

# PARKINSON SCHOOL OF HEALTH SCIENCES AND PUBLIC HEALTH

## Graduate Programs, Master's, MPH, MLS, and Certificates Academic Policies

### 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

### 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 ([https://www.luc.edu/academics/catalog/undergrad/reg\\_academicgrievance.shtml/](https://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml/)) and the University's Graduate School Academic Grievance Procedure (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional-graduate-school/>). 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 (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/graduate-school/>). 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.

## Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a guiding principle for all academic activity at Loyola University Chicago, and all members of the University community are expected to act in accordance with this principle.

### Standards

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.

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:
  1. Submit material copied from a published or unpublished source.
  2. Submit material that is not cited appropriately.
  3. Use another person's unpublished work or examination material.
  4. Allow or pay another party to prepare or write an assignment.
  5. Purchase, acquire, or use a pre-written assignment for credit.
  6. Use generative artificial intelligence to assist or write assignments without prior permission of the faculty.
  7. Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).
  8. 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.
2. 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.
3. Students may not collude.
  1. Students may not work with others on any exam, assignment or portion of an assignment without permission from the faculty.
  2. 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.
  3. Students may not use work submitted by another student in a previous semester of a course.
4. Students may not cheat.
  1. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the faculty.
  2. Students may not take an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
  3. Students may not attempt to change answers after an examination or an assignment has been submitted.
  4. Students may not falsify medical or other documents for any reason.
  5. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
    - i. Bringing notes into an exam that does not allow outside materials.
    - ii. Programming equations into a calculator when the faculty has indicated that students are to be tested on the recall of those same equations.
    - iii. Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.

5. Students may not facilitate academic misconduct.

Graduate student responsibilities regarding academic integrity extend outside the classroom to scholarship, research, and teaching. As such, graduate students are also subject to the following standards:

1. Original Research: Thesis and dissertation work is guided by the expectation of making an original contribution to the field. The determination of what constitutes "original research" is made by the thesis/dissertation committee and the academic unit.
2. Research Procedures: Data misrepresentation or fabrication are clearly unethical. Ownership of data and programs and privileged information and confidentiality of data need to be clarified and respected by all those involved in the research process.
3. Authorship: In all cases of joint authorship, individuals working together should establish ahead of time the criteria for their co-authorship. Final determination of authorship should reflect effort and contribution, not rank or status. Dissertations and theses may not be co-authored.
4. Copyright: Laws of the United States and the university need to be respected. Faculty and students are responsible for knowledge and implementation of university policy in this area.
5. Teaching: Intellectual honesty characterizes the teaching endeavor. Instructors have the responsibility of clearly stating at the beginning of a course any and all responsibilities of the course and specifying in percentages how the final grade is to be calculated. Furthermore, instructors will inform themselves of appropriate university guidelines for the composition of course syllabi and ground rules.

### Sanctions

Faculty are responsible for determining the sanctions for academic misconduct in the course sections they teach and students they mentor. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. Academic deans may add to or elevate the initial sanctions assigned by faculty based on the student's prior academic misconduct history:

- the context and seriousness of the violation
- the student's demonstrated commitment not to engage in the same behavior in the future; and
- sanctions that appropriately foster accountability for one's behavior and prevent recurrence of similar behaviors

Below is a list of commonly assigned sanctions and faculty members may choose from this entire list:

1. Educational Experiences  
Educational experiences provide space for students to reflect upon their conduct; to identify how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable.

Educational experiences or projects may include:

1. Attendance and participation at a required meeting, workshop, special project, or other initiative.
  2. Completing an online tutorial focused on academic integrity.
  3. A written reflection about a specific topic or issue.
  4. Resubmission of the assignment or exam for partial credit.
  5. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
2. Completing restorative service hours and/or a Values Workshop.
  3. Failing Grade on the assignment. A letter grade of F or zero points will be issued for the assignment or examination.
  4. Failing Grade in a course, comprehensive examination, proposal or final defense of thesis or dissertation. A letter grade of F will be issued for the course or milestone where academic misconduct occurred.
  5. University Suspension - may only be determined by the student's academic dean's office. University suspension involves the temporary removal of the student from the University for a specified period of time with the understanding the student may be allowed to return to the University at the completion of the suspension period after having satisfied any accompanying conditions. The Academic Dean's office may consider suspension as an elevated sanction.

Suspension from the University further entails being withdrawn from all enrolled courses (resulting in "W" grades) restriction from visiting the University premises except when engaged in official business approved by the Office of the Provost. Visiting the University premises without gaining approval may result in arrest. Students suspended from the University remain responsible for tuition and fees. Students suspended from the University also must forfeit their Loyola ID (Campus Card) and turn it into Campus Safety. University suspension may also include any other disciplinary action that is judged to be of value to the student.

Persons notified of a student's suspension may include The Office of the Provost, the Office of Registration and Records, the Bursar, the Office of the Dean of Students and their designees, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost. Suspended students may not study abroad or travel with the University and may not be approved to study abroad until 90 days after their suspension period has ended. University suspension is typically assigned for a minimum of the rest of the semester and may last any number of years.

When a suspension is over and the student has completed any conditions accompanying the suspension, the student must contact their academic dean's office requesting reinstatement and providing documentation demonstrating that the student has satisfied the terms of the suspension (if applicable). The Academic Dean's office may require a meeting with the student before permitting re-enrollment. The student may re-enroll at the University only after the academic dean's office has made an affirmative decision, notified the student, and released the registration hold on the student's University account. If the suspension is for a period of one fall or spring semester, the student will return under the same catalog requirements that were in place for their declared degree plan at the time of suspension. If the suspension is for a period longer than one fall or spring semester, the student will need to reapply to the university through the appropriate admission's office.

#### 6. University Expulsion

An academic dean may recommend a sanction of University Expulsion to the Provost. Expulsion from the University is the most serious University disciplinary action and means the permanent

exclusion of the student from the University. Only the Provost may impose the sanction of expulsion as recommended by a Dean. The Provost's decision is final. A student is not eligible to reapply or be readmitted to any other programs at Loyola University Chicago following expulsion.

Expulsion may include: forfeiture of all rights and degrees not actually conferred at the time of the expulsion; permanent notation of the expulsion on the student's academic record; withdrawal from all courses (resulting in "W" grades). Students expelled from the University remain responsible for tuition and fees. Students expelled from the University also must forfeit their Loyola ID (Campus Card) and turn it in to Campus Safety. Any student expelled from the University are not permitted to visit the University premises except when engaged in official business approved in advance and in writing by the Office of the Provost or Campus Safety. Visiting the University premises without gaining approval in advance may result in arrest.

Persons notified of a student's expulsion may include, the Office of the Dean of Students and their designees, the Office of Registration and Records, the Bursar, Campus Safety, or other appropriate personnel at the discretion of the Office of the Provost.

#### Process

1. Faculty will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required to determine responsibility is known as a "preponderance of the evidence." This means the faculty member(s) must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If faculty conclude an instance of academic misconduct has occurred, then they will determine the appropriate sanction(s) as it relates to the charge and in accordance with the procedures described in this policy.
3. Faculty will notify the student of their findings and sanction. Faculty should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the faculty's outreach within two business days and faculty have determined that academic misconduct has occurred, faculty will then report the instance of academic misconduct, including supporting documentation, to the Graduate Program Director, Department Chair and the student's Academic Dean's office.
5. The student's academic Dean's office will notify the student that the instance of academic misconduct has been reported. This instance will also be documented in the University's centralized database.
  - The initial sanction(s) determined by the faculty may be reviewed by the academic Dean's office.
  - The final sanction(s) will be included in the notification.
6. Incident reports and supporting materials regarding the academic misconduct are part of the student's academic record.

#### Appeals

Students retain the right to appeal the determination made at any stage of the process outlined above using the Appeal Procedure described below. The decision of the Academic Dean's office is final in all cases except expulsion.

Appeal Procedure: #Finding of Academic Misconduct

1. If a student chooses to contest a finding of academic misconduct, the student's first step is to confer directly with the faculty.
2. If a student and faculty are unable to resolve the issue relating to academic misconduct and the student still chooses to contest the finding, the student may appeal by submitting a formal appeal request (see form) via Loyola email to the Department Chair/Dean's Designee no later than 30 days into the following semester.
  1. If the dispute occurs within a class in the spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
  2. If the dispute occurs within a class in the fall or J-term, the student must submit the appeal no later than 30 days into the spring semester.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
  1. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified that a hearing board will not be convened.
    - If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together.
  2. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified that a hearing board will be convened.
4. The academic Dean's office will notify the student of the final decision.
5. Each department will have the means to constitute a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
6. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings and informs students by written notice of the decisions of the board.
7. The hearing will be held within two weeks of the receipt of the request for a hearing, if practicable. Hearings may be held virtually as necessary to accommodate members of the committee as well as parties to the appeal.
8. The hearing will be private and all information will be held confidential.
9. Hearings for refuting a charge of academic misconduct generally proceed according to the following format:
  1. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
  2. Review the Student Rights in the Academic Appeal Process.
  3. Students should complete the electronic form in advance of the hearing.
  4. Hearing board chairperson reviews the nature of the alleged conduct and the University policies potentially violated.
  5. Witnesses are excused until statements are needed (if applicable).
6. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
7. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
8. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
9. Student(s) are provided a final opportunity to make any closing comments.
10. Instructor(s) are provided a final opportunity to make any closing comments.
11. Hearing board chair may excuse all parties for deliberation if needed.
12. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within five business days in writing, via Loyola email.
13. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor before the hearing date.
  1. The role of an advisor is to provide a comforting presence for the student and/or faculty. A faculty may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
  2. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
  3. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
14. The student and/or faculty have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
15. The board may address questions to any party.
16. The chairperson of the hearing board determines the hearing procedures (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). Hearings may be held virtually to accommodate committee members or parties to the appeal. The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
17. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
18. The student and faculty will be informed in writing by the chairperson of the board's decision within two weeks of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.

19. Should the student or faculty member wish to contest the hearing board's decision, they must submit in writing (via Loyola email) an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision.
1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
  2. The grounds to appeal the board's decision must include one or more of the following criteria:
    1. New substantive information is available that could not have been discovered by a diligent respondent at the time of the hearing and that would have likely changed the outcome of the case.
    2. A substantive procedural error or error in the interpretation of University policy occurred.
    3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Graduate School Academic Policies.
20. Upon receipt of the appeal letter, the Dean and/or the Dean's designee will review the appeal to determine whether or not to uphold the decision of the hearing board.

The student and the faculty will be notified by the Dean's office of the final decision. This Dean and/or the Dean's designee decision is final and binding.

### Academic Misconduct Records and Privacy

Academic misconduct records are maintained at the University for seven years from the date of the incident, with the exception of cases resulting in University expulsion (such files are retained indefinitely). Such files may contain contact information, correspondence, decisions, assigned outcomes, reports, and other information pertaining to any case in which a student was found responsible. These files are maintained by the Graduate School Academic Dean's Office.

Students have a right to view a redacted copy their academic misconduct file that falls within the seven-year period or resulted in University expulsion, with any protected information about other students removed, during regular business hours. A minimum of five business days' notice is required to prepare files for review. In order to request to view a redacted copy of their academic misconduct file, students must complete the Permission to Release Education Record Information form found on the Office of the Dean of Students website. Forms are reviewed in the order they are received and the ODOS office will contact you to schedule a time for your meeting once your form is processed.

In order to request a release of your academic misconduct file information to another person or school/organization, students must complete the Permission to Release Education Record Information form found on the ODOS website and if applicable, submit any associated form from the school/organization they want to receive their academic misconduct file information. Forms are reviewed in the order they are received and are typically processed within 5-7 business days.

Privacy applies to affected parties, respondents, complainants, witnesses, advisors, Conduct Administrators, and members of Hearing Boards. All individuals are expected to adhere to the regulations set forth by the Family Educational Rights and Privacy Act of 1974 as Amended ("FERPA") regarding the dissemination of information pertaining to the academic misconduct process. All proceedings are private and

unauthorized recording by any means is prohibited. The University reserves the right to share information regarding a case with other appropriate parties on a need-to-know basis. More information about FERPA can be found [here](#).

### 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 Policies, Graduate School Policies, and Deadlines: Graduate students are responsible for reviewing the Parkinson Graduate Student Policies, 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.

### 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.

### Attendance Policy

The graduate 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 by Loyola University and are not to be counted as absences in the class. Excused absences do not preclude the need to fulfill specific program requirements.

- Jury duty, with appropriate documentation.
- Short Term Military Obligation - Veterans Current Students. This activity must be documented and provided to the faculty in advance of the activity. 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.

- Day(s) for Religious Observances
- Participation in Division-1 athletics or other university-sanctioned events: Travel & Competition Policy. This activity must be documented and provided to the faculty in advance of the activity. 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.).
- Absences resulting from legally mandated accommodation requirements (e.g., Title IX, ADA, etc.).
- 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.

## **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.

## **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 may be directed here ([commencement@luc.edu](mailto:commencement@luc.edu)).

## **Dismissal From Program**

### **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.

## 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 here (<https://www.luc.edu/its/loyoladigitalexperience/datalossprevention/>) to learn about this process.

## 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.

## 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 (<https://www.luc.edu/ethicsline/>).

## General Guidelines

### 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. 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 (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/graduate-school/>).
- Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University's General Academic Appeals (<https://catalog.luc.edu/academic-standards-regulations/undergraduate/>) process.
- Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals (<https://catalog.luc.edu/academic-standards-regulations/undergraduate/>) process.

### Student Complaints Related to Non-Academic Issues

- The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the Parkinson School with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603#6988 or submit a report online (<https://www.luc.edu/ethicsline/>).

### Complaint Referral

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

### Complaints Received through the EthicsLine Reporting Hotline

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

As explained at the EthicsLine website (<https://www.luc.edu/ethicsline/>):

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

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

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

### Financial Aid and Funding Information

The Office of Student Financial Assistance houses resources and references about financial aid for students. Visit their website (<http://www.luc.edu/finaid/graduate.shtml/>), email ([lufinaid@luc.edu](mailto:lufinaid@luc.edu)), or call 773.508.7704.

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.

### Grade Appeal Process

#### Academic Appeal of Course Grade

With very rare exceptions, the final decision on all grades rests with the professor. Students have the right to protection, through fair processes, against arbitrary and capricious academic evaluations. Arbitrary and capricious means that there is no relation between the grade given and the student's performance in the class and that a reasonable person could not find that the grade was deserved. Mere disagreement or dissatisfaction with a grade thus does not constitute a basis for an appeal. In order to provide a forum for the fair resolution of academic disputes involving individual student complaints of the appropriateness of course grades and accusations of academic misconduct the following processes have been developed and will be applied to all cases involving graduate students in the Parkinson School of Health Sciences and Public Health.

#### Appeals

1. Students retain the right to appeal the determination made at any stage of the process outlined above using the Academic Appeal Procedure described below.
2. The decision of the academic Dean's office is final in all cases except expulsion.

#### Academic Appeal Procedure: Course Grade Appeal

1. The student's first step in the event of a grade dispute is to confer directly with the instructor.
2. If the grade dispute is not resolved, a student must submit a formal request using the Academic Appeal Form for a grade change no later than 30 days into the following semester explaining in detail why the grade is arbitrary and capricious. This form is the only approved process to submit such a request.
  - a. If the final grade is assigned in spring or summer semester, the student must submit the appeal no later than 30 days into the fall semester.
  - b. If the final grade is assigned in fall, the student must submit the appeal no later than 30 days into the spring semester.
3. The Department Chair and/or Dean's designee determines whether or not there are grounds for an appeal.
  - a. When the Department Chair and/or Dean's designee determines there are no grounds for an appeal, the student will be notified via Loyola email that a hearing board will not be convened.
    - i. If the student disagrees with the determination by the Department Chair and/or Dean's designee, the student may appeal to the Parkinson Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
  - b. When the Department Chair and/or Dean's designee determines there are grounds for an appeal, the student will be notified via Loyola email that a hearing board will be convened.

- c. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.
4. The Parkinson School will convene a hearing board for each dispute. Board members are chosen by the Department Chair and/or Dean's designee and will consist of three to five faculty members other than the faculty member involved or Department Chair. In smaller departments or interdisciplinary programs, board members may be members of different departments.
  5. The chairperson of each hearing board will be selected by the person who appoints the hearing board. The chairperson of the hearing board receives all requests for hearings from the department, sets the calendar, notifies all involved parties of the dates and times of hearings via Loyola email, and informs students by written notice of the decisions of the board.
  6. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. Hearings may be held virtually to accommodate committee members or parties to the appeal.
  7. The hearing will be private.
  8. Hearings for a grade dispute generally proceed according to the following format:
    - a. Introduction of all parties present (including witnesses, when applicable) and an overview of the hearing process.
    - b. Review of the Student Rights in the Academic Appeal Process.
    - c. Students should complete the electronic appeal form in advance of the hearing.
    - d. Hearing board chairperson reviews the nature of the grade dispute and the University policy potentially violated.
    - e. Witnesses are excused until statements are needed (if applicable).
    - f. Student(s) (and Instructor(s) when applicable) provide a personal account of the reported incident.
    - g. Student(s) (and Instructor(s) when applicable) have the opportunity to review all documentation relevant to the case that will be used by the hearing board to make a decision.
    - h. Hearing board members ask any remaining investigative questions to the parties present (including witnesses, if applicable).
      - i. Student(s) are provided a final opportunity to make any closing comments.
      - j. Instructor(s) are provided a final opportunity to make any closing comments.
    - k. Hearing board chair may excuse all parties for deliberation if needed.
      - l. Student(s) (and Instructor(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, typically within 5 business days in writing via Loyola email.
  9. Both the student and the faculty member involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board via Loyola email of the name of the advisor at least 2 business days before the hearing date.
    - a. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
    - b. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
    - c. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any other participant, the advisor will be excused from the hearing immediately.
  10. The student and/or instructor have the option of submitting relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
  11. The Board may address questions to any party.
  12. The chairperson of the hearing board determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine that arbitrary and capricious academic evaluation occurred is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that arbitrary and capricious academic evaluation occurred based on the totality of available evidence.
  13. All decisions of the board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the board by the end of the hearing process.
  14. The student and instructor will be informed in writing via Loyola email by the chairperson of the board's decision within 5 business days of the hearing. The decision is also shared with the Department Chair and/or Dean's designee.
    - a. If the hearing board determines that a grade change is not warranted, the chair of the hearing board will notify the student and the instructor involved of the decision.
    - b. If the hearing board determines that a grade change is warranted, the Dean and/or Dean's designee submits a grade change request to the Office of Registration and Records. The Department Chair and/or Dean's designee will notify the student and the instructor involved of the decision via Loyola email.
- Should the student or instructor wish to contest the hearing board's decision, an appeal letter to the Dean and/or Dean's designee within 30 days of notice of the hearing board's decision may be sent to the Graduate School.
1. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
  2. The grounds to appeal the board's decision must include one or more of the following criteria:
    - a. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
    - b. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
    - c. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or established Academic Standards and Regulations in the Parkinson School.

## Grade Policy

### Grade Scale

A course instructor may set the grading scale in their course, i.e. a scale of A=90-100 versus A=94-100. In all cases, instructors must clearly communicate in the course syllabus how assignments and final course grades are calculated.

When instructors submit final course grades, those grades are then used to calculate cumulative grade point average using the university scale per below.

Grade	Grade Points
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
F	0.00
I	Incomplete
W	Withdrawal
WE	Emergency Withdrawal
P	Pass/Credit
NP	Non-Pass/No Credit
AU	Audit

### Required Grades

Graduate 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 in any graduate course. 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 program or complete a graduate certificate with lower than a 3.0 cumulative GPA. Note that a grade point average is not rounded.

No more than six semester hours of grades lower than C will be accepted while a student is completing requirements toward a master's degree, unless otherwise stipulated by a specific program, as outlined in their handbook. If a student receives more than six semester hours of grades lower than C, 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.

### Incomplete Grades

Parkinson expects students to complete all coursework by the end of the term during which the courses were taken. However, if a student and the instructor make arrangements in advance, a student may receive a grade of I (Incomplete) at the end of the term. The student is to complete the outstanding work and submit it to the instructor according to a schedule approved by the instructor, subject to the following policies.

The student must complete and submit all outstanding work to the instructor by the last day of the semester following the term in which the I grade was assigned. (For purposes of incomplete grades, the summer

sessions are counted together as one term.) If the student does not turn in the work by the deadline, the I will automatically become an F. The School will not approve a change of grade if the student does not complete and submit the work to the instructor within one term of the assignment of an I grade.

### Process for Incomplete Grades

- A student may request an incomplete by completing a form and turning it in to the graduate program coordinator.
- Faculty submit the incomplete grade through LOCUS and make a plan for the student to resolve the incomplete
- When the incomplete is resolved, faculty should complete the grade change form and submit to the grade program coordinator or the Associate Dean of Academic Affairs. The form will then be checked and sent to Registration and Records.

### Credit/No Credit

In some cases courses may be taken on a credit/no credit basis. A grade of P (pass) indicates that the student made satisfactory progress toward completion of course or degree requirements. A grade of NP (no pass) indicates that the student did not make satisfactory progress toward completion of course or degree requirements.

### Audit

Auditors are not required to complete course assignments, including examinations and term papers. Class attendance is required, and auditors have a right to participate in class discussions. A grade of AU indicates satisfactory attendance; students who do not meet the attendance requirement will receive a grade of W. Auditors are assessed one-half tuition.

### Pass/Fail

The Pass/Fail option is not available for courses taken for graduate credit, unless the course is designated in the program as Pass/Fail, i.e. A comprehensive exam or thesis. The Pass/Fail option is available for other courses (e.g., foreign-language courses taken to fulfill a research-tool requirement).

## 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 (<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/?language=en>) of the HIPAA defines protected health information as:

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

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

All students are required to complete HIPAA training, as mandated by their educational program. In addition, all students are required to complete any additional training mandated by the facility where internship or service-learning education is occurring.

When a concern is raised that a student has violated the confidentiality and privacy of patient information, the concern is addressed through the formal disciplinary process of the student's school or college of Loyola University Chicago.

## HSC University Ministry

The Office of University Ministry has a threefold 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 (<https://hsd.luc.edu/ministry/>) or call 708#216#3245.

## Immunizations Required 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.

## 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.

## Leave of Absence (LOA)

Official long-term leaves of absence are intended for students who wish to discontinue temporarily their graduate studies due to special circumstances (e.g., medical, personal or professional reasons). Students who are on a long-term leave of absence may not use University resources, including faculty time. A long-term leave of absence postpones all deadlines concerning completion of degree requirements for the duration of the leave of absence.

Decisions regarding the approval of leaves of absence rest with the Dean's Office of the Parkinson School of Health Sciences and Public Health in consultation with the student's program director. When reviewing requests for a leave of absence, additional information or documentation from the student and the graduate program director may be required. In cases where the graduate program director recommends that the leave of absence not be granted, the student may petition the Dean's office to consider the request. International students admitted to the United States on temporary visas must also receive approval from the university's Office of International Programs for information regarding eligibility for a leave of absence.

Leaves of absence are limited to a period of one full academic year. If a student is not prepared to return to active status after one year, the student may request a renewal of the leave of absence for a period of up to one year; in such cases, the graduate program director and the Dean's office will review the student's record and future plans to determine whether an additional leave is in the best interests of the student and the program.

In order to be reinstated to active status, the student must notify their program director in writing upon returning from a leave of absence. Unless the student is granted a renewal of a leave of absence, the student must return to active status in the semester following the expiration of a leave of absence; failure to do so may result in dismissal from the program. If a student does not return from a leave of absence after two consecutive years, they must reapply for admission to the program.

## Procedure

- A student must request a Leave of Absence with their assigned Program Director or Graduate Program Coordinator.
- Graduate program coordinator instructs student to complete the LOA Request Form (attached). Upon receipt from student, program director approves with signature and forwards to Associate Dean for Academic Affairs.
- Associate Dean approves the LOA Request Form with signature and submits the form back to the Graduate program coordinator who then generates a formal letter (example attached) and sends that, with the signature of the Associate Dean, to the student.
- The letter is saved in Sharepoint under the FERPA protected Academic Affairs folder under the respective program folder.

- The graduate program coordinator then edits the student status in LOCUS to Leave of Absence.
- If the student returns as an active student, the graduate program coordinator changes the student status in LOCUS to Active.
- If the student does not return as expected and does not communicate plans to return, the student will be marked as Discontinued in LOCUS 6 months after the last expected time of return.

## 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 (<https://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.

## 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.

## Support & Communication Systems

### Writing Center

Located at 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

Located at 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, and 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 by email ([careercenter@luc.edu](mailto: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 (<http://www.luc.edu/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 (<http://www.luc.edu/locus/>) (Loyola's Online Connection to University Services). 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.

### The Parkinson School Web Pages

In addition to the above methods of providing information to students, students may visit the Parkinson School programs here (<https://www.luc.edu/parkinson/>).

## 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 (<https://www.luc.edu/equity/>).

#### 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 (<https://www.luc.edu/ethicsline/>) or by dialing 855-603-6988.

As explained at Ethics Line (<https://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.

## Transfer Credit

It is ordinarily expected that all work towards a master's degree will be completed in the program at Loyola University Chicago. However, up to nine credit hours of graduate work completed in another Loyola program or at another institution may be applied toward a master's degree with permission of the program's Graduate Program Director (GPD) and the Graduate School. Transfer credits may cover electives and core credits.

Students may request transfer of credit during the student's first semester of the program. The program director is responsible for approving transfer credit. To ensure that each student is well prepared for undertaking scholarship in the student's current field of study, the program decision regarding transfer credit will be based on the quality

of the student's work, the time interval since its completion and its relevance to the student's program of study at Loyola.

Only grades of B or better are accepted for transfer.

### Procedure

- The student will provide a copy of the syllabi for which they are requesting to be transferred in for credit as well as a copy of the transcript with the course grade
- If the graduate program director approves they will document approval by uploading a formal letter of approval into docfinity.
- The graduate program coordinator will follow the procedures described on pages 2-4
- Upon degree conferral, the graduate program coordinator will confer with the graduate program director for questions on transfer credit

### 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 Policies.

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 Dean.
- 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 Dean with jurisdiction over the degree program in which the student is enrolled.

- e. The Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
- f. 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.
- g. 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.
- h. 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.
  - i. 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.
  - j. 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 letter I below).
- 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 University's policy on General Academic Appeals (<https://catalog.luc.edu/academic-standards-regulations/undergraduate/>). 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.
  - l. 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.

### Withdrawal from Courses

If a student withdraws from a course before the published withdrawal deadline, the student's transcript will show no record of the course. Students contemplating official withdrawal from a class and receiving or expecting to receive financial assistance should consult with the Office of Student Financial Assistance. A grade of "W" indicates official withdrawal from a course through the allowed withdrawal period (see academic calendar for dates). The grade "W" is not counted in computation of academic standing as either attempted or earned credit hours, nor calculated in the grade point average. With a complete emergency term withdrawal, the grade of "WE" does not count towards attempted credit

hours or in GPA (effective Fall 2022). However, both the "W" and the "WE" count towards attempted hours when determining Satisfactory Academic Progress for continued financial aid eligibility.