Student Handbook

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Part 1. Loyola Dietetic Internship Program Overview and Summary

Overview and History of the Dietetic Education Programs in the School of Nursing

The Marcella Niehoff School of Nursing of Loyola University Chicago was founded in 1935 and is the oldest baccalaureate nursing program in Illinois. Since the establishment of the School of Nursing (SON), more than 7000 nursing degrees have been awarded. The SON was the first division of the University to have women attend classes at the Lake Shore Campus (LSC). The School of Nursing also offers graduate programs including a Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP) and Doctor of Philosophy in Nursing (PhD).

The Loyola Dietetic Internship (LDI) was established in 1995 to provide the experiential component of the educational path of the professional registered dietitian. A Master of Science in Dietetics (MS/D) was started in 2004. A combined track of the LDI + MS/D was started in 2009. As of 2018, 360 students have completed the LDI certificate program, 76 students have completed the combined MS/D + LDI, and XX students have completed the MS/D.

The School of Nursing also offers undergraduate programs in Health Systems Management and Exercise Science.

Mission Statement

The Marcella Niehoff School of Nursing (SON) provides a transformative education in the Jesuit Catholic tradition, preparing leaders in the health professions to enhance the health of persons, communities, and the larger global environment through the discovery, application, and dissemination of knowledge; and service with others.

The mission of the LDI is to provide students with a high quality, dietetic internship including supervised practice experiences and theoretical educational offerings within the context of a Jesuit, Catholic University, and the requirements of Accreditation Council for Education in Nutrition and Dietetics (ACEND) that build on their undergraduate and Didactic Program in Dietetics (DPD) foundational knowledge.

The LDI is committed to the development of emerging professional registered dietitian nutritionists (RDNs) who firmly believe that nutrition has a profound importance in promoting human health and quality of life. The focus of learning activities is to strengthen the intern’s knowledge requirements, and support the development of competence and skills guided by accreditation standards to meet program goals and learning outcomes through constructive
and supportive supervised practice. Interns should become competent in the application of theoretical education, adjusting to the reality of existing practice environments, and develop interaction skills with other professionals, workers, and clients within the context of the values of a Jesuit education.

Throughout the LDI, emphasis is placed on the conviction that the competent and ethical practice of dietetics is infused with service to God and fellow humans. Competent practice is defined not only as the application of knowledge in nutrition, foods, and related areas, but also as the development and use of skill in leadership, communication, and management. The internship also recognizes that dietetics is a rapidly changing field and that practitioners have a continued responsibility for self-directed learning and professional education.

Values
The Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago is committed to the five “hallmark characteristics of a Jesuit education.” These characteristics provide the foundation for our core values. The MNSON core values challenge administrators, faculty, students, communities, and partners to think differently. Graduating professionals who are technically proficient is necessary, but not sufficient. Our graduates will shape the future of health and health care. To prepare them, we implement the following values:

“Commitment to Excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers.”

“Faith in God and the religious tradition: Promoting well-formed and strongly held beliefs in one’s faith tradition to deepen others’ relationship with God.”

“Service that promotes justice: Using learning and leadership in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.”

“Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness.”

“Global Awareness: Demonstrating an understanding that the world’s people and societies are interrelated and interdependent.”

Accreditation
The LDI has been continuously accredited since 1995 by ACEND, an agency of the Academy of Nutrition and Dietetics (AND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, 1-800-877-1600 ext 5400.
The Loyola Dietetic Internship (LDI)

Program Goals
The primary goal of the LDI is to provide quality experiential preparation enabling graduates to successfully complete the program, master competencies and learning outcomes for dietetic internship programs as defined by the ACEND, pass the registration exam and enter dietetic practice as competent professionals. The LDI also endeavors to support the mission of Loyola University Chicago by preparing graduates who serve humanity through learning, justice and faith; and the strategic plan of the MNSON by the development of future leaders in

The LDI Curriculum Plan
Loyola University Chicago offers two tracks of the LDI: a) the certificate track, and the b) MS/DI track. The MS/DI track includes the LDI nested within the Master of Science in Dietetics. Ten students are admitted each spring to each track through participation in the nationwide DI application and matching process with is coordinated through the Academy of Nutrition and Dietetics, the Dietetics Centralized Application System (DICAS) and D&D Digital Corporation computerized matching. The 20 students that are admitted to the LDI (either track) will begin their programs Additional information about this process and these organizations can be access through the Academy website.

The LDI curriculum plan includes three components: a) 1200 hours of supervised practice (SP) per ACEND requirements as outlined in the table below, b) didactic course work and c) seminars and field trips.

Students completing either track of the LDI complete the same number of SP hours as outlined in the table below. These SP hours are nested with in FONU 423, 425 and 427. All LDI students, both tracks, also complete FONU 420, 422, 424 and 426, which are the LDI didactic courses. The MS/DI students also complete an additional 34 credits required for the Master of Science in Dietetics program, which is illustrated in the tables that follow.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Days</th>
<th>Hours</th>
<th>FONU Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Care MNT</td>
<td>55</td>
<td>440</td>
<td>FONU 423</td>
</tr>
<tr>
<td>Dialysis MNT</td>
<td>5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Public Health Nutrition</td>
<td>35</td>
<td>280</td>
<td></td>
</tr>
<tr>
<td>Professional Development</td>
<td>10</td>
<td>80</td>
<td>FONU 425</td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
<td>80</td>
<td>(2 credits)</td>
</tr>
<tr>
<td>Marketing</td>
<td>5</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>25</td>
<td>200</td>
<td>FONU 427</td>
</tr>
<tr>
<td>Long Term Care</td>
<td>5</td>
<td>40</td>
<td>(1 credit)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>1200</strong></td>
<td></td>
</tr>
</tbody>
</table>
*3 day variation in any rotation will be allowed. Total SP must be 150 days

Table 2. Courses required for both tracks of the LDI

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FONU 420</td>
<td>Dietetic Internship: Orientation</td>
<td>1</td>
</tr>
<tr>
<td>FONU 422</td>
<td>Medical Nutrition Therapy</td>
<td>3</td>
</tr>
<tr>
<td>FONU 423</td>
<td>SP in MNT and Dialysis MNT</td>
<td>2</td>
</tr>
<tr>
<td>FONU 424</td>
<td>Public Health Nutrition and Research Theory</td>
<td>3</td>
</tr>
<tr>
<td>FONU 425</td>
<td>SP in PH Nutrition, Research, Pro Dev, Marketing</td>
<td>2</td>
</tr>
<tr>
<td>FONU 426</td>
<td>Food Management Theory</td>
<td>1</td>
</tr>
<tr>
<td>FONU 427</td>
<td>SP in Food Management and Long Term Care</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Table 3. Courses required for MS/DI track

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNUR 436</td>
<td>Community Health Concepts</td>
<td>2</td>
</tr>
<tr>
<td>GNUR 450</td>
<td>Research for Health Care Professionals</td>
<td>3</td>
</tr>
<tr>
<td>FONU 410</td>
<td>Physical Assessment for Dietitians</td>
<td>3</td>
</tr>
<tr>
<td>FONU 503</td>
<td>Theory and Research in Dietetic Practice</td>
<td>3</td>
</tr>
<tr>
<td>FONU 505</td>
<td>Trends in Dietetic Practice</td>
<td>2</td>
</tr>
<tr>
<td>GNUR 402</td>
<td>Ethics for Advance Practice</td>
<td>2</td>
</tr>
<tr>
<td>CMAN 410</td>
<td>Epidemiology</td>
<td>1</td>
</tr>
<tr>
<td>CMAN 435</td>
<td>Health Policy and Delivery</td>
<td>3</td>
</tr>
<tr>
<td>CMAN 439</td>
<td>Outcomes Performance Management Theory</td>
<td>3</td>
</tr>
<tr>
<td>CMAN 440</td>
<td>Outcomes Performance Management Methods</td>
<td>3</td>
</tr>
<tr>
<td>CMAN 468</td>
<td>Health Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>CMAN 533</td>
<td>Fiscal Management in Health Care Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CMAN 568</td>
<td>Management of Professionals in Health Care Settings</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>34</td>
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Table 4. Timeline for Course Completion with LDI DI/C and MS/DI tracks

<table>
<thead>
<tr>
<th>Year One</th>
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<tbody>
<tr>
<td><strong>Cohort</strong></td>
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<tr>
<td>-----------</td>
</tr>
<tr>
<td>DI only</td>
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<td></td>
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<tr>
<td>MS/DI ~~~First Year</td>
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<table>
<thead>
<tr>
<th>Year Two</th>
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</thead>
<tbody>
<tr>
<td><strong>Cohort</strong></td>
</tr>
<tr>
<td>MS/DI--Sec Yr</td>
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<td></td>
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<td></td>
</tr>
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<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>MS/DI--Sec Yr</td>
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Part 2. **General Policies**

**Compliance with Policies and Procedures**
The administration and implementation of the Loyola University Chicago Dietetic Internship (LDI) will comply with the Policies and Procedures as defined by:

- the LDI Student Handbook,
- the LDI Self-Study Manual,
- Loyola University Chicago (referred to as the University) through this document,
- The Marcella Niehoff School of Nursing (MNSON) for students in the dietetic internship certificate (DI/C) track, and
- The Graduate School for students in the Master of Science in Dietetics (MS/DI) track, which also includes all requirements of the DI/C.

The LDI Student Handbook will be available to all interns admitted to the internship through electronic course management resources (Sakai). A copy of the LDI Self-Study Manual will be available in the office of the LDI Director and available upon request. For students in the MS/DI track, the Graduate School policies are available on the Loyola Graduate School website.

**Admission Requirements**
To gain admission into the LDI, interns must demonstrate achievement of the following:

- a minimum of a Baccalaureate degree from an accredited college or university,
- an ACEND “Verification Statement” of completion of a Didactic Program in Dietetics accredited by ACEND within the last 5 years,*
- a minimum cumulative GPA greater equal to or greater than 3.0 calculated from all college level course work including undergraduate and graduate courses (based on a 4.0 scale);
- a GPA below 3.0 may be grounds for decline or admittance under strict probation. Strict probation for a student in the DI/C program would be completion of FONU 420 and other courses in the first semester program plan with a B or better (B- or lower is not acceptable) as outlined in the program plan. Strict probation for the MS/DI program would be completion of courses outlined in the first semester program plan with a B or better.
- compliance with the application procedure including participation in the DICAS and D&D procedures consistent with AND standardized admission practices, and
- approval of the LDI Admissions Committee.

*Note: If the applicant completed the undergrad course requirements (DPD or other) more than 5 years prior to the date of application, and is matched to the LDI (either track), the DPD director can request, in writing, that the student complete additional coursework prior to starting the LDI. This may require a deferred program start date, which may be allowed for no more than one academic year. Course work to be repeated is determined by the LDI Director in consultation with other faculty and
the applicant. This likely will include courses related to medical nutrition therapy, public health/community nutrition and management.

In addition, those applicants matched to the MS/DI track, through D&D, are required to apply for admission to the Loyola University Chicago Graduate School. A Loyola advisor from the Graduate School will contact the applicant with additional directions about this process after matching through D&D.

During the LDI Orientation (late May/early June), the incoming dietetic interns (DIs) will be advised that five weeks prior to the first day of the Loyola fall semester, acceptable DPD Verification Statements and final transcripts must be submitted to the LDI Director, or her designee. Acceptable DPD Verification Statements will comply with directions printed on the back of the statement as written by ACEND.

Five weeks prior to the first day of class, the LDI Director (or designated staff person) will review these documents to ensure all required documents have been submitted including their accuracy; and communicate deficiencies to DIs via email.

If either the DPD Verification Statement or final transcript is/are missing or unacceptable, the DI will be directed (via email message) to contact the DPD Program Director to obtain an acceptable DPD Verification Statement, or the registrar of their undergraduate school for the final transcript that shows conferral of degree. The intern will be asked to provide documentation to the LDI Director (or designated staff) confirming this request within three days of communication to the DI.

The DPD Verification Statement and final transcript must be on file with the Loyola Dietetic Internship program before the first day of the semester in which the student starts the program. If not, the student will not be allowed to start the program. Academic advising with the LDI Program Director will be required to determine options.

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 Associate Dean of the Graduate Programs. 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 School of Nursing.

Accessibility
Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/
Auditing of Courses
Students may register to audit a course with the permission of the instructor. Class attendance is required. If the student does not attend classes, a final grade of “W” will be recorded. Assignments are not required, but the student may participate in class discussions. The course does not count toward degree hours and is not considered in determining a student’s academic full-time or part-time status. The audit form may be obtained from the School of Nursing office and requires the signature of the Associate Dean of the Graduate Programs. The tuition rate for audited courses is in accordance with university policy.

Change of Personal Information
It is the responsibility of the student to change her/his name, address, phone number, or any other pertinent information in the LOCUS system. Failure to comply with this requirement may result in returned mail or email, thereby causing the student to miss valuable announcements or information.

Communication within the Program
All faculty and staff email communication with students is conducted via the Loyola University Chicago email account; students are responsible for consistently checking email throughout the program. To re-route Loyola email, students set a preferred email address using the LUC Password Self-Service tool.

Costs of the Internship
The following is a list of approximate required fees, tuition and equipment/supplies needed and other approximate costs during the internship:

<table>
<thead>
<tr>
<th>DI/C Track</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LDI application fee</td>
<td>$ 40.00</td>
</tr>
<tr>
<td>Tuition (13 graduate credits @ $ 1130/credit)</td>
<td>14,690</td>
</tr>
<tr>
<td>FONU 420 (seminar fees, standardized pts)</td>
<td>450.00</td>
</tr>
<tr>
<td>Health Services Fee ($ 170/semester)</td>
<td>510.00</td>
</tr>
<tr>
<td>Food Sanitation Certificate Course</td>
<td>150.00</td>
</tr>
<tr>
<td>Student Activity Fee ($50/semester x 3 semesters)</td>
<td>150.00</td>
</tr>
<tr>
<td>Technology Fee ($65/semester x 3 semesters)</td>
<td>195.00</td>
</tr>
<tr>
<td>Parking ($5.00/day x 5 days/week x 9 months) or other</td>
<td>900.00</td>
</tr>
<tr>
<td>Meals at supervised practice sites ($3.00/day x 5 days x 9 months)</td>
<td>540.00</td>
</tr>
<tr>
<td>Books</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Lab Coats</td>
<td>50.00</td>
</tr>
<tr>
<td>Thermometer</td>
<td>20.00</td>
</tr>
<tr>
<td>Academy of Nutrition and Dietetics student membership</td>
<td>150.00</td>
</tr>
<tr>
<td>Physical Exam, TB test and other health reports</td>
<td>250.00</td>
</tr>
<tr>
<td>Hepatitis Vaccination</td>
<td>225.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19,320</strong></td>
</tr>
</tbody>
</table>
MS/DI Track

<table>
<thead>
<tr>
<th>Expense</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDI application fee</td>
<td>$40.00</td>
</tr>
<tr>
<td>Tuition (47 graduate credits @ $1096/credit)</td>
<td>51,512.00</td>
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<tr>
<td>FONU 410 (lab fee, standardized pts)</td>
<td>250.00</td>
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<tr>
<td>FONU 420 (seminar fees, standardized pts)</td>
<td>450.00</td>
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<tr>
<td>Health Services Fee ($170 /semester)</td>
<td>1020.00</td>
</tr>
<tr>
<td>Food Sanitation Certificate Course</td>
<td>150.00</td>
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<tr>
<td>Student Activity Fee ($50/semester x 6 semesters)</td>
<td>300.00</td>
</tr>
<tr>
<td>Parking ($5.00/day x 5 days/week x 9 months) or other</td>
<td>900.00</td>
</tr>
<tr>
<td>Meals at supervised practice sites ($3.00/day x 5 days x 9 months)</td>
<td>540.00</td>
</tr>
<tr>
<td>Books</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Lab Coats</td>
<td>50.00</td>
</tr>
<tr>
<td>Thermometer</td>
<td>20.00</td>
</tr>
<tr>
<td>Academy of Nutrition and Dietetics student membership</td>
<td>150.00</td>
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<tr>
<td>Physical Exam, TB test and other health reports</td>
<td>250.00</td>
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<tr>
<td>Hepatitis Vaccination</td>
<td>225.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>57,607</strong></td>
</tr>
</tbody>
</table>

In addition other expenses include:

- Housing
- Transportation (gas)
- Food
- Health Insurance^1
- Telephone Service
- Utilities (gas/electric)

^1 Student health insurance is available to Loyola University students for $23330/year.

All costs are approximate and subject to change. Variability is considerable across the Chicago area and LDI SP sites for parking and transportation costs. Loyola tuition is subject to changes annually. The amounts provided are current as of 3/19/2019. Additional updates can be accessed on the Loyola website.

**Course Evaluations**

At the end of every semester, students are provided with the opportunity, entrusted with the responsibility, and strongly encouraged to evaluate each course and each faculty member. Students are informed of the evaluation procedure before the end of the semester.

**Diversity Statement**

The LDI is committed to compliance with the University’s Diversity State as follows:

Diversity Statement: Our Shared Commitment

Loyola University Chicago fosters a transformative cultural experience that honors diversity and social justice. Its Jesuit Catholic Heritage is founded in equality much like the relationship of God with each and every one of us, of love, care, and oneness. Our commitment to diversity comes from Ignatius himself and the Jesuit belief that God is to be found in the “other,”—in the person, the place, the culture, the context and the human experience that differs from one’s own. This is part of what Ignatius means when he says that God is to be found “in all things.” This foundational principle embraces inclusivity, mutual respect, inherent freedoms, and the dignity of giving each perspective a voice. We
aspire to build on this foundation as ambassadors of change, claiming from the heart as well as the mind, our social responsibility in challenging times.

The end goal of diversity on our campuses is not simply a representation of the beauty of “otherness,” of diversity. Rather, we recognize a common unity that anchors and enlivens our commitment to inclusion and creates brave spaces for dialogue to happen, through initiatives that educate the masses. We will hold ourselves accountable to this intentional vision through fostering an integrated society. We will do so with the wisdom that each member of our student, faculty, and staff community brings their own unique perspectives, strengths, and critical inquiries to serve our mission. We will continuously evaluate our commitment to diversity through conscious engagement with its manifestation across the local and global world we live in today.

https://www.luc.edu/diversityandinclusion/about/diversitystatement/

Complaints should be made to the Office of the Dean of Student Life.

Formal Complaint
A formal complaint is defined by Loyola University Chicago’s (the “University”) Marcella Niehoff School of Nursing (the “MNSON”) as any substantive complaint or concern, put forth in writing, by a student which requires a response from the administration of the MNSON.

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

The MNSON 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. See the general guidelines for this policy in the appendix.

Gender-Based and Sexual Misconduct
Assistance for victims of sexual misconduct is available through the Loyola Wellness Center, Campus Safety and/or the EthicsLine.

Harassment (Bias Reporting)
It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago’s Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you
are subject to such bias, you should notify the Bias Response Team at this link: 
http://webapps.luc.edu/biasreporting/

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

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


All students must follow the HIPAA Privacy Rules and Guidelines when participating in 
clinical educational activities. 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 to program-specific training, all students are required to complete any additional training 
mandated by the clinical facility where their clinical 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

Health Insurance Coverage
Students are expected to maintain adequate health, accident, and hospitalization insurance coverage, 
either through an insurance agent of the student's choice or through Loyola University Chicago. 
Information on the Loyola-sponsored student health insurance plan may be obtained from the 
Wellness Center at the Lake Shore or Water Tower Campus. Evidence of health insurance must be 
presented before entry into the clinical courses.

Intellectual Capital
Each and every student is the owner of her/his own intellectual capital. However, the relationship 
between a student and her/his faculty member can have an enriching effect on the intellectual capital 
of both individuals. For those times that a faculty member and student collaborate on research, 
projects, articles for publications, videos, and other forms of communication of this intellectual capital, 
it is in the student’s best interest to clearly negotiate with the faculty member or other student 
colleague (if that be the partnership) the nuances of such matters as who is principle 
director/investigator of a project or research study, who is first author on a publication, etc. In 
addition, students who produce exemplary work are often asked by faculty whether they would be 
willing to make their work available to other students as exemplars for their learning. Faculty obtain
written documentation regarding a student’s agreement to share her/his intellectual capital.

**Leave of Absence**

It is expected that a student will maintain continual registration in the University from the time of initial matriculation up to completion of the program. If this is not possible, a leave of absence (LOA) must be requested. A LOA should be requested prior to the anticipated date of the leave. Failure to request a LOA will mean that those semesters in which the student does not take courses will be included in the time limit (five years) set for completion of the program. Students in the DI/C program may request a leave of absence that is not to exceed one academic year (two terms, not including summer semesters) consecutively or interspersed throughout the program. Accruing more than one year of LOA will result in automatic dismissal from the program. Students must complete a Request for a Leave of Absence form (see Form in Sakai site "Information for MSN and Certificate Students"); the form is provided to the Associate Dean of the Graduate Programs for approval. Students in the MS/DI program must abide by the Graduate School leave of absence policy as outlined on their website, including completing and filing appropriate forms with the Graduate School.

**Professional Liability Insurance**

Loyola University Chicago insures graduate students in their student role when the student is registered and enrolled in a supervised clinical course. However, a student may choose to purchase additional malpractice insurance if they wish to have independent coverage.

**Professional Behavior and Conduct**

Students are expected to maintain professional behavior at all times while participating in the LDI and School of Nursing programs. Consistent with the mission of the SON mission, respect for clients, faculty, staff, and student colleagues is expected. Goals of the SON are to nurture an atmosphere of collegiality among students, preceptors, and faculty in order to foster a positive learning environment. LDI students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty, preceptors, patients/clients and staff at supervised practice sites 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 theory course or clinical setting, or to dismissal from the program. See the general guidelines for this policy in the appendix under Unprofessional Behavior and Conduct of LDI students.

**Protection of Privacy Information**

The files and records maintained on all applicants for the LDI and admitted students will be confidential. Applications will be available electronically to those on the LDI Selection Committee with caution to maintain confidentiality during review. Records of admitted students will be maintained by MNSON and/or Graduate School staff according to policies and procedures of the University, school and The Family Educational Rights and Privacy Act (FERPA). The LDI faculty and staff acknowledge its ethical and legal obligation to administer internship activities in a manner that ensures this confidentiality. This confidentiality refers to use, access, distribution, storage and disposal of
information in the student’s file.

**Security**
The Security Department strives to maintain a safe environment on the various campuses of the University, 24 hours a day, and seven days a week. Escort service is available on the Health System and Lake Shore campuses. Students should report any suspicious or hazardous conditions on or near campus to the Security Department.

- Health System Campus: 708-216-9077
- Lake Shore Campus: 773-508-6039

**Time Limits for Completing Required Course Work**
Students in the DI/C program must complete all LDI requirements within three years of beginning the first course at Loyola University Chicago. A student may request an extension of time for completion of degree requirements due to special circumstances (i.e.: medical, personal, professional, or research related reasons). A student requesting an extension completes an Extension of Time Limit for Completion of Degree Requirements form to the Associate Dean of the Graduate Programs (see Form in Sakai site "Dietetics Education Programs"). If an extension is approved, an official letter is sent to the student from the Associate Dean of the Graduate Programs. Extensions are ordinarily limited in duration to one full academic year.

Students in the MS/DI program must complete all LDI requirements within 5 years beginning the first course at Loyola University Chicago. The Graduate School defines the process for requesting a time extension which includes completion of the Extension of Time Limit for Completion of Degree Requirements form (http://www.luc.edu/gradschool/forms/extensiontime.pdf), attaching required information, and contact the graduate program director. The graduate program director submits the recommendation on the student’s behalf to the Graduate School. Decisions regarding the approval of extensions rest with the Graduate School; when reviewing requests for an extension, the Graduate School may require additional information or documentation from the student or the graduate program. In cases where the graduate program recommends that the extension not be granted, the student may petition the Graduate School to consider her/his request. Extensions in the Graduate School are ordinarily limited in duration to one full academic year. If a student has not completed all degree requirements by the extended deadline, the student may request an additional extension for a period of up to one year; in such cases, the graduate program and the Graduate School will review the student’s record and future plans to determine whether an additional extension is in the best interests of the student, the program and the Graduate School. Students who do not complete all degree requirements within the required time limit are subject to dismissal from the program.

**Transcripts**
Students obtain official academic transcripts from the Office of Registration and Records. Students may request official transcripts through LOCUS, and obtain unofficial transcripts through LOCUS on Loyola’s website.
Registration
Registration is completed through LOCUS (Loyola’s Online Connection to University Services) at http://www.luc.edu/locus. Locus is a web-based, self-service system that enables students to access information and services online. Students consult LOCUS for class offerings by semester. PDF Help instructions for LOCUS can be found at https://locus.luc.edu/psp/pa91prd/?cmd=login in the LOCUS Help area.

Logon ID
Students receive a student logon ID and password from the Graduate Enrollment Management office following admission to the Master’s and certificate programs. This ID is necessary to register for courses in LOCUS, access student email, and log-in to Sakai. Students encountering problems with registration involving logon should contact the HelpDesk at 773-508-7190.

Part 3. Academic Policies

Academic Advising and Program Planning
Upon admission, all students are assigned a Program Director with whom they are to consult for the duration of the program. The student confers with her/his Program Director to create a program plan, using the LOCUS Planner, for completion of required course work. Changes in the program plan must be negotiated with and approved by the student’s Program Director; revisions are entered into the LOCUS Planner.

Role of the Program Director

- The primary responsibility of the Program Director is to provide direct oversight of the educational components included in the student’s completion of the program.
- Following admission to the program, a program plan is created for each student, using the LOCUS Planner. Program plan changes are made in concert with the Program Director. Students are not permitted to make program plan changes without the Program Director’s approval.
- The Program Director monitors the academic progress of the student through the program and is available to the student for guidance as needed.
- The Program Director assists the student who encounters problems that interfere with successful progression in the academic program, and makes appropriate decisions that will facilitate academic progression. This may include recommending a LOA, reducing course load, etc.
- The Program Director determines the student’s progression in the program and course sequencing.
Role of the Student

- The student is responsible for contacting her/his Program Director to make any needed changes in her/his program of study.
- The student is responsible for notifying the Program Director when he/she:
  - Requests and then completes a grade of Incomplete.
  - Needs to change the program plan of study.
  - Needs to withdraw from or add a course in the current semester.
  - Needs to request a LOA.
- For students in the combined MS/DI program, the student is responsible for identifying an appropriate faculty member to serve as Comprehensive Exam Advisor, and to collaborate with this Advisor during all phases of the Comprehensive Exam process.
- The student holds responsibility for knowing all policies in this student handbook.

Academic Integrity

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

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

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

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

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

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

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

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of both personal and professional courtesy as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. Students are very strongly encouraged to avail themselves of the more detailed description of this issue, found at [http://luc.edu/english/writing.shtml](http://luc.edu/english/writing.shtml), Use and Misuse of Source Materials. Generally speaking, student papers are submitted to TurnItIn®, a plagiarism detection software program accessed via the Sakai course management system.

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

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

**Academic Integrity Violations**
Plagiarism or any other act of academic dishonesty will result minimally in the instructor’s assigning the grade of "0" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of “F” in the course. All instances of academic dishonesty must be reported by the
instructor to the Associate Dean of the Graduate Programs.

The Associate Dean of the Graduate Programs may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the academic Dean of the student’s college may convene a hearing board. Students have the right to appeal the decision of the hearing board to the academic Dean of the college in which they are enrolled. The decision of the Dean is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost, upon recommendation of the Dean. Students have a right to appeal any finding of academic dishonesty against them. The Academic Grievance Procedure may be found in the Appendix.

**Academic Grievance Procedure**

Students, faculty, and administrators are strongly encouraged to discuss informally and resolve problems they encounter in the academic process. Irresolvable issues or violations of the institution’s ethical standards may require the implementation of the grievance procedure. The Academic Grievance Procedure can be found in the Appendix for students in the dietetic internship certificate (DI/C) track. For students in the MS/DI track, the Graduate School academic grievance policies and procedures apply as outlined on the Loyola Graduate School website. Steps in this process must be followed.

**Disciplinary/Termination procedures**

Dietetic Interns must comply with the following criteria to maintain enrollment in the LDI:

- Academic policies as outlined in the Graduate School Academic Policies for MS/DI students, and the LDI Handbook for the DI/C students including academic integrity,
- LDI policies as outlined in the Student Handbook and LDI Self-Study,
- Professional behavior including honesty, punctuality, maturity and competence additional details below),
- Good academic standing in the LDI defined as:
  - Average GPA ≥3.0,
  - Course grade of B or better in FONU 420, 422, 423, 424, 425, 426, 427 for all LDI students, and
  - Course grade of B or better in FONU 410 and 503 for the MS/DI students.

The LDI reserves the right to terminate the enrollment of any intern whenever the above standards are not maintained or when otherwise necessary to do so. Other situations include, but are not limited to blatant, unethical or unprofessional behavior, pilferage, substance abuse, excessive absenteeism, safety concerns (including self-harm or threat to others), inappropriate behavior with patients, clients or business contacts or other similar circumstances. In addition, if an intern’s supervised practice is terminated by a sponsoring agency at the preceptor request due to lack of progress in completing activities, unprofessional behavior, or other similar problems, the intern can be terminated without being put on probation.

The termination will be conducted in a manner that respects the interns’ confidentiality, and does not
interfere with University and department operations. After an intern violates any of the criteria listed above, the LDI Director in consultation with faculty, preceptors or others as appropriate decides if the intern should be immediately dismissed from the program or put on probation. If the violation of the above standards was considered sufficiently serious, then the LDI Director will consult with the MNSON Associate Dean of Graduate Programs and/or the Dean or Associate Dean of the Graduate School and may follow appropriate University and School procedures to dismiss the intern from the LDI and University with a written letter.

If the violation of the above is not considered sufficiently serious for dismissal, then the LDI Director may place the intern on probation. This intended to initiate immediate improvement of performance and make the intern aware that their position in the internship is in jeopardy. An academic counseling session with the intern, other faculty, LDI Director and/or other involved parties should be scheduled as soon as possible to initiate corrective measures. The LDI Director will document the meeting with date, attendance, expected goals and strategies which will be implemented by the intern within a specified time frame. It is expected that the intern will repeat the unacceptable portions of the rotation with an improve outcome, if this option is provided.

Lack of acceptable documents as defined for admission to the LDI, by the end of the first semester, will result in inability to register for the next semester, and possible withdrawal and termination of the intern from the LDI.

If the repeated assignments are not acceptable (greater than or equal to 86% for the overall grade of the rotation, B or better for the course) or if an intern violates one of the standards listed above in a serious manner, termination will be proposed to the Associate Dean of the MNSON and/or Graduate School by the LDI Director. Appropriate documentation will be maintained by the LDI Director including revision of evaluation forms, letters from preceptors, noted by instructors, etc.

The case and circumstances will be considered and discussed by the LDI Director, Associate Dean of the MNSON and/or Graduate School, the MDC Committee, any other involved faculty or preceptors. A decision about dismissal and/or probation will be made in collaboration with appropriate faculty and administrators and communicated to the student in writing. Dismissed students will not be reinstated.

Grades*

The grading standard for each course is published in the course syllabus, provided to students at the beginning of the academic semester. Students are expected to maintain a cumulative grade point average of not less than (3.0 GPA). No grades of D or F are counted as fulfilling program requirements. These grades, however, will be calculated in the grade point average. If a student earns a grade of D or F in a required course, that course must be repeated. No student is permitted to graduate from the LDI (either track) with lower than a 3.0 cumulative GPA. MS/DI students must successfully complete the Master’s Comprehensive Examination for the degree to be conferred.

*Some grade policies do not apply to students in the Post-Baccalaureate Certificate programs. Students should confirm specific grade policies with their individual program director.
Grade Scale
The grades scale (and associated grade-point values) in the Graduate School of Nursing are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal, Failure</td>
</tr>
<tr>
<td>P</td>
<td>Credit</td>
</tr>
<tr>
<td>NP</td>
<td>No Credit</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
</tbody>
</table>

Good Academic Standing
Good Academic Standing in the LDI defined as:

- Average GPA ≥3.0 and a course grade of B or better in the core courses of the LDI. These include:
  - For all LDI students (DI/C and MS/DI tracks):
    - FONU 420, 422, 423, 424, 425, 426, 427
  - For MS/DI Students: FONU 410, 503, and 505.

If the student earns an unsatisfactory grade in a core course of the LDI (<B), then the student’s progress in the program will be suspended, the student will be placed on probation and the student will be required to repeat that course the next time feasible. The LDI Director will communicate this in writing to the student with a request for an academic advising session to determine a remediation plan. Depending on course offerings and supervised practice agency availability, it may be several semesters until the course can be repeated.

The LDI Director may recommend additional strategies for student success including working in a health care environment during this waiting period. Based upon the academic advising session between the LDI Director, student and any other pertinent faculty or preceptors, the remedial plan may include one of the following: a) continuous enrollment in the academic program, b) an official leave of absence (if personal or medical reasons influence the poor academic performance) or c)
inactive status followed by re-instatement. The student is responsible for following University and/or school (MNSON for DI/C track and Graduate School for MS/DI track) policies and procedures for these options, which are not automatically granted.

The student should be aware that in addition to the LDI Director, administrative authorities (such as Committees, Associate Deans, and Deans) provide oversight and approvals of these processes. The remedial plan will be summarized in writing by the LDI Director including a time frame and responsibilities of the student for return, and provided to the student. A copy will be retained in the student’s file.

Upon return to the academic program to repeat the course(s) for which the student received the unsatisfactory grade, the student has one attempt to earn a grade of B or better. If the student repeats the course with the acceptable grade, the student will be allowed to continue in the program. If the student is not able to earn a B or better in the repeated course(s), then the student will not be allowed to continue in the program and the appropriate measures will be taken for dismissal from the program by the LDI Director.

**Incomplete Grades**

Students are expected to complete course assignments by the final date of the semester. However, extenuating circumstances may require that students request an extension in the form of a grade of Incomplete (“I”). Students are encouraged to avoid the use of “I” grades if at all possible. The student must submit a written request for an “I” to the course professor prior to the end of the semester in which the class is being taken; this form must be signed by both parties (see Form in Sakai site "Dietetic Education Programs"). Unless the “I” has been negotiated prior to the end of the course, the professor will assign a grade based on the course work completed by the last day of class. The negotiation for the “I” grade must include the length of time in which the outstanding work will be done. The completion date, as negotiated, is considered a contract. If the student does not fulfill the contract, a grade of “F” will be recorded on her/his transcript. The maximum time to clear the “I” is one semester, excluding the summer semester. If the course for which the student is requesting a grade of “I” is a prerequisite for another course, the student may not register for the succeeding course until the “I” is replaced with an evaluative grade. If a student has two or more “I” grades, progression to the next semester must be negotiated with the Associate Dean of the Graduate Programs.

**Pass/Fail Grades**

The School of Nursing does not issue Pass/Fail grades for any graduate course.

**Examinations**

It is expected that students will take course examinations at the scheduled time. The student should not enroll in a course if conflicts with the course schedule and/or examinations are anticipated. Absence from scheduled examinations is not excused except in cases of a serious emergency; in those cases, the student should contact the faculty member for possible options.

**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.
All students must have a cumulative GPA of 3.0 or better in order to graduate. 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 if the GPA drops below 3.0 a second time. Additionally, students on academic probation may not enroll in a clinical course.

**Performance Evaluations of Dietetic Interns**

Interns will be evaluated regularly throughout the duration of their program in compliance with the policies of their academic program (either MNSON for the DI/C students; and Graduate School for the MS/DI students). During the semesters of supervised practice, while enrolled in FONU 420-427, DIs will be evaluated at the mid-point and completion of the course. Interns will receive grades at mid-point and the end of each semester or session through the University records and registration system (LOCUS).

If a DI’s process is unacceptable (B- or lower), the faculty will notify the DI and the LDI Director (via email), making recommendations for improvement. The DI may request consultation with faculty to clarify or obtain additional guidance related to performance problems, expectations and/or suggestions. These discussions may occur during site visits at the SP site, phone conversations, electronic methods, or in-person meetings. Preceptors may be asked for feedback and/or participation in these evaluations and conversations to improve performance. These may be completed earlier in the semester as judged necessary to improve performance.

The DI must begin to take corrective action immediately, as defined by the LDI faculty responsible for the course. The DI may be placed on probation judged necessary by the LDI Director, with input from faculty and preceptors, to provide sufficient warning that continued progress through the LDI is in jeopardy.

Failure to achieve or maintain good academic standing (according policies of this handbook for the all students and any addition policies for MS/DI students of the Graduate School), request for removal from SP, or patient safety concerns are reasons for a termination proposal. Additional details are provided in the appendices.

**LDI Program Completion Requirements**

For successful completion of the DI/C track, students will complete FONU 420, 422, 423, 424, 425, 426, and 427 in good academic standing and based on current policies of the MNSON Graduate Programs. This will include 1200 hours as defined by the LDI and didactic requirements of the above courses.

For successful completion of the MS/DI track of the LDI, students will complete 34 credits of didactic coursework and the comprehensive examination requirement for the Master of Science in Dietetics degree program in addition to the courses (FONU 420, 422, 423, 424, 425, 426, and 427) and SP (1200 hours) noted above for the DI/C track of the LDI, in good academic standing based on current policies of the Graduate School. Course requirements can be found on the Loyola University Chicago website. Comprehensive exam requirements and guidelines can be accessed on the Dietetics Education Sakai
project site.

Good academic standing for students in the LDI program includes the following:

- Average GPA ≥3.0, and
- Course grade of B or better in FONU 420, 422, 423, 424, 425, 426, 427 for all LDI students and
- Course grade of B or better in FONU 410 and 503 for the MS/DI students.

A Verification Statement indicating completion of an ACEND-accredited dietetic internship will be provided to the student by the LDI Director when all requirements have been met based on the LDI program track to which the student was admitted. A Verification Statement will not be issued to a student in the MS/DI track if only the DI/C requirements have been met.

The LDI program director will be awarded the ACEND Verification Statement of completion of the dietetic internship upon successful completion of course work, supervised practice and for the MS/DI students the comprehensive exam. For students who have completed the MS/DI track, the Verification Statement will not be issued until the Graduate School confers the Master of Science in Dietetics degree, which may take several weeks after the last day of supervised practice and comprehensive exam presentations.

Verification Statement of Loyola Dietetic Internship Completion

The LDI Director issues Verification Statements authorized by ACEND as evidence of completion of an ACEND-accredited dietetic internship to students who successfully meet the program requirements of their LDI track. For students in the MS/DI track, this is issued after degree conferral.

Withdrawal from Courses

Once the term has begun and a student wishes to withdraw from a course, he/she informs both the course faculty and the Director of Student Affairs. In addition MS/DI students must inform the Graduate School administrative staff. Students withdrawing from class will be assessed tuition based on the “Complete Withdrawal and Schedule Change Calendar” as noted on the University calendar. If a student withdraws from a course before the published withdrawal deadline, her/his transcript will show no record of the course. If the student withdraws after the withdrawal deadline, but before the WF deadline, her/his transcript will show a W for the course. If the student withdraws after the University’s WF deadline, s/he will receive a WF for the course. The WF is a penalty grade, and is calculated into the student’s GPA. Students are responsible for consulting the University academic calendar to determine withdrawal final deadline dates, paying particular attention to the date after which a grade of WF is assigned. A student may withdraw from the same course only once. The second withdrawal will result in dismissal. If a student withdraws from a course and subsequently earns a grade lower than a B in that course (or vice versa), only one additional attempt may be made to successfully pass that course.
Part 4. Information Regarding Supervised Practice

Standards of Appearance, Dress Code, Identification (ID)
Recognizing that Loyola dietetic interns in our program represent the School of Nursing and the University, professional clothing and behavior is expected at all times. All LDI Interns must adhere to appropriate attire considering activities of the day involving LDI supervised practice, courses, seminars, field trips, attendance at professional and/or community meetings, health fairs and others. This includes both required and volunteer experiences. Loyola Interns should honor any dress code requests by preceptors for other specific activities needed as part of the supervised practice. Examples may include protective gowns, gloves, and/or masks for isolation precautions or uniforms for catered events.

Denim jeans, shorts, or mini-skirts in clinical are unacceptable. Body piercing other than a single earring in each ear must be removed while at the clinical agency. Students arriving at a clinical site in inappropriate clothing may be asked to leave the site.

A clean, white professional lab coat should be worn over business attire when working with clients/patients, in production or service areas, or other supervised practice sites as requested by preceptors. Clothing should be clean, professional and appropriate to the environment. The dietetic intern should seek clarification and discuss dress code and attire expectations and/or details with preceptors prior to starting the experience. Clothing trends may need to be modified to provide a professional and respectful image.

Shoes should be clean, comfortable, and low heeled. No open-heel or open-toe shoes, sandals or cloth shoes should be worn in patient care, food production or service areas. Stocking or socks must be worn at all times. Preceptors should be consulted for acceptable attire in community clinics, schools and more casual environments. Safety is always a priority.

In food production and service areas, jewelry should be limited to wedding bands or small hoop or stud earrings. Nails should be kept short, clean and neat. Nail polish should not be worn in patient care, food production and/or service areas.

Hair should be neatly groomed. Hair (including facial hair) must be kept covered with a suitable hair restraint when in food production and service areas.

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 HDS ID. Students can obtain this ID from the Campus Card office. [http://www.luc.edu/campuscard/](http://www.luc.edu/campuscard/)

The Loyola IDs and name tags must be worn at all times while on duty indicating your name, role as a dietetic intern and Loyola University Chicago affiliation. Some supervised practice agencies will issue an additional ID badge to dietetic interns and request that this is worn at all times.
Professional Insurance Requirement
Loyola dietetic interns are not required to purchase individual professional liability insurance for the duration of their internship. However, if a supervised practice agency requires an individual liability insurance policy, the DI has the option of purchasing an individual policy at his/her own cost; or the LDI Director will arrange for another supervised practice placement.

Health/State Requirements for Supervised Practice courses and volunteer experiences
Loyola University Chicago and Marcella Niehoff School of Nursing (MNSON) are committed to fostering a safe learning environment and protecting the health and well-being of students and patients. All LDI students are required to submit documentation of health and additional requirements PRIOR to being assigned a clinical placement. These requirements are based on the Centers for Disease Control and Prevention (CDC) recommendations for healthcare providers and the health agencies’ policies as well as part of the individual Clinical Affiliation Agreements between Loyola University and our clinical facilities.

CastleBranch© is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided online at: http://www.luc.edu/nursing/admission/gradadmission/clinical_requirements/

Documentation may need to be updated and additional information may be necessary depending on clinical placement.

Clinical/Supervised Practice Requirements*
The Clinical Affiliation Agreement between the School of Nursing and our clinical facilities requires the following documentation of all students; forms and further information are available in Clinical Requirements link on the left side of the Sakai site “Information for MSN and Certificate Students.”

- Measles, Mumps & Rubella (MMR)
- Varicella (Chicken Pox)
- Hepatitis B
- TB Screening
- Tetanus, Diphtheria & Pertussis (Tdap)
- CPR Certification
- Physical Examination
- Health Insurance
- Influenza
- Professional License
- HIPPA Certification
- OSHA Certification
- Criminal Background Check**
- Urine Drug Screen
* Health and safety requirements are subject to immediate change in order to maintain compliance with state and federal requirements, Center for Disease Control requirements and standards of practice.

**While not required for admission, you’ll also need to complete a criminal background check before you can begin your clinical practicums. Please be aware the results of your background check may impact our ability to place you in a clinical setting.

**Illness or injury while in supervised practice facility**

LDI interns are responsible for their personal health and safety while at supervised practice facilities and agencies. LDI interns must have medical/health insurance. Verification of health and medical insurance must be submitted to MNSON staff as part of clinical requirements before supervised practice can begin. Supervised practice sites are not responsible for providing health care to the LDI interns above or beyond any other member of the public.

If the intern cannot complete the assigned SP experience due to **illness or injury** in non-emergency situations, she/he should do the following in this order:

- inform preceptor of situation including reason and time the intern will leave assigned work setting before schedule time,
- communicate tasks that were completed and not completed to the preceptor so that patient/client care and departmental operations can be maintained,
- seek medical attention as appropriate,
- complete Incident Report or other as appropriate (if on-site injury),
- document time of departure from facility on the DI Activity Log,
- communicate details to instructor for SP course (FONU 423, 425 or 427) via email,
- reschedule hours not completed due to illness as mutually agreed upon by preceptor and DI; this is the responsibility of the DI,
- communicate above to LDI instructor via e-mail.

If the intern cannot complete the assigned supervised practice experience due to **injury or illness** that requires emergency care, she/he should do the following in this order:

- inform preceptor or other staff member of emergency situation and including problem, allergies, significant medical history,
- ask for assistance in obtaining emergency care from nearest source (hospital emergency room, 911, etc.),
- if possible communicate tasks completed and not completed to preceptor so that patient/client care and departmental operation can be maintained,
- seek follow-up medical care as appropriate,
- complete Incident Form or other necessary documentation with preceptor as appropriate,
- document time of departure from facility on Activity Log when possible,
- contact LDI Director and instructor to communicate details of health status, hours missed, and anticipated schedule changes;
- reschedule hours not completed as mutually agreed upon by preceptor and LDI instructor. this is the responsibility of the DI;
• communicate change of schedule to LDI Director and instructor.

**Liability for Safety in Travel to or from assigned areas**

Loyola University Chicago, any facility or agency acting as a site for supervised practice, or any individual faculty member or preceptor is not liable for any personal injury, damage or loss of property of dietetic interns while traveling to or from assigned areas or while completing the supervised practice, didactic or other work related to the LDI.

LDI interns should exercise reasonable, responsible and safe measures while conducting any aspect of the LDI including traveling, supervised practice, field trips, tours, didactic or other work. In the event of any injury, loss or damage, the intern will not seek compensation from Loyola University Chicago, the supervised practice site, or any individual faculty or preceptor.

**Prior Learning**

The LDI does not evaluate prior experience or accept prior experience to replace supervised practice hours required in the LDI required courses.

**Professional and Safe Behavior in Supervised Practice**

Students are expected to maintain professional behavior at all times while participating in the LDI and School of Nursing programs. Consistent with the mission of the SON mission, respect for clients, faculty, staff, and student colleagues is expected. 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 students are responsible for implementing safe patient care during the supervised practice. A pattern of behavior that demonstrates unsafe practice is cause for removal from supervised practice and may provide grounds for failing the course and dismissal from the program. A student demonstrating any of the following behaviors and whose pattern of behavior endangers the patient, colleague, or self in the clinical area may be suspended immediately from the clinical site. Documentation describing the behavior is placed in the student’s file, and the Associate Dean of the Graduate Programs is notified immediately.

**Required Seminars, Simulations, Field Trips and other activities**

Interns are required to participate in seminars, field trips and other activities as assigned by the LDI Director and/or faculty. These may be offered through the University, in collaboration with professional, non-profit and community organizations, provide opportunities to enrich student learning through exposure to distinguished experts on a variety of topics.

The LDI Director and faculty will schedule required seminar attendance in conjunction with SP schedules. Seminar attendance is not counted as SP hours. Seminars are generally two types: 1) internal offerings of Loyola University Chicago and 2) external.
Examples of internal seminars include, but are not limited to, the MNSON Distinguished Speaker seminars, Center for Health Outcomes and Informatics Research (CHOIR), Public Health Sciences, the Palmer Research Symposium and the Poverty Simulation. Simulations are also arranged and will be assigned by the LDI Director in consultation with LDI faculty based on DI availability and other factors. Some simulations are interprofessional and offered through the Institute for Transformative Interprofessional Education (I-TIE).

External seminars include those hosted approximately monthly by other Chicago area supervised practice programs and dietetic association affiliates. Examples of field trips and other activities, include but are not limited to, the Illinois Academy of Nutrition and Dietetics Advocacy Day, Springfield, IL, tours of community gardens, programs or events offered by the Graduate School or the Student Council for Interprofessional Education and Collaboration (SCIPEC, such as Anatomy Lab Open House or Vital Signs Night), and the Registration Examination for Dietitians review session.

A seminar fee will be included as part of tuition during the semester when the DI enrolls for FONU 420. Registration fees and cost for seminars (excluding travel, parking, food and beverages) will be paid by the LDI. DIs are responsible for their own travel to seminars, including cost and parking and food; providing their meals and refreshments during seminars.

Seminar attendance and participation is mandatory, unless otherwise noted. Seminar details with dates, hours, location and topics will posted through University electronic platforms or email. Professional behavior is expected including business casual attire, respectful presence through the duration of the seminars (not leaving early, or attending to emails), active engagement (answering questions, completing interactive activities).

If a student does not attend a seminar, then he/she is expected to write and submit a 10 page, double-spaced paper on the topic(s) covered to demonstrate independent study on the topic as the seminars are included in accreditation as a strategy to include trends in dietetic practice and health care. No refund of fees will be provided for missed seminars. The paper is due to the LDI Director within 10 days of the missed seminar OR no later than the last class day of the semester. Failure to provide the paper will result in a grade of incomplete for the supervised practice course in which the student is enrolled that semester (either FONU 423 or 425). Upon submission of the paper, the incomplete grade will be resolved. If the paper is not submitted, the incomplete grade will result in an F grade; and the student will be put on probation and required to repeat the course.

Supervised Practice Site Assignments and Scheduling
While the LDI offers two tracks, all LDI students complete 1200 hours of SP arranged in various types of experiences (or rotations) as described in the introduction of this handbook. All SP experiences are nested within a course (FONU 423, 425 or 427). A program plan for each DI will be established by the program director, or designee. This will be discussed during the spring orientation and available to the student through university resources (Sakai, LOCUS or other) in the summer before classes begin. The program plan outlines the timeline for completion of courses, SP, comprehensive exam (if applicable), and approximate program completion date assuming adherence to the program plan.
The DI/C students are expected to begin SP after FONU 420 with a grade of B or better (B, A-, or A) approximately the second week of fall semester. If the grade of a DI is expected to be B- or below, she/he will be given the opportunity to improve the grade by engaging in remedial work determined by the course instructor. If the final course grade is a B- or lower, then the student will be placed on probation until FONU 420 is repeated with a grade of B or better.

Dietetic interns should expected to complete SP for 40 hours/week during the semester or session in which he/she is taking FOU 423, 425 or 427. Students should anticipate that some weekend and evening hours will be required. During days not specifically scheduled for SP or seminar by the LDI Director, DIs should work on comprehensive exams, other projects or assignments.

The LDI follows the Loyola University Chicago academic calendar which can be viewed on the Loyola website. The DIs are not in SP during mid-year break. However, DIs are expected to review didactic material to prepare for the start of SP in the spring semester and are advised to work on their comprehensive exam projects during this time if in the MS/DI program.

The LDI Director, faculty and instructors will be responsible for assigning DIs to SP including agencies, sites, dates, and in some cases hours. Schedules will be distributed (including through electronic posting to course management tools) one week prior to starting date. However, schedule changes often occur due to operations and staffing of SP agencies. DIs should anticipate these changes and respond to communications from LDI faculty in a timely and professional manner when these arise.

At least three weeks before a DI is scheduled to start at a SP agency, the DI should mail a letter of introduction and resume to the preceptor. At least 10 days in advance, the DI should contact the preceptor to determine if any agency preparations or requirements need to be met (such as providing TB test results, attending agency orientation, etc), discuss working hours, parking or transportation, attire, exact location for first reporting on the first day, resources to bring, any suggested pre-reading, etc. Details related to this process will be discussed in the spring orientation.

Unless otherwise noted, all SP days are expected to include 8 hours of activity in the SP agency. The DI should consult her/his preceptor at each agency to determine the time of those hours. They may vary from one date to the next depending on the operations, needs and activities of the agency. Time for travel, lunch or other breaks are not included as SP hours.

If an intern does not complete SP as scheduled due to illness, family matters, or other reasons, then the missed hours or day must be completed (made-up). These make-up hours should be arranged in consultation with the SP preceptor and communicated to the course instructor promptly. This may involve weekend or evening hours if possible and agreeable with the preceptor. If an intern does not complete SP in an acceptable manner (written or performance), then she/he may be required to repeat assignments, extend or make-up hours/days in a SP site to achieve acceptable performance and complete required hours. The need to complete additional days in SP and details related to scheduling and completion of assignments will be determined by the LDI Director in consultation and cooperation with faculty, administration, clinical instructors, preceptors, and staff.
If the course requirements have not been met by the last day of instruction of the semester, the student may be required to take an incomplete, if possible following the Graduate School or MNSON policy (based on track). MS/DI students follow Graduate School policies. DI/C students follow MNSON policy. If an incomplete is not advised or permitted based on instructor decision and compliance with policy, then the student will be awarded the grade earned based on the work completed. If this grade is a B- or below, the student will be required to repeat the entire course. The LDI Director will amend the original program plan if this becomes necessary.

DIs should be aware that preceptors typically work 8 hours/day with additional time for breaks. In addition, starting times may vary and be as early as 5:00 am. Ending times vary and may be extended due to operations and unanticipated events. DIs are expected to engage with the SP staff as a member of the team, display a dedicated work ethic and provide high quality patient care or department services until the tasks are completed and the preceptor approves of release. Additional time may be required for field trips, assignment completion, library work or other LDI activities. DIs may also be scheduled to work weekend days in lieu of a week day, on occasion, based on the scheduling requests of preceptors and needs of special programs and other projects of the LDI, University or SP agency.

DIs will be asked for SP agency preferences. DIs may request a particular site because of geographic location or specific interest. However, the LDI cannot accommodate all requests. Therefore, the LDI reserves the right to assign DIs to SP sites based on availability, individual intern academic or performance-related characteristics, program plans, preceptor requests and similar considerations. It is the goal of the LDI to provide an experience to all admitted students that optimize their likelihood of program completion.

**Supervised Practice Employee Replacement.**
Interns must not be used to replace employees when completing supervised practice.

**Supervised Practice Hour Tracking.**
Interns are required to track supervised practice hours with preceptor verification and submit to course instructors as directed in the course syllabus.

**Transportation and Parking**
Interns completing the LDI are responsible for all transportation, parking costs and commuting arrangements. Supervised practice assignments will not be made on the basis of the intern’s transportation needs, residential location or other logistical issues. Interns are expected commute to all supervised practice sites or tours in a timely manner. It is suggested that interns contact the supervised practice site to discuss location, transit availability, parking and/or other commuting issues or questions before arrival on the first assigned day.

**Vacation, Holiday and Absence Policies**
The LDI program, including coursework, supervised practice, seminars and the comprehensive exam, will follow a *modified* version of the Loyola University academic calendar which includes time off for Thanksgiving break, mid-year break and Easter break. Supervised practice will be scheduled during the
Loyola spring break (typically early March). The dietetic interns are expected to schedule vacations and other time off during these academic breaks. Any other requests for vacation or holiday time will be granted at the discretion of the LDI Director and/or faculty and may lengthen the time of completion. Absences may also occur due to illness or other personal problems. Any time missed for these reasons must be completed and may lengthen the time for completion. Requests for vacation time are discouraged during academic semesters while completing the LDI. In addition, requests for schedule changes, after schedules have been arranged with the preceptors, are unlikely to occur.

If the intern cannot report for assigned supervised practice, she/he should contact the preceptor and LDI instructor, for the course in which the supervised practice is included, as soon as possible to notify them of a request for schedule changes (email is preferable). If this request is deemed feasible based on preceptor feedback and completion of supervised practice within that semester is anticipated, the LDI course instructor may permit this requested schedule change. The intern should arrange to make up time with preceptor and inform the LDI Director of details in writing via e-mail.

Requests for time off during the regular semester are discouraged. Any request for anticipated time away from supervised practice must be submitted in writing to the LDI instructor at least four weeks prior to the start of each academic semester. Requests will be granted at the discretion of the LDI instructor and are discouraged since several breaks in the academic calendar are scheduled.

Interns are not expected to work major holidays including New Year’s Day, Good Friday, Easter, Memorial Day, Fourth of July, Labor Day, Thanksgiving or Christmas Day. The intern may work one of these days to make up for another unplanned absence if it is agreeable to the preceptor. All other holidays are considered to be days of supervised practice such as Valentine’s Day, Halloween, and President’s Day, etc.

If an intern needs time off for observance of other religious holidays, she/he should indicate this in writing at least four weeks before the beginning of the academic semester. The LDI course instructor will arrange the intern’s schedule accordingly.

Unscheduled time off for any other reasons may extend the length of the internship, and will be granted at the discretion of the LDI Director and/or course instructor. Additional documentation of such requests (such as obituaries, court appearances, jury duty, etc.) may be requested by the LDI director and/or course instructors.

Excessive absenteeism will be considered seriously and may lead to probation, the need to repeat a course or termination. Excessive absenteeism is considered to be two or more absences from any one rotation or more than three in a semester.
Part 5. Funding and Financial Aid Information

Office of Student Financial Assistance
The Office of Student Financial Assistance houses resources and references about financial aid for students, at the Lake Shore and Water Tower campuses.

Office of Student Financial Assistance
http://www.luc.edu/finaid/graduate.shtml
773.508.7704
lufinaid@luc.edu

In order 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.

Tuition and Fees
Information on current tuition and fees is available each semester on the Loyola University Chicago Bursar Office website. It is the student’s responsibility to be aware of the University’s policy on tuition and fees.

For more information about the Office of the Bursar, visit their website at (http://www.luc.edu/bursar/) or call 773.508.7705.

Students in the DI/C program are assessed tuition based on the MNSON tuition rate per credit. Students in the MS/DI program are assessed tuition based on the Graduate School tuition rate per credits.

Tuition Term Payment Plans
The University offers students tuition payment plan options--Term Payment Plan (TTP) and the Employer Reimbursement Plan and Deferred Tuition Plan (ERP). Information on these plans is available through the Office of the Bursar at the Lake Shore and Water Tower campuses.

- **Term Payment Plan**: This plan enables students to pay for each term’s tuition and fee charges in installments. Semester students may choose from the available two, three, or four month plans. A schedule of available plans is included with the application.

- **Employer Reimbursement and Deferred Tuition Plan**: The ERP plan is designed to enable students who are eligible for tuition reimbursement from their employer to defer payment of tuition until reimbursement is received. Applications are available at the Student Business Office.
Part 6. Student Success Resources

Academic Center for Excellence (ACE)
The mission of ACE is to enhance the academic performance of all students at the HSD campus by providing evidence-based advising and support for coursework, through individual and group services. For more information about ACE, visit their website at (http://ssom.luc.edu/ace/aboutus/) or call 708-216-8166.

Computer Lab
Computers and media-assisted learning available for student use are located in the Information Commons on the first floor of the School of Nursing building on the Health System Campus (708-216-9101).

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

- Shaping Community: Through educational programs and events; prayer and worship; hospitality and outreach; social activities and attention to the needs of the individual we build a welcoming and inclusive community for students, staff and faculty.
- Seeking Faith: We journey with the people who teach, learn and work at the Health Sciences Division 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 Division to work with underserved communities in the greater Chicago area and beyond.

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

Information Technology Services
Assistance for students can be found on-line at www.luc.edu/its/technology_students.shtml

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

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

- Getting to our resources: Go to the “Resources for” tab and Select Graduate Nursing Students ([http://library.luhs.org/hslibrary/resources_for/nursingstudents.html](http://library.luhs.org/hslibrary/resources_for/nursingstudents.html))
  - Links to library resources such as:
    - Locating Journals in the library
    - Electronic books
    - Databases
    - Using Refworks: Refworks is a Web-based program that allows to allow you to manage and organize citations, saving time in preparing bibliographies for your research paper.
  - If you would like a librarian to assist you in using these resources, contact the Information Services and Instruction Librarian: (708) 216-9192, hsl@luc.edu.

- Lakeshore/Cudahy Resources from home
  - Flagship is the Lakeshore proxy server. Your login is your Loyola Universal ID/Password. If you have difficulty logging into Flagship, you can contact Tara Radniecki (tradniecki@luc.edu, 773-508-2658).

**Parking**

Parking is limited on all campuses, and public transportation is encouraged. Parking and traffic regulations are enforced by the issuance of traffic citations that provide for a fine. A car in violation may be towed when circumstances warrant such action. For further parking information, contact:

- Health System Campus - 708-216-9092
- Lake Shore Campus - 773-508-7036
- Water Tower Campus - 312-915-6698

**Perspectives for Students**

Perspectives for Students is a resource to help with “issues of everyday living.” Just about any concern imaginable can be addressed, ranging from simple to complex. Some of the issues covered:

- Anxiety
- Depression
- Relationship Difficulties
- Family and Parenting Problem
- Stress
- Alcohol, Drug or Other Addictions
- Grief and Loss
- Child/Elder care
- Change and Transition
Perspectives for Students is free, confidential and provides unlimited 24/7 toll-free access to Masters-answered Call Center counselors to access information, resources and crisis support. To access supportive services or speak to a counselor 24/7, students should call the Perspectives Call Center at (800) 456-6327.

Onsite counseling is also available at the HSD campus by licensed masters level clinicians for assessment, counseling of up to 5 sessions per issue, with referral to additional resources (including the school sponsored psychiatrist) where necessary and follow-up. To schedule an appointment with a counselor, calls should be made during business hours, Monday through Friday from 8:00am to 6:00pm. The Call Center Counselor will start the assessment process and determine the most appropriate next steps (i.e.: supportive telephonic counselor or scheduling an in-person assessment) to assist students. Some problems are more complex and not appropriate for short term counseling. In those cases, the counselor will locate appropriate providers under the student’s own insurance plan or through community resources.

Access to Perspectives Online, an interactive website providing access to articles, self-guided wellness assessments, calculators, child/elder/pet care provider databases, skill building courses, expert audio clips and information in the following areas: Emotional Well Being, Work/Life, Legal/Financial, Wellness and the Workplace. For online resources, go to http://saplogin.perspectivesltd.com and enter LUC500 for your User ID and “perspectives” for the password.

**Student Accessibility Center (SAC)**

The Student Accessibility Center’s mission is to support, service, and empower Loyola University Chicago students with disabilities. SAC is committed to providing support for students with disabilities through innovative services, programs, and partnerships. SAC leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments. If individuals encounter academic, physical, technology, or other barriers on campus, SAC staff is available to help implement reasonable accommodations or partner to find good solutions.

In order to receive academic, meal plan, or housing accommodations, students must be registered with SAC. Please visit their website www.luc.edu/sac or contact them directly at 773.508.3700.

**Writing Center**

Writing Center services are available face to face at the Lake Shore Campus and online. In order to help students improve their writing skills, tutors are available to help out during any point of the writing process, from brainstorming to organizing to putting the final touches on any assignment.

For more information about the Writing Center, or to schedule an appointment for a tutoring session, visit the Writing Center website (http://www.luc.edu/writing/) or call 773.508.7708.
Part 7. Master of Science in Dietetics Track Information

Requirements and Resources

Students in the combined Master of Science in Dietetics + Dietetic Internship track must complete: a) the required coursework, including supervised practice, required for the LDI-certificate program, b) the required coursework for the Master of Science in Dietetics, c) the required Comprehensive Examination for the Master of Science in Dietetics and d) other required seminars or activities as assigned.

Students in this track are student of the Graduate School and subject to Graduate School policies and procedures. It is high recommended that these students attend the Graduate School orientation at the start of each fall semester. In addition, the Graduate School offered workshop to enhance students’ experiences and support success. Examples in include writing and financial literacy workshops. Students are encouraged to attend these as time permits. Students in this track are required to complete all program requirements for award of the Master of Science in Dietetics degree and Verification Statement of completion of a dietetic internship as provided by ACEND of the Academy of Nutrition and Dietetics.

Details about course and comprehensive exam requirements will be posted electronically and available from the Loyola University Chicago Master of Science in Dietetics website or other platforms (such course or project sites of the course management tool, such as Sakai). Details about the comprehensive exam process and format are in the appendices of this handbook. Progress will be monitored through the Loyola University Chicago Graduate School and LDI Director or other academic advisors. Students should begin learning about and preparing for the Comprehensive Exam the first semester of the program. Resources to assist students include: a) detailed instructions on the electronic course management system project sites, 2) various on which key components of the comprehensive exam are due, 3) information to guide in the selection of a comprehensive examination faculty advisor, 4) a two-semester timelines of suggested activities, 5) a comprehensive exam review session offered by the Associate Dean of the MSNON both in-person (each semester) and electronically available as a recorded file, 5) the Loyola HSD Academic Excellence Center (for writing assistance), 6) the Graduate School writing centers, and 7) APA format recorded reviews.
Academic Grievance Procedure

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

The MNSON 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 MNSON 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 MNSON 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 MNSON:

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 Associate Dean for Undergraduate or Graduate programs.
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 Associate Dean of Undergraduate or Graduate programs. 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 Associate Dean for Undergraduate or Graduate Programs. The Associate Dean for Graduate or Undergraduate Programs may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the MNSON’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 Associate Dean for Undergraduate or Graduate Programs must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.

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

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

7. Pre-Hearing Preparation:
   a. Responsibilities of the student: At least three business days prior to the hearing, the student shall provide the Hearing Committee Chairperson with:
      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) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.
   c. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.

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

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

10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee’s findings and decision, in writing, to the student, faculty member(s) involved, Program Director, 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 Associate Dean of the Undergraduate or Graduate program. Notwithstanding this decision, the Hearing Committee and/or the Associate 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 Associate Dean that an independent reevaluation of the student’s performance is warranted, the Associate 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 Associate 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 MNSON or if the student is enrolled in a degree program housed in the Graduate School.

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

All students in the Master of Science in Dietetics (MS/D) program must successfully complete the Comprehensive Examination (CE) in order to fulfill degree requirements. The comprehensive exam includes submission of a publishable paper and an oral presentation of that paper. These are briefly described below.

1. The student is required to submit a paper of publishable quality to the student’s CE faculty advisor and the Director of Graduate Student Affairs for the Marcella Niehoff School of Nursing (MNSON). An acceptable scholarly paper of publishable quality is required of all MS/D students. The paper does not need to be published for the student to complete the comprehensive exam and degree requirements. However, the paper must be scholarly in terms of topic and content; and professionally written at a level that would be accepted in a peer-reviewed, professional journal. This paper will demonstrate the student’s theoretical and/or clinical knowledge, expertise, and ability to synthesize literature and translate this into recommendations for practice.

2. The student is required to present an oral summary of the paper, after the written paper has received a passing grade from the student’s CE faculty advisor. This presentation will be part of the MNSON Day of Scholarship on the Loyola University Chicago Health Science Division campus in Maywood IL. All students must participate in the full Day of Scholarship activities, including the student presentations and the Recognition Ceremony.

Successful completion of both the written and the oral comprehensive exam is required before the MS/D degree is conferred.

If the student has completed all course work and is completing the Comprehensive Exam during a semester when he/she has no further courses to take, the student must register for the course GNUR 605 for no credit in order to maintain graduate student status. If the student fails to register for this course, the attempt at completion of the comprehensive examination will be void and cannot be accepted for grading.

At least 80 percent of coursework must be completed in order for the student to participate in the Comprehensive Exam. Any outstanding incomplete (I) grade must be removed before the final submission of the Comprehensive Exam paper.

I. COMPREHENSIVE EXAM PROCEDURE

A. Preparing for the Comprehensive Exam (CE):
Preparing a high quality CE is a process that requires at least two semesters and preparations including selection of a good topic, Faculty Advisor, literature review and writing skills. The Comprehensive Exam Timeline document outlines steps that are strongly recommended over two semesters to achieve this goal. Students are advised to review this document (posted using the Dietetics Education Programs electronic course management platform) and discuss steps with the Faculty Advisor. Resources are
available to assist students in these steps. Students should ask their Faculty Advisor and/or program
director for assistance in locating and using these resources. Faculty Advisors may require and request
products of some of these intermediate steps for review including additional due dates. Students
should review and discuss the CE Timeline document with Faculty Advisors.

B. Choosing a Paper Topic.
The student is encouraged to select a topic that is of interest to her/him, professional dietetic practice
and would add to the body of knowledge in dietetic practice. The topic should be one with an
adequate supply of high-quality, professional literature from peer-reviewed journals for review and
synthesis in the paper. The majority of these articles should be original, data-based research.

C. Choosing a Comprehensive Examination Faculty Advisor.
1. The Comprehensive Examination preparation is a two-semester process, the details of which are
outlined in the Dietetics Ed Programs’ Sakai site. Each student must select a Comprehensive
Examination Faculty Advisor who will work with him/her in the development of the paper. Students are
couraged to select a Comprehensive Examination Faculty Advisor who has knowledge and expertise
on the topic that the student has chosen. The Comprehensive Examination Faculty Advisor serves in an
advisory role and evaluates the final Comprehensive Examination paper as pass/fail.

2. Faculty members serve as Comprehensive Exam Faculty Advisors for a limited number of students
per academic year. Therefore, students are encouraged to identify an appropriate Comprehensive
Examination Faculty Advisor early, ideally nine months before final paper submission. The CE Faculty
Advisor for MS/D students must be a member of the Graduate School.

In unique situations, a student can negotiate with a part-time faculty member to serve as
Comprehensive Examination Faculty Co-Advisor. Part-time faculty Co-Directors must meet the
following criteria: 1) have demonstrated expertise related to the Comprehensive Examination topic; 2)
teach on a regular basis in the master’s programs, and 4) be assigned a full-time faculty member to
oversee the Comprehensive Examination process and product. In the case of Comprehensive
Examination Co-Directors, both the full and part-time faculty member signatures must appear on the
Comprehensive Examination Proposal Form.

D. The CE Proposal.
Upon receiving approval for the topic of the paper from the chosen CE Faculty Advisor, students are
required to complete and submit the “Proposal for Comprehensive Exam” form, which must be signed
by the Comprehensive Examination Faculty Advisor by the due date posted in Sakai. Four copies should
be submitted by the due date as outlined below:
• One submitted to the Comprehensive Examination Faculty Advisor,
• One submitted to the MNSON Director of Graduate Student Affairs,
• One submitted to the Comprehensive Examination Faculty Advisor,
• One submitted to the LDI Program Director,
• One retained by the student,

Electronic submission, via email, of scanned pdfs with original signatures are acceptable.
E. **Query Letter.**
With the assistance of the Comprehensive Examination Faculty Advisor, the student should identify a professional, peer-reviewed journal and write a sample query letter to the editor prior to preparing the manuscript. This query letter will not be sent, but will provide the student with experience in this step of the publication process.

F. **Timeline and Due Date.**
1. All due dates for comprehensive exam submissions are posted in Sakai under the “Dietetics Ed Programs” site. The student should discuss due dates for the “student activities” with the Comprehensive Examination Faculty Advisor and plan a schedule for submission of the required and optional materials.

2. Students must submit two copies of their paper: an initial copy and a final copy. The initial copy of the paper and the final copy must be received by the Comprehensive Examination Faculty Advisor by the posted due dates or the paper will not be reviewed. This will be considered and counted as a failed attempt at CE completion. Each student is assigned to a Comps Sakai site with his/her Comps Faculty Advisor, which can be seen in the Sakai menu. Using this site, students submit all required Comprehensive Exam documents, including the following: the first initial paper using TurnItIn; the final copy of the paper; the Day of Scholarship form, and the query letter with editor response.

G. **Initial Copy.**
1. The initial copy of the Comprehensive Exam must be submitted by the due date posted in Sakai. The initial copy should be very close to a completed paper. Under no circumstances should the Comprehensive Examination Faculty Advisor serve as a proofreader for the paper. If the student submits an incomplete initial copy, the Comprehensive Examination Faculty Advisor will return the paper for further work without a review. The term “draft” should not be used in reference to this initial paper.

2. Each student is assigned to a Comps Sakai site with his/her Comps Faculty Advisor, which can be seen in the Sakai menu. Students will submit the first initial paper using TurnItIn in the Comps Sakai site.

F. **Final Paper.**
1. Students use the feedback received from the initial copy to revise and complete their final paper. The final paper is submitted through the Comps Sakai site by 5:00 pm on the due date posted in Sakai under the “Dietetics Ed Programs” site. No exceptions will be made. Failure to meet this deadline results in a delay of program completion and graduation.

2. The Query Letter and Day of Scholarship form must also be submitted with the final paper.

I. **Student/Faculty Authorship.**
The student will always be the first and solo author prior to graduation. After graduation, should the graduate choose to continue to pursue publishing with the assistance and participation of the
Comprehensive Examination Faculty Advisor, he/she will become the second author.

**J. Grades for the Comprehensive Exam Paper.**
Comprehensive exams will be graded by the Comprehensive Examination Faculty Advisor as follows:
1. Pass: The student has met requirements for the Comprehensive Examination paper.
2. Fail: If the student receives a failing grade for the paper, the student is allowed one additional attempt to complete this program requirements with a passing grade. The student must wait until for next CE cycle. If no other courses are taken during the semester of the CE, then the student must enroll for GNUR 605 during the semester(s) which the CE is completed.

**II. PAPER GUIDELINES**

A. The scholarly paper should be a concept paper, a clinical paper, or a paper on administration or intervention strategies that demonstrates the knowledge synthesized from the MS/D program. The topic must be appropriate to an area of dietetic practice which might include, but is not limited to:
- the role of dietary constituent(s) in prevention of certain conditions,
- new concepts of medical nutrition therapy for a specific condition or disease,
- intervention strategies or programs to improve nutrition and health,
- administrative issues in dietetic practice,
- an aspect of a social determinant related to nutrition and health,
- informatics in dietetic practice,
- application of ethical concepts to dietetic practice
- another appropriate trends related to dietetic practice,

B. The format of the paper will follow the journal guidelines to which the paper will be submitted and should be discussed and agreed upon by the student and Faculty Advisor.

C. General guidelines for paper format:

1. Title.
2. Abstract.
3. Introduction.
   a. Thorough review of current literature.
   b. Thorough synthesis of recent research.
   c. Citations should be not more than five years old except for the seminal works.
5. Discussion.
   a. Professional issues involved.
   b. Strategies to address the issues.

6. Summary/Conclusion.

** These guidelines may be modified with consent of the Faculty Advisor, according to the format of
the journal selected or the particular topic being addressed.

** The recommended page limit is approximately 15 to 25 double-spaced pages, not including appendices, references, and title page. Although many journals may limit the submission to 12 to 15 pages, this may not be sufficient to meet the requirements for passing the comprehensive exam. III. EVALUATION USING THE FOLLOWING CRITERIA:

A. Format.

1. Format - margins, spacing, abbreviations, pagination, footnotes, quotations, and other details should be consistent with APA (latest edition) or the format of the journal to which the student chooses to submit. References must be accurate, appropriate and written correctly.

2. Grammar - appropriate professional terminology, complete sentence structure, congruent verb tenses, proper punctuation, correct spelling, and clarity are expected and essential for successful completion of the CE. Students are strongly encouraged to use resources such as the writing centers and tutors which may be available through the University or other resources. Asking for assistance in proof reading is encouraged. All written work is expected to be original and by the student completing the paper.

3. Idea Development - the degree of discussion devoted to the specific sections of the paper is appropriate (i.e., introduction, topic/issue, discussion, conclusion.).

4. Organization - the paper is organized so that it flows logically from the introduction to the summary. Headings and subheadings are included throughout the paper; the internal organization of the paper must be consistent with sections as listed.

5. Appearance - double spaced, typed, and neat.

B. Resources.

1. Journal Articles - Students may be asked to provide a copy of each journal article cited in the paper. These copies will not be returned to the student.

2. Diversity of Resources - A variety high quality professional literature should be selected and included as resources for the paper. Articles from peer-reviewed journals in the fields of nutrition, dietetics, allied health sciences, medicine, and/or food science should be included. In addition, professional literature from other disciplines such as social work, education, and/or business should be included as appropriate depending on the topic. Personal interviews must be noted as to the qualifications of the person(s) interviewed and must be appropriate and experts on the topics. Interviewees and/or references must be recognized by faculty as acceptable.

3. Internet References - Internet references should be kept to a minimum within the paper and come from a scholarly, peer-reviewed, reputable cite (i.e., CDC, NIH, etc.). Personal web pages and product
cites (i.e., Lilly, Cook Care, etc.) are not allowed.

4. Current - no literature over five years old is used unless it is a “classic,” i.e., original work upon which other concepts, theories, etc are based (i.e., Framingham study related to nutrition risk factors for heart disease).

5. Adequacy - a minimum of 20 high-quality references are recommended for the comprehensive exam. This may require the student to review several times this number to identify appropriate references. Students are advised to allow ample time for this thorough search. The Loyola library, including librarians, are excellent resources.

C. Content.

1. Title - clear, concise, and descriptive; clearly delineates the intent of the paper.

2. Abstract - specific, representative of the manuscript, and in the correct format, word count as defined by author guidelines for journal of query letter.

3. Introduction - defines specific topic precisely enough to allow in-depth coverage, explains rationale for selecting the topic (including its applicability to dietetic practice), and delineates and defines key subject areas to be discussed in the paper.


a. Citations should be less than five years old, except when citing classics or historical information. Objectively provides precise information pertinent to subject area under discussion. Balanced perspectives should be provided on controversial topics (pros vs cons with evidence for each side). Literary review provides background information necessary to understand the problem under discussion. Review includes enough data and discusses a full and sufficient variety of view-points to validate the conclusion. Literature must be current and timely. Tables and figures to compliment the text are allowed with appropriate titles, labels, references and permissions. Tables and figures designed by the student are encouraged as a way to summarize information in concise formats with narrative discussion as appropriate.

b. Inclusion and discussion of relevant research as it pertains to the topic is required. The student is expected to place an emphasis on articles that report on evidence-based practice. The synthesis and interpretation of research must be accurate as judged by the Faculty Advisor.

5. Discussion.

a. Presents a clear, concise analysis of the problem or topic as it relates to dietetic practice by synthesizing the literature reviewed with clinical and/or personal experiences, theoretical course content, secular trends and other information as appropriate to a scholarly paper.
b. Demonstrates knowledge and understanding of the topic by realistically identifying implications for action related to client, self, the dietetic profession, others and broader societal organizations (such as the health care system, food production systems, nutrition programs, etc). Identifies strategies for change, professional issues involved, and strategies to address the issues.

6. Summary/Conclusion - presents a concise and accurate condensation of relevant elements from both resource data and discussion segments of the paper. Itemized major suggestions, changes, and recommendations from the rationale for the paper and as inferred by the body of the paper.

D. Originality. The information is fresh, new, timely, and useful to the reader. The student presents the material in a creative and useful manner.

**IV. CRITERIA FOR THE COMPREHENSIVE EXAM ORAL PRESENTATION**

A. Overall Guidelines.

Students are required to attend the Recognition Ceremony, which immediately follows the oral presentations. The presentation must be done using PowerPoint.

1. The student is required to prepare and practice a PowerPoint presentation of the paper with the Faculty Advisor prior to the oral presentation. This may be in a group with other students as directed by the Faculty Advisor. If a group practice session is arranged, the student must attend and provide feedback for all practice sessions of the group. Peer feedback is valuable. As an emerging professional, students are expected to participate in peer review for others.

2. The student must bring her/his presentation on a USB flash drive that will be loaded into a computer for the Day of Scholarship presentation.

3. The projector for the presentation will be supplied.

B. Format for Presentation. The paper presentation is limited to 10 minutes, followed by up to ten minutes for discussion with the audience. The following is the recommended format; this format may be adapted to fit the topic on slides 2-7, include a text box with citations including the author(s) and year of publication.

1. Slide 1.
   a. Title of paper.
   b. Journal queried.
   c. Student name, email address, and program (Master of Science in Dietetics)
   d. Name of CE Faculty Advisor.

2. Slide 2. Introduction and significance. Why this topic was chosen. Why this topic is important.

3. Slides 3-7. Summary of key points. What is known about this topic; what remains unknown about this topic. Conclusions/recommendations for future action.

5. Slide 9. Selected references


C. Conduct of Presenter.

   1. The student may not leave the room during the presentations. This is discourteous to the other presenters.

   2. The student’s attire must be business professional.

D. Guests.
Students are encouraged to invite family, friends and colleagues. However, due to room size constraints, each student should limit the number of invitees to six.

V. ROLE OF THE COMPREHENSIVE EXAM FACULTY ADVISOR

The CE Faculty Advisor provides guidance and feedback to the student during the two semester comprehensive exam process. This is an unique opportunity for the student to work with a faculty member in a manner that enhances the professional development related to scholarship in an individualized manner.

The Faculty Advisor is asked to discuss the CE Timeline with the student early in the first semester and establish a plan for feedback and communication maintaining the mandatory due dates. The Faculty Advisor will communicate the decision regarding status (pass/fail) of the final paper to the MNSON Graduate Advisor and record the decision regarding the status of the final paper and oral presentation in the Graduate School Progression System (GSPS).
Comprehensive Examination Sample Query Letter

Date

Editor’s name and credential; this information can be found on the journal’s website in the Information for Author’s section:

SAMPLE HEADER:
Judith Gilbride, PhD, RD, FADA
Editor, Topics in Clinical Nutrition
New York University
2 Washington Square
New York, New York 10003

Dear Dr. Gilbride:

Enclosed for consideration by the (include journal name, example: Topics in Clinical Nutrition) is a manuscript titled (insert title). I believe this paper fits within the aims and scope of (include journal name), particularly to (insert rationale).

The body of the manuscript is x pages in length and follows the guidelines provided to authors. This manuscript has not been previously published and was submitted solely to the (include journal name) for consideration.

Thank you for considering this manuscript for publication. If I can address any questions, please contact me. I look forward to your review.

Sincerely,

Your Name
Formal Complaint Policy by Student

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

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

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

General Guidelines

- Student Complaints Related to Academic Issues.
  - Formal student complaints related to academic disputes involving the appropriateness of course grades and accusations of academic dishonesty are addressed through the MNSON’s Academic Grievance and Appeals Process. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON 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 MNSON may continue the academic grievance process in accordance with the Graduate School’s Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml.
  - Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University’s General Academic Appeals process at http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.
  - Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University’s Special Academic Appeals process at http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.

- Student Complaints Related to Non-Academic Issues.
  - 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 MNSON with questions about this policy or who believe they have been discriminated against because of their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law, may contact the EthicsLine Reporting Hotline at (855) 603-6988 or submit a report online at www.luc.edu/ethicsline.

- Questions regarding Title IX may also be referred to the University's Title IX Coordinator, Thomas M. Kelly, Senior Vice President for Administrative Services, Lewis Towers, Suite 1500, who can be reached at (312) 915-6400 or tkelly4@luc.edu, or to the Department of Education’s Office for Civil Rights.
- Questions regarding Title VI of the Civil Rights Act of 1964 (“Title VI”) may also be referred to Tobyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or friar@luc.edu, or the Department of Education’s Office for Civil Rights.
- Questions regarding Section 504 of the Rehabilitation Act of 1973 (“Section 504”) may also be referred to Shawna Cooper-Gibson, Assistant Provost for Student Academic Services, Sullivan Center, Suite 255, who can be reached at (773) 508-7067 or scoopergibson@luc.edu, or the Department of Education’s Office for Civil Rights.

- Complaint Referral.
  - University administrators may refer certain formal complaints from MNSON students, including complaints made through the EthicsLine Reporting Hotline, to the MNSON Dean's office for appropriate action, including assistance in the investigation of a report. Where appropriate, the Dean will assign an administrator from the MNSON 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 at www.luc.edu/ethicsline or by dialing 855-603-6988.
  - As explained at www.luc.edu/ethicsline:
    - The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
    - The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence,
as a result of making a report.

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

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

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

Complaints related to unprofessional behavior and conduct by students within the LDI may originate from faculty, staff, preceptors, other students, or from outside the University, such as a clinical site.

Issues of unprofessional behavior or conduct that occur during a supervised practice learning experience are addressed through the evaluation of student performance in the course, as detailed in the course syllabus. If a student believes the grading related to his/her professional behavior and conduct is the result of a significant violation of clearly established written school policies, is the result of improper procedures, or is capricious, the student may pursue a grievance in accordance with the Academic Grievances and Appeals Procedure as written in the LDI Handbook and/or Graduate Program Student Handbooks based on track of the LDI.

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

1. The first attempt at resolution of the complaint should occur between the student and the other parties involved.
2. If the complaint of unprofessional behavior or conduct is not resolved among the parties involved, a formal complaint, in written form, is forwarded to the Program Director of the student’s degree program.
3. The Program Director reviews the complaint, any supporting documentation submitted by any of the parties, and meets with the parties involved individually. If the Program Director is directly involved in the complaint, the complaint instead is forwarded to the Associate Dean of Graduate Programs.
4. If the complaint is not resolved at the level of the Program Director, the Program Director submits a recommendation for any action to be taken, along with any supporting documentation, to the Associate Dean of Graduate Programs with jurisdiction over the degree program in which the student is enrolled.
5. The Associate Dean of Graduate Programs, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Associate Dean of Graduate Programs may dismiss the complaint or, upon finding that the student has engaged in unprofessional behavior and conduct, institute progressive corrective action with the student. Progressive corrective action typically begins with a verbal warning (documented) to the student, which details the nature of the complaint, corrective actions to be taken, and notifies the student that failure to correct the unprofessional behavior or conduct may result in more severe corrective action. The nature of the behavior dictates the severity of
the action. The behavior may warrant immediate action beyond a verbal warning.

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

8. If the unprofessional behavior or conduct continues, the Associate Dean of Graduate programs will either withdraw the student from a course or make a recommendation for dismissal from the academic program.

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

10. The Associate Dean of Graduate Programs may submit to the Senior Associate Dean for Academic Affairs a recommendation for 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 Senior Associate Dean for Academic Affairs may authorize the student’s dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see #12 below).

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

12. In cases where a student’s expulsion from the University for Unprofessional Behavior and conduct is considered, the Senior Associate Dean for Academic Affairs forwards all relevant.