



PARKINSON
SCHOOL *of* HEALTH SCIENCES
AND PUBLIC HEALTH

Bachelor of Science

Exercise Science

Healthcare Administration

Public Health

Bachelor of Arts

Public Health

Undergraduate Student Handbook 2025 - 2026

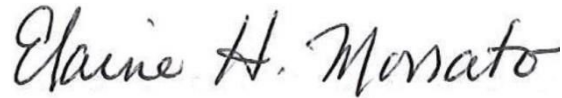
Dear Students:

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 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 that 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 program of 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 style with a large initial 'E'.

Elaine H. Morrato, DrPH, MPH, CPH
Dean and Professor
Parkinson School of Health Sciences and Public Health

Table of Contents

Welcome.....	2
Loyola University Chicago Mission, Values and Promise	5
History and Overview of the Parkinson School of Health Sciences and Public Health.....	5
Bachelor’s Degrees	5
BS in Exercise Science	5
BS in Healthcare Administration.....	6
BA and BS in Public Health	6
Academic Advising and Program Planning	7
Academic Standards and Regulations.....	8
Exercise Science Admission and Academic Standards	8
Healthcare Administration Admission and Academic Standards.....	9
Public Health Programs Admission and Academic Standards.....	10
Transfer Students.....	11
Minor Students.....	11
Accelerated Bachelor’s/Masters Programs	11
Final Examinations	13
Incomplete Grade.....	13
Degree Conferral and Graduation.....	13
Alterations in Program Plan.....	14
Withdrawal.....	14
Leave of Absence (LOA).....	15
Coursework completed outside of LUC.....	15
Pass/ No Pass policy	15
Appeal to Register Over the Credit Hour Limit	15
Academic Dismissal	15
Dismissal for Poor Scholarship	15
Dismissal for Non-Academic Reasons.....	16
Readmission Application Following a Dismissal	16

Academic Expectations/Expectations	17
Academic Integrity	17
Unprofessional Behavior and Conduct of Parkinson School of Health Sciences and Public Health Students..	19
Support & Communication Systems	20
The Writing Center.....	21
Tutoring Center	21
Achieving College Excellence (ACE) Program.....	21
Center of Engaged Learning, Teaching, and Scholarship (CELTS)	21
Coordinated Assistance & Resource Education (CARE).....	21
Career Services	21
Student Accessibility Center (SAC).....	22
Special Health Accommodations.....	23
Wellness Center	22
Loyola’s Universal ID (UVID)	22
Loyola’s Online Connection to University Services (LOCUS).....	22
LUC Learning System – SAKAI	22
Email Policy.....	23
The Parkinson School Web Pages	23
Health Insurance Portability and Accountability Act of 1996 (HIPAA).....	23
Formal Complaint by Student Policy	24
Title IX.....	25
Required Immunizations for All Loyola Students	26
Opportunities within the Parkinson School	27
Student Organizations and Service.....	27
Academic Honors, Awards and Scholarships.....	27
Independent Study	29
International Experiences/Study Abroad	29
Experiential Learning – Academic Internships, Capstones, or Other Field Experiences.....	29
Internship Specific Requirements	30
Academic Internship Placement.....	30
Academic Internship Transportation	30

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

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. The Parkinson School of Health Sciences and Public Health has three undergraduate programs.

Bachelor's degrees

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.

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 the healthcare of business, 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.

BA and BS in Public Health

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

The BAPH and the BSPH programs are 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 programs 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.

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.

Director, BS Exercise Science

Stephanie Wilson, PhD, MPT

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Interim-Director, BS Healthcare Administration

Maggie Ozan-Rafferty, DHA, MBA, MPS-ID, RN

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Director, Undergraduate Public Health Programs

Julie Darnell, PhD, MHSA

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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

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Healthcare Administration, Program Coordinator and Advisor

Rachel Troeger

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Public Health, Senior Program Advisor

Keith Kramer

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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
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Repeating courses
- Incomplete grades
- Dropping a class
- Change of Major

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>.

Student may be admitted to the major as freshmen, internal or external transfers. A minimum cumulative GPA of 2.00 is required to transfer into Parkinson from another Loyola undergraduate degree or as an external transfer. 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

A minimum GPA of 2.00 is required to progress in the undergraduate programs with a minimum grade of C minus in all major courses required for the major. If a student fails to achieve a “C minus” grade, the course must be retaken. A course may be taken two times without permission. If a student needs to retake a course for the third time they must have that approved by their program director. Students cannot take required major courses for Pass/ No Pass.

Probation

There are 2 types of academic probation: Academic Standing and Progress Toward a Degree.

Any undergraduate student who fails to maintain a 2.0 cumulative GPA (C Average) is placed on academic probation. To calculate the grade point average (GPA), averages are NOT rounded, i.e., 3.490 is not rounded to 3.50. While on academic probation, a student must earn a minimum term GPA of 2.3 in the next term enrolled. A student may continue on academic probation for as long as in each term of enrollment, a minimum term GPA of 2.3 is achieved. If a student is not able to earn the minimum GPA of 2.3 after being placed on probation and does not achieve a

minimum cumulative GPA of 2.0, they may be dismissed from Loyola University Chicago due to insufficient academic performance. While on academic probation, a student will be limited to 15 credit hours in a fall or spring term until the 2.0 is reached.

Students may also be placed on academic probation for not making progress toward degree completion. Any student whose cumulative GPA is 2.0 or better but who fails to show timely progression toward completion of their degree requirements may, at the discretion of their dean, be placed on probation. In such cases, the dean may require a contract defining the terms under which the student can remove themselves from probation.

Continued Probation

Any student who achieves a term GPA of at least 2.3 during the term of probation, while not yet achieving a cumulative GPA of 2.0, will be continued on probation. To calculate the grade point average (GPA), averages are NOT rounded, i.e., 1.99 is not rounded to 2.0.

Academic Dismissal

Any student who has been on probation for at least two consecutive terms and has not achieved a cumulative GPA of 2.0 will be dismissed from Loyola University Chicago due to insufficient academic performance. A student may appeal their dismissal to their Academic Dean's Office. Academic dismissal is stated on a student's transcript. A student who has been academically dismissed may not apply for readmission to the University until one fall or spring term has elapsed. A student dismissed for academic insufficiency may be required to demonstrate acceptable academic achievement at another accredited college or university before readmission is approved. Courses to be taken elsewhere must be pre-approved by the student's advising dean or director and a minimum grade of "C+" or higher must be earned in all such coursework. A student readmitted to the University after academic dismissal will be readmitted on academic probation.

Transfer Students

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

Minor Students

Healthcare Administration

The Healthcare Administration minor prepares students to work in healthcare settings and to understand the business side of public health and health care. The minor is built upon a foundation of Jesuit-based liberal arts, business, and public policy courses. Students adding the Healthcare Administration minor to their course of study choose from a range of classes related to the health system: healthcare fiscal management, health information technology, health policy, health equity, healthcare data analytics and more.

Students are required to complete 18 credit hours for the minor. One course (three credit hours) are required and five courses (15 credit hours) are to be selected from the elective course list per the course catalog: [Healthcare Administration Minor: Loyola University Chicago \(luc.edu\)](#). A C minus or better is required in all Healthcare Administration minor courses.

Exercise Science

The Exercise Science minor prepares students for an enhanced career in the growing fields of allied health, wellness, and fitness. The minor is built upon a foundation of Jesuit-based liberal arts, business, and public policy courses. Students develop skills in Evaluating health behaviors and risk factors, conducting fitness assessments, designing exercise prescriptions, motivating others to live healthier lives, and identifying the essentials of sports nutrition. Students are required to complete 16 credit hours for the minor. Information can be found: [Exercise Science Minor Parkinson School of Health Sciences and Public Health: Loyola University Chicago \(luc.edu\)](#). A C minus or better is required in all Healthcare Administration minor courses.

Accelerated Bachelor's/Master's Programs

Exercise Science

Loyola also offers a five-year bachelor to master's program for undergraduate exercise science majors. Accelerate your progress and earn both degrees in just five years (earning the degrees separately takes at least six years).

BS/MS EXCM courses are **EXCM 435: Health Promotion Theories and Framework**, **EXCM 450: Nutrition, Health, and Performance**, **EXCM 475: Exercise Application in Special Populations**, and **EXCM 482: Research Methods and Evidence in Exercise Science**. EXCM 450, 475, and 482 are direct substitutes for BSES EXCM 342, EXCM 375, EXCM 385. The goal is for the student to complete 9-12 credits of the MSES curriculum in their senior year.

For more information on the BSES/MSES program (courses, tracks, application requirements), please see the catalog link [here](#).

Healthcare Administration

Juniors in good academic standing in the undergraduate Healthcare Administration program may apply to the five-year BSHA/MHA degree program.

Our undergraduate students begin with a broad, interdisciplinary curriculum drawing on courses in healthcare organization, business, data analysis, and ethics. Service-learning, internships, and capstones provide them with rich experiential learning opportunities. Our graduate students develop a more in-depth understanding of operational, finance, and strategic issues in addition to the professional skills to be an effective leader in the vast healthcare industry. With three graduate-specialty tracks, students have the flexibility to tailor an interdisciplinary program to individual interests.

MHA 405, MHA 415, MHA 451, and MHA 452 satisfy BSHA and MHA curriculum requirements. They are direct substitutes for HSM 358, HSM 315, HSM 325, and the Business Selective respectively. MHA 452 may be added in the senior year if the student's academic plan permits it. The goal is for students to complete 12 credits of the MHA curriculum in their senior year, leaving 31 remaining credits to be taken

in the MHA year.

Public Health

BSPH majors in their junior year of study may apply for accelerated bachelor's/master's degree program (ABM or 4+1) and complete both degree programs in five years.

Grounded in the basic sciences with an emphasis on population health, the Bachelor of Science in Public Health (BSPH) program prepares students for positions in fields such as health education, epidemiology, and environmental health across nonprofit, industry, and government sectors. Inspired by Loyola's Jesuit tradition of social justice and freedom of inquiry, the Master of Public Health (MPH) program prepares students to improve population health and promote health equity with three MPH study tracks: Public Health Policy and Management, Epidemiology, and Global Health Equity.

MPBH 403, MPBH 407, MPBH 409, MPBH 414 or MPBH 417, and ENVS 480 satisfy BSPH and MPH curriculum requirements and are direct substitutes for the BSPH PUBH 303, PUBH 307, STAT 335, PUBH 314/HSM 210, and ENVS 380. MPBH 400 or MPBH 402 may also be added in the senior year. The goal is for the student to complete 12-15 credits of the MPH curriculum in the senior year leaving 27-30 remaining MPH credits to be taken in the MPH year.

For more information on the BSPH/MPH program (courses, tracks, application requirements, please see the [Catalog link here](#).

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.

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.

Incomplete Grades

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 student's overall plan progression and may result in the student's 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

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 graduation (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.

Alterations in Program Plan

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 undergraduate programs 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.

More information about the University Policy is available at:
http://www.luc.edu/academics/catalog/undergrad/reg_credithour.shtml#d.en.1_20577

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).

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. The form to change an academic record can be found at: [Request for Change to Academic Record or Status](#).

University Withdrawal

An enrolled student who wishes to completely withdraw from the university during any term must notify their academic advisor, academic program director, or assistant/associate dean of their college/school of their intent. Please complete the [Request for Change to Academic Record or Status](#) form. The form will be routed to your academic advisor, program director, or assistant/associate dean. A student is considered to be in attendance until such notice has been received by the academic advisor, program director, or assistant/associate dean and appropriate steps have been taken to completely withdraw a student from a term. The last date of class activity is the date utilized for both the “W” or “WE” grade and the Office of the Bursar’s [withdrawal refund calendar](#).

A student may be required to withdraw from the university because of academic deficiency, lack of sufficient progress toward completion of degree requirements, failure to adhere to university requirements and/ or degree requirements, failure to adhere to university requirements and regulations for conduct, or failure to meet financial obligations to the university.

Students facing a significant emergency circumstance (see “Definitions” section below) that prevents them from continuing in or completing an academic term may submit an [Request for Change to](#)

[Academic Record or Status](#) form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. The form is reviewed by the academic dean's office of the student's primary college/school for approval and processing.

Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." In cases where the student is incapacitated (see "Emergencies Resulting in Student Incapacitation" below for more details), the requests for complete emergency term withdrawals may be submitted by a parent, spouse or legal guardian.

Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. The "WE" grade has no earned or attempted hours associated with the grade; however, "WE" counts towards attempted hours when determining [Satisfactory Academic Progress](#) for continued financial aid eligibility. This policy does not apply in cases where the student has completed final exams or final projects for classes in the term impacted by the significant emergency circumstance. When final grades have posted, students should also utilize the [Request for Change to Academic Record or Status](#) form, and it will be routed to their primary academic advisor, program director or assistant/associate Dean.

The Office of the Bursar will determine the impact of the Withdrawal on the students account balance in LOCUS. The Student Account Balance will be determined by the University withdrawal calendar [Loyola Withdrawal Schedule](#). The Bursar will not assess any late payment fees after the date of Withdrawal.

Coursework completed outside of LUC

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. The form to request approval of courses taken outside of Loyola can be found: [Appeal For Permission to Take Courses Elsewhere](#).

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.

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. Students 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.

Attendance Policy

The undergraduate attendance policy specifies the role of students, instructors and university administrators in cases when students are absent from one or more classes.

The university does not require faculty to take attendance; however, if faculty use participation/attendance in their grading rubric, they must include this policy on the course syllabus which must clearly define the consequences for non-attendance. If participation/attendance is identified as a portion of the students' final grade, faculty must maintain a record of students' attendance throughout the term.

Excused Absences

The university recognizes there are times when students must miss class due to extenuating circumstances. Regardless of the attendance policy of the faculty, the following are considered excused obligations and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

1. Jury duty, with appropriate documentation.
2. Short Term Military Obligation - [Veterans Current Students](#)
 - a. This activity must be documented and provided to the faculty in advance of the activity.
 - b. The documentation must be verified by the director or assistant director in the Military Veteran Student Services Office, who has confirmed that the student has orders to report for a short-term military obligation.
3. Day(s) for [Religious Observances](#)
4. Participation in Division-1 athletics or other university-sanctioned events: [Travel & Competition Policy](#)
 - a. This activity must be documented and provided to the faculty in advance of the activity.
 - b. The documentation must be verified by an administrator who is directly related to the activity (e.g. Division-1 athletics representative; musical group director; student development representative, etc.).
5. Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
6. In the event of a state or national pandemic, the institution retains the right to amend this attendance policy.

Making Up Work from a Missed Class

The excused absences outlined above require the faculty to facilitate alternative means for students to make up classwork and/or get notes from a lecture. Labs, clinical hours, group work, performance, studio art, and other field-based classes are the exceptions to this because it may be impossible to make up classwork.

Unexcused Absences

Absences not listed above are unexcused. The ability to make up class work because of an unexcused absence is at the discretion of the faculty, as outlined in the faculty's attendance policy noted on syllabi. Note that the Loyola University Chicago Wellness Center does not provide documentation for absences.

Academic Dismissal

Dismissal for Poor Scholarship

Students who fail to achieve the required GPA for the undergraduate program in Parkinson will be dismissed for poor scholarship unless placed on probation.

Students dismissed due to poor scholarship may appeal their dismissal by submitting the [Academic Form: Course Grade Dispute - Undergraduate Students](#). Students enrolled in more than one school may only submit one appeal to the Dean's office of their choosing from which they were dismissed. 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

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.

Readmission Application following a Dismissal

A student may apply for readmission into Parkinson 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 then meet with the respective program director and the student will be informed of the decision within one business week via email.

- A 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.
- Following readmission after dismissal, if a student receives a grade of WF, NP, or less than a C-

in a single course required for the major, 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 ≥ 2.00 at the end of the next semester or after 9 credit hours of graded study, and maintain the cumulative GPA ≥ 2.00 for the duration of the program, the student will be dismissed from the program without an 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.

Academic Expectations/Expectations

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.

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.

These standards and regulations are found in:

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

Academic Integrity

Failing to meet the following standards is a serious violation of personal honesty and the academic ideals that bind the University into a learning community. These standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards.

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. The use of AI tools may be grounds for an F on the assignment, the course or potential dismissal from the university.

1. Students may not plagiarize.

Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:

- a. Submit material copied from a published or unpublished source.
- b. Submit material that is not cited appropriately.
- c. Use another person's unpublished work or examination material.
- d. Allow or pay another party to prepare or write an assignment.
- e. Purchase, acquire, or use a pre-written assignment for credit.
- f. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.

2. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).

If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

3. Students may not fabricate data.

All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data must not be falsified in any way.

4. Students may not collude.

- a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
- b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
- c. Students may not use work submitted by another student in a previous semester of a course.

5. Students may not cheat.

- a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
- b. Students may not take an examination by proxy.
- c. Students may not attempt to change answers after an examination or an assignment has been submitted.
- d. Students may not falsify medical or other documents for any reason.
- e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
 1. Bringing notes into an exam that does not allow outside materials.

2. Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
 3. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.
- f. Students may not facilitate academic misconduct.
1. For example, a student may not allow another student to copy from their exam or give their own work to another student.

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

1. **for an assignment, a test, a quiz, or any deliverable that will be graded.**

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 F 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](#): 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 (ePortfolio) 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. Four-Year BS students currently attending classes are eligible for the 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.

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. For information about this process please see: [Undergraduate: Loyola University Chicago \(luc.edu\)](http://www.luc.edu)

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.

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](#).

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.

a. 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.

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.

Guide to Upload Immunization Record

1. Go to Loyola Health
2. Sign in with UVID and password
3. Click UPLOAD HEALTH RECORDS then UPLOAD VACCINE RECORDS
4. Select 'STATE MANDATED IMMUNIZATION' under Vaccine Type
5. Select your Vaccine Name (Tdap, MMR, Meningococcal)
6. Input the date you received the vaccines (this must be done for each section)
7. Upload photo file (ONLY PDF, JPEG, JPG, JPNG, DOCX, or MOV) of record
8. Click 'Submit for Approval'
9. You will receive an upload confirmation email.

Opportunities within the Parkinson School

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

Exercise Science Club

Open to all majors on the LUC campus, the Exercise Science club seeks to create and promote opportunities within the field of Exercise Science.

Email: lucexercisescience@gmail.com

Instagram: lucexercisescience

Healthcare Administration Student Council (HCASC)

HCASC is an organization dedicated to promoting the Jesuit ideals of community service, philanthropy, and social justice. The purpose of this organization is to sponsor activities that will further knowledge and showcase skills relative to the healthcare industry.

Contact the HCASC for more information and to join:

Email: hcasc.luc@gmail.com

Instagram: @luc_hca

Public Health Club (PHC)

Open to all majors on the LUC campus, the Public Health Club (PHC) seeks to create and promote opportunities for service, education, social and community connections, professional and leadership skills development related to public health on campus, in local communities and beyond.

Contact the Public Health Club for information and to join:

Email: lucphc@gmail.com

Instagram & Facebook: @luc.phc

LinkedIn: LUC Public Health Club

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.

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.

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) - <https://news.luc.edu/stories/jesuit-mission/exp-alternative-break-immersion/>

Ignatian Service Immersions - <https://ramblersraise.luc.edu/campaigns/ignatian-service-immersion-2023>. International Studies - <http://www.luc.edu/studyabroad/>

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 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.

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 additional 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 an interview with the 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](#).