prerequisite to HSM 325. **** Statistics (ISSCM 241 or PSYC 304), ECON 201 and ACCT 201 are prerequisites to FINC 301.

++ Business Selectives: ECON 329: Health Economics, ENTR 201: Intro. To Entrepreneurship, HRER 301: HR Management, or SCMG 232: Introduction to Supply Chain Management.

BS in Public Health Sample Academic Plan
 Parkinson School of Health Sciences and Public Health



Preparing people to lead extraordinary lives

BSPH majors must complete this list of University Core areas:

- Artistic Knowledge** (1 course/3 credit hours)
- Ethics** (1 course/3 credit hours)
- Historical Knowledge** (2 courses/6 credit hours)
- Literary Knowledge** (2 courses/6 credit hours)
- Philosophical Knowledge - Foundational** (1 course/3 credit hours)
- Societal Knowledge - Foundational** (1 course/3 credit hours)
- Theological Knowledge** (2 courses/6 credit hours)
- Writing Seminar** (1 course/3 credit hours)

120 Total Credit Hours (71 BSPH, 34 Core/UNIV 101, 15 General Electives)

	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
FALL	BIOL 101/111 Gen. Biol. A & Lab (4 credits) MATH 131 Applied Calculus I PSYC 101 General Psychology UCLR 100 C/E/M Interpreting Literature UCWR 110 Writing Responsibility UNIV 101 1 st Yr. Seminar (1 credit) 17 credits	<i>General Elective or minor course</i> HSM 110 Healthcare in America PHIL 130 (CORE) Philosophy & Persons PUBH 300 Introduction to Public Health (fall or spring term when offered) THEO CORE (Tier 1) Theological Knowledge 15 credits	<i>General Elective or minor course</i> HSM 230 Fund. of Health Equity PUBH 306 Critical Thinking/Pub. Health STAT 335 Introduction to Biostatistics THEO CORE (Tier 2) THEO 203 or THEO 204 (or substitute) 15 credits	*ENVS 380 Intro to Geo. Info. Systems <i>General Elective or minor course</i> *PUBH 303 Introduction to Epidemiology *PUBH 307 Foundations of Public Health Policy *PUBH 314//HSM 210 Global Health 15 credits
SPRING	ANTH 100 (CORE) Globalization & Local Cultures (or substitute) BIOL 102 & 112 General Biology B & Lab (4 credits) HIST CORE (Tier 1) Historical Knowledge MATH 132 Applied Calculus II PHIL 181 (CORE) Ethics (or substitute) 16 credits	ANTH 280 Evolution of Human Disease or ANTH 353 or ANTH 359 ART CORE Artistic Knowledge PHIL 284, Healthcare Ethics/ PHIL 287, Environmental Ethics (choose one) PUBH 301 Environmental Health (fall or spring term when offered) <i>General Elective</i> 15 credits	<i>General Elective</i> HIST CORE (Tier 2) Historical Knowledge PUBH 304 Health Behavior & Health Promotion **Public Health Elective (PUBH 310, Public Health Internships or other options for BSPH electives) STAT 303 SAS Prog. & Applied Stats 15 credits	<i>General Elective (optional)</i> LIT CORE (Tier 2) Literary Knowledge HSM 310 Healthcare Project Mgmt. PUBH 399 Capstone **Public Health Elective (PUBH 310, Public Health Internships or other options for BSPH electives) 15 credits

**If interested in the BSPH/MPH five-year, dual-degree program, contact Keith Kramer, kkramer4@luc.edu first before taking PUBH 303, 307, 314/HSM 210, or ENVS 380. Each course above is three credits except where noted.*

***Public Health electives will represent a cross-section of interdisciplinary academic options from which students may choose (6 credits needed).*

This plan is intended as a sample to help students envision one path for completion of this degree. Many courses may be moved to alternate semesters without impacting progress toward degree completion. Course sequencing may be impacted by math placement.

Spring 2023