



PARKINSON
SCHOOL *of* HEALTH SCIENCES
AND PUBLIC HEALTH

Graduate Programs,
Master's and
Certificates, Student
Handbook

2025-2026

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 master's and certificate graduate 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 graduate 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 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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Loyola University Chicago Mission, Values and Vision

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

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 Science for undergraduate and graduate programs.

The Parkinson School of Health Sciences and Public Health has seven master's degree programs and 6 graduate certificate programs. In addition, there are many options for dual degrees and accelerated programs.

The Parkinson School of Health Sciences and Public Health advances knowledge through innovative research, educates students to become successful health professionals, and inspires a vigorous commitment to service. Students, faculty, and staff are immersed in a collaborative interdisciplinary environment committed to social justice in the Jesuit tradition.

Master's Degrees

[Clinical Research Methods MS](#)

Effective research is critical to improving our understanding of health issues and diseases, addressing public health issues, and alleviating health disparities. If you are a practicing clinician, Loyola University Chicago's MS in Clinical Research Methods and Epidemiology will help you to become a skilled physician researcher who can make a positive impact in the future of health care and medicine. The MS in Clinical Research Methods and Epidemiology is a part-time program that can be completed in 2.5 years.

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

- Apply components of research design and analysis for the purpose of critically reviewing research and programs in medicine
- Analyze various methods to evaluate topics in healthcare
- Identify the uses to which data management can put in practical statistical analysis, including the establishment of standards for documentation, archiving, auditing, and confidentiality; guidelines for accessibility; security; structural issues; and data cleaning

Dietetics MS

Loyola's Master of Science in Dietetics is committed to the development of emerging professional Registered Dietitian Nutritionists who firmly believe that nutrition has a profound importance in promoting human health and quality of life. The MS requires the completion of 31 graduate credits, incorporating advanced coursework in the areas of medical nutrition therapy, behavioral change, health promotion, food service management, research, counseling and education, communications, and public health nutrition. All students can customize their degree by identifying a focus area and selecting three courses from other graduate programs within the Parkinson School of Health Sciences and Public Health. If you are interested in an MS that is founded on the Jesuit principles of values-based leadership, commitment to excellence, and service that promotes justice, Loyola's program might be for you.

Exercise Science MS

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

Health Informatics MS

The Master of Science in Health Informatics offered through Loyola's respected Parkinson School of Health Sciences and Public Health is at the forefront of data and informatics in health care and empowers students to thrive in this exciting field. The program will prepare you to use data to improve patient care and population health, gain in-demand practical skills, and unlock the power of data through a wealth of career paths in a variety of health care settings.

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

- Assess solutions against specific measures, and generate new bodies of knowledge from initial data, while understanding the ethical considerations of data usage, specifically as they relate to patient safety and privacy.
- Develop new frameworks and models to solve health informatics and data science problems.

Healthcare Administration MS

Today's complex and ever-evolving healthcare industry requires strong leaders who also have a passion for improving the health of our communities. The Master's in Healthcare Administration (MHA) at Loyola University Chicago will help you become a leader who can uphold values, ethics, and social justice in healthcare systems, services, and delivery.

The MHA degree builds on Loyola's thriving undergraduate healthcare administration program and its strong national reputation within the Association of University Programs in Healthcare Administration (AUPHA). Aligned with our Jesuit heritage, MHA students (and graduates) will have the skills and confidence to positively influence change in the healthcare industry. Through experiences such as the unique capstone project, students are asked to take initiative, analyze various types of information, and use evidence-based problem solving. In short, graduates are taught to be forces for positive change and leaders of teams that meet the challenges and opportunities of healthcare consistent with the highest ethical values.

Medical Laboratory Science MS

A career in medical laboratory science combines the challenges of medicine, pathology, basic sciences, and clinical laboratory sciences. Using state-of-the-art biomedical instruments, critical thinking skills, and molecular techniques, medical laboratory scientists are detectives. Loyola's two-year Master of Science in Medical Laboratory Science will give you the tools you need to enter this low-profile, but critically important, aspect of the health care field.

Program goals:

- Provide students with the competency and depth of knowledge in major disciplines of the clinical laboratory to enter the profession of medical laboratory science.
- Facilitate the practice of strong written and verbal communication skills sufficient to serve the needs of patients, the health care team, scientific peers, and the general public in graduates.
- Cultivate the next generation of scientists' leadership abilities to help guide the changing landscape of health care.

Public Health MS

Through the Master of Public Health program offered through Loyola University Chicago's respected Parkinson School of Health Sciences and Public Health, you can position yourself to directly impact the health and well-being of individuals, communities, and populations worldwide. Our MPH is accredited by the Council on Education for Public Health (CEPH).

You will graduate with public health competencies in the areas of quantitative and qualitative data collection, evidence-based approaches, public health and health care systems, planning and management, policy, leadership, communication, interprofessional practice, and systems thinking.

Certificate Programs

Clinical Certificate in Blood Banking

Clinical Certificate in Hematology

Clinical Certificate in Microbiology

Dietetic Internship

Health Informatics Certificate

Public Health Certificate

Dual Degree Programs

- [Public Health and Medicine \(MD/MPH\)](#)
- [Social Work/Public Health \(MSW/MPH\)](#)
- [Healthcare Administration/Public Health \(BS/MPH\)](#)
- [Healthcare Administration/Business \(BS/MBA\)](#)
- [Environmental Health/Public Health \(BS/MPH\)](#)

Accelerated Programs

- Accelerated Bachelor's in Healthcare Administration/**Master of Public Health** (BS/MPH)
- Accelerated Bachelor's/Master's in **Master of Healthcare Administration** (BS/MHA)
- Accelerated Bachelor's/Master's in **Master of Exercise Science** (BS/MS)
- Accelerated Bachelor's/Master's in **Master of Public Health** (BS/MPH)

Academic Advising and Program Planning

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. Program Coordinators work with the program directors to provide support 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
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
- Academic probation and dismissal

Directory

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Academic Policies

Each student is required to abide by Loyola University Chicago policies as well as Parkinson School policies. Graduate students are responsible for the following:

1. Graduate Handbook, Graduate School Policies, and Deadlines: Graduate students are responsible for reviewing the Parkinson Graduate Student Handbook, program specific handbooks or materials, and key Dates and Deadlines. They should familiarize themselves with their rights and responsibilities as graduate students and the requirements for completing their degree.
2. Communication with Program Director: Graduate students are responsible for communicating with the PD when issues arise that keep them from completing coursework, fulfilling degree requirements, or fulfilling general student responsibilities. Additionally, when issues arise that students are not comfortable bringing to other faculty, the PD should be their primary point of contact.
3. Registering for Courses: It is the graduate student's responsibility to register for academic courses.

Grades

The grading standard for each course is published in the course syllabus, provided to students at the beginning of the academic semester. Students are expected to maintain a cumulative grade point average of 3.0 or higher. No grades of D or F are counted as fulfilling program requirements. These grades, however, will be calculated in the grade point average. If a student earns a grade of D or F in a required course, that course must be repeated. No student is permitted to graduate from the Master's or Certificate programs with lower than a 3.0 cumulative GPA. Note that a grade point average is not rounded. In some cases, master's students must successfully complete a Comprehensive Examination or Capstone project for the degree to be conferred.

B- Grades

No more than six semester hours of grades lower than B- will be accepted while a student is completing requirements toward a master's degree. If a student receives more than six semester hours of grades lower than B-, the student must take another course equal to the number of hours over the six semester hours of lower than B- grades allowed. NOTE: Students must still maintain an overall GPA of 3.0 to remain in good standing.

Additionally, each program has identified required courses as covering essential material, and students must receive a B- grade or higher in these courses in order to continue in the program. If a student receives lower than a B- grade in any of the required courses, the course must be repeated. Furthermore, if a student repeats the course and earns a grade lower than B-, the student will be dismissed from the program. If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), only one additional attempt may be made to successfully pass that course.

Incomplete Grades

Students are expected to complete course assignments by the final date of the semester. However, extenuating circumstances may require that students request an extension in the form of a grade of Incomplete (“I”). Students are encouraged to avoid the use of “I” grades if at all possible. The student must submit a written request for an “I” to the course professor prior to the end of the semester in which the class is being taken; this form must be signed by both parties. Unless the “I” has been negotiated prior to the end of the course, the professor will assign a grade based on the course work completed by the last day of class. The negotiation for the “I” grade must include the length of time in which the outstanding work will be done.

The maximum time to clear the “I” is one semester, excluding the summer semester. If the student does not fulfill the contract, a grade of “F” will be recorded on her/his transcript. 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. If a student has two or more “I” grades, progression to the next semester must be negotiated with the Dean.

Probationary Status

Students who have been admitted to the program on strict academic probation receive specific instructions regarding coursework and required grades in the letter of admission.

If a student’s cumulative GPA drops below 3.0 at any time during the program of studies, the student is placed on academic probation. In that case, the student is expected to raise her/his GPA to the required level of 3.0 or higher in the next two consecutive terms in which he/she is registered for classes or upon completion of nine semester hours, whichever comes first. A student may be placed on academic probation only once. The student will be dismissed from Loyola University Chicago if the GPA drops below 3.0 a second time. Additionally, students on academic probation may not enroll in a clinical, internship, or capstone course.

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.

Withdrawal from Courses

Once the term has begun and a student wishes to withdraw from a course, they must inform both the course faculty and program director. Students withdrawing from class will be assessed tuition based on the “Complete Withdrawal and Schedule Change Calendar” as noted on the University calendar. A student may withdraw from the same course only once. The second withdrawal will result in dismissal from Parkinson and the University. If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), only one additional attempt may be made to successfully pass that course.

Dismissal for Poor Scholarship

A student who fails to achieve the required GPA for the graduate program in Parkinson will be dismissed for poor scholarship. Students dismissed due to poor scholarship may appeal their dismissal by submitting the **Appeal of Dismissal for Poor Scholarship** form to their academic Dean’s Office. This form is the student’s opportunity to explain any mitigating circumstances as to why the student’s dismissal should be reconsidered. Documentation must be provided to support the student’s position. This form is the only approved process to submit such a request.

A dismissal will be overturned only when a student is able to produce specific documentation that proves University error or extraordinary circumstances beyond the student’s control that warrant an exception to University academic policies.

The appeal must be made within 10 business days of the date of email notification of academic dismissal. The academic Dean’s office may determine that a student meeting is required after the appeal is submitted. Appeal decisions will be made within 10 business days of the receipt of the appeal.

A student may request an appeal decision made by an Assistant or Associate Dean to be considered by the Dean. Appeal decisions made by the Dean are final.

Dismissal for Non-Academic Reasons

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.

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.

Degree Conferral and Graduation

The conferral of a graduate degree or certificate 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.

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.

Academic Integrity

A basic mission of a University is to search for and to communicate the truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students at Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic honesty is an expression of an ethic of interpersonal justice, responsibility, and care, applicable to Loyola University Chicago faculty, students, and staff, which demands that the pursuit of knowledge in the University community be carried out with sincerity and integrity. Academic dishonesty is the failure to apply this ethic, (i.e., any action whereby faculty, student, or staff misrepresents the ownership of academic work submitted in her or his own name).

Academic dishonesty can take several forms, including, but not limited to, cheating, plagiarism, copying another student's work, and submitting false documents.

Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the instructor.
- Providing information to another student during an examination.
- Obtaining information from another student or any other person during an examination.
- Using any material or equipment during an examination without consent of the instructor in a manner not authorized by the instructor.
- Attempting to change answers after an examination has been submitted.
- Removing examinations from the classroom.
- Unauthorized collaboration, or the use, in whole or part, of another student's work, on homework, lab reports, programming assignments, and any other course work that is completed outside of the classroom.
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines.
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

To maintain our culture of excellence and integrity, students are not to use AI assisted technology in the classroom unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded.

Plagiarism is a serious form of violation of the standards of academic dishonesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources and includes the following:

- Submitting as one's own material copied from a published source, such as print, internet, CD-ROM, audio, video, etc.
- Submitting as one's own another person's unpublished work or examination material.
- Allowing another or paying another to write or research a paper for one's own benefit.
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of both personal and professional courtesy as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. Students are very

strongly encouraged to avail themselves of the more detailed description of this issue, found at <https://www.luc.edu/english/writing.shtml>, *Use and Misuse of Source Materials*.

In addition, a student may not submit the same paper or other work for credit in two or more classes without the expressed prior permission of all instructors. A student who submits the same work for credit in two or more classes without the expressed prior permission of all instructors will be judged guilty of academic dishonesty and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

In all cases of joint authorship, individuals working together should previously establish the criteria for co-authorship. Final determination of authorship should reflect effort and contribution and not rank or status.

Academic Integrity Violations

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "0" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Dean.

The Dean may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean may convene a hearing board. Students have the right to appeal the decision of the hearing board to the Dean. The decision of the Dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the provost, upon recommendation of the Dean. Students have a right to appeal any finding of academic dishonesty against them. The Parkinson School maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver that releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Academic Grievance Procedure

Included in the appendix.

Unprofessional Behavior and Conduct

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 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
- l. 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.

Support & Communication Systems

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.

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.

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.

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 (portfolio) Program

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.

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.

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.

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.

Wellness Center (Lake Shore Campus and Health Science 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. All students are eligible for services provided at the Wellness Center.

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.

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

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.

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/>

The Parkinson School Web Pages

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

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.

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.

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.

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](#).

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, harassment or any adverse employment, academic or educational action 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.

Access to Records/Buckley Amendment

In accord with the Buckley Amendment, students are allowed access to their records, files, and other data directly related to them. To obtain access, a written request must be submitted to the Dean. Please allow a two-week interval after submission of the initial request for access to records. Records and files may not be removed from the Parkinson School.

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Required Immunizations for All Loyola Students

Proof of immunity is an Illinois state requirement. All Loyola students enrolled in seven or more credit hours must complete the process to verify proof of immunity. Incomplete immunization information **will block access to registering or changing classes**. All students must enter immunization requirements into Loyola Health and upload supporting documents **before the 10th day of the term**.

All immunizations are to be uploaded to Loyola Health. Required Illinois state immunizations are Tetanus, Measles, Mumps, Rubella, and Meningococcal.

A series of three tetanus vaccines is required; one of them must be a TDAP that was given within the past ten years of enrollment.

Two MMR vaccines are required; the first dose must be given four days before your first birthday or after. The second dose must be given a least 28 days after the first dose. Students who cannot provide proof of immunization may provide laboratory (serologic) evidence of measles, mumps, rubella immunity.

A Meningococcal ACWY vaccine that was given four days before your 16th birthday or after is required for students who enrolling under the age of 22. Meningitis B does NOT meet this requirement.

An annual flu vaccine is required for any student who will be spending time (i.e. class) at the Health Science campus.

All immunization records must be in English or accompanied by a certified translation or they will not be approved.

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.

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.

Information Regarding Clinical Experiences

Clinical Affiliation Agreements

An executed Clinical Affiliation agreement between Loyola University Chicago and the clinical agency is a requirement of every student's clinical practicum or internship placement. In consultation with their Program Director, students may seek a clinical preceptor who is employed by a site not currently affiliated with Loyola University Chicago. In these cases, students will speak to the director of the experiential learning center. Because this process can take a considerable amount of time, students must submit this completed form to their respective Program Director at least 6 months prior to the clinical rotation. Please direct questions related to clinical affiliation agreements to your program director.

Dress Code and IDs

Recognizing that graduate students in our program serve as role models and represent the Parkinson School and the University, professional clothing and behavior is expected at all times. Professional dress regulations vary in specific clinical agencies; however, denim jeans, shorts, or miniskirts in clinical are unacceptable. Students arriving at a clinical site in inappropriate clothing may be asked to leave the site.

A Loyola University Health Sciences Campus (HSC) ID badge is required for all students seeking access to the health Sciences Campus. This can be obtained from the Parking Office, located on the first floor of the Mulcahy Building. Students interested in using the facilities at the LUC Lake Shore and/or Water Tower campuses may want to obtain a LUC ID. The LUC ID is a different card and ID number than the HSC ID. Students can obtain this ID from the Campus Card office.

<http://www.luc.edu/campuscard/>

Professional and Safe Behavior in Clinical Practice

Students are expected to maintain professional behavior at all times while participating in the Parkinson School programs and clinical practice. Consistent with the mission of the Parkinson School mission, respect for clients, faculty, staff, and student colleagues is expected. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty, preceptors and clients at all times. Unethical or unprofessional behavior may result in disciplinary action to the student, ranging from verbal or written warning to withdrawal from the clinical setting, or to dismissal from the program.

All graduate students are responsible for implementing safe practice during the supervised practice. A pattern of behavior that demonstrates unsafe clinical practice is cause for removal from the clinical situation, internship or capstone experience and may provide grounds for failing the course and

dismissal from the program. A student whose pattern of behavior endangers the client, colleague, or self in the practice area may be suspended immediately from the practice site. Documentation describing the behavior is placed in the student's file and the Dean is notified immediately.

HSC University Ministry

The Office of University Ministry has a three-fold mission that focuses on the members of the Loyola University Chicago Health Sciences Campus. Inspired by Ignatian values and the practical spirituality of finding God in all things we work towards:

- **Shaping Community:** Through educational programs and events; prayer and worship. hospitality and outreach; social activities and attention to the needs of the individual we build a welcoming and inclusive community for students, staff and faculty.
- **Seeking Faith:** We journey with the people who teach, learn and work at the Health Science Campus by providing spiritual formation and faith development while facilitating individual and communal prayer. True to our experience of the Gospel, we welcome and engage individuals regardless of their faith background or tradition to grow into becoming men and women for others.
- **Serving Broadly:** By embracing a worldview that is both local and global we facilitate and sponsor opportunities for members of the Health Sciences Campus to work with underserved communities in the greater Chicago area and beyond.

For more information about the HSC Ministry, visit their website at (<https://hsd.luc.edu/ministry/>) or call 708-216-3245.

Library Services

The Loyola Health Sciences Library (HSL) has a wealth of resources for you to use during your academic career. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Students have 24-hour online access. Staffed hours include Monday-Thursday: 8:30am-7pm and Friday 8:30am- 5:00pm

- **Accessing HSL Resources:** Whether on-campus or off, access the library's licensed resources using "Single Sign On" in which students need to register for a login ID.
 - Go to the library website: <http://library.luhs.org/hslibrary/>
 - Click on a resource such as Cinahl. When the Connect page opens, click on the gold registration box and request a login ID.
 - Your ID will be sent to you via email within 24 hours when the library is staffed. Questions? Call 708-216-9192.

Funding and Financial Aid Information

The Office of Student Financial Assistance houses resources and references about financial aid for students. Office of Student Financial Assistance <http://www.luc.edu/finaid/graduate.shtml>, 773.508.7704, lufinaid@luc.edu.

To determine eligibility for financial assistance students must complete the Free Application for Federal Student Aid (FAFSA). If a student receives federal loans they must be enrolled at least half-time. A graduate student must be enrolled in at least 4 graduate semester hours in the fall and spring semester and at least 2 semester hours in the summer semester to be considered half-time. Full-time enrollment is defined as 8 graduate semester hours in the fall and spring semester and 6 semester hours in the summer semester. However, when students enroll in clinical practicum courses, they are classified as full-time status.

Appendix

Academic Grievance Procedure

The Parkinson School has developed an Academic Grievance and Appeals Process that is consistent with the Loyola University Chicago (the “University”) Academic Grievance Procedure (http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml) and the University’s Graduate School Academic Grievance Procedure (https://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. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the Parkinson School Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. 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 of Health Sciences and Public Health:

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 Dean.
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 Dean. 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 Dean 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 Dean. The Dean 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 Dean must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), and the Program Director.
5. If the Dean determines that the academic grievance is sufficient to proceed with a hearing, within two weeks, 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:
 - i. The documentation identified in #2 a-d above
 - ii. 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:
 - i. A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.
 - ii. 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.
 - iii. The names of any witnesses the involved faculty member(s) wish 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, 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 clinical experience, 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 Dean. Notwithstanding this decision, the Hearing Committee and/or the Dean 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 Dean that an independent reevaluation of the student's performance is warranted, the Dean 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 Dean for a final determination of the course grade.

Appeals Process:

The procedure for an appeal of a Hearing Committee decision varies depending on whether the student is enrolled in a program in the Parkinson School or if the student is enrolled in a degree program housed in the Graduate School.

1. 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).

2. Students in the Parkinson School enrolled in degree programs housed in the Graduate School may appeal the Parkinson School's Hearing Committee decision by requesting a Graduate School hearing in accordance with the Graduate School's Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml. The request must be made to the Graduate School Dean within 30 days of the decision by the Hearing Committee and must specify the nature of the grievance and prior attempts to resolve the matter. A party may appeal the decision of the Graduate School hearing board to the Graduate School Dean in writing within 30 days of notification of the Graduate School hearing board's decision and must include an explanation of the basis for the appeal. The Graduate School Dean's decision is final in all cases (including dismissal from a Graduate School program), except those involving possible expulsion from the University, which may be imposed only by the Senior Academic Officer.

Formal Complaint Policy by Student

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

- Student Complaints Related to Academic Issues.
 - o 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. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the Parkinson School Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. Students enrolled in degree programs housed in the Graduate School whose disputes are related to course grades, accusations of academic dishonesty, or dismissal from a program, are not resolved after a hearing within the Parkinson School may continue the academic grievance process in accordance with the Graduate School's Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml.

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

Student Complaints Related to Non-Academic Issues.

- o 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.
- Complaint Referral.
 - o 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.
- Complaints Received through the EthicsLine Reporting Hotline.
 - o 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.
 - o 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.
- o 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.
- o 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.

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

Exemplary behavior of students in Loyola University Chicago's (the "University") Parkinson School of Health Sciences and Public Health (the "Parkinson School"), consistent with the standards of the health professions, 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 the nursing and 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 a clinical site.

Issues of unprofessional behavior or conduct that occur during a clinical learning experience are

addressed through the evaluation of student performance in the 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 a clinical 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 Dean.
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 Dean with jurisdiction over the degree program in which the student is enrolled.
5. The Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Dean 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 Dean 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 Dean 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. The Dean may recommend the student's dismissal from the academic program, after the verbal and written warning steps are completed, if the unprofessional behavior or conduct continues. The Dean may authorize the student's dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see #12 below).
11. 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 http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF. The appeal will be reviewed and considered by the 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.
12. In cases where a student's expulsion from the University for Unprofessional Behavior and conduct is considered, the Dean reviews all relevant information. An action of expulsion from the University rests with the Senior Academic Officer, upon a recommendation from the Dean.