

# DOCTOR OF NURSING PRACTITIONER (DNP) AND POST GRADUATE CERTIFICATE ACADEMIC POLICIES

## Marcella Niehoff School of Nursing (MNSON) Mission and Vision

Our Mission at the Marcella Niehoff School of Nursing is to advance the science of nursing and provide a transformative education in the Jesuit Catholic tradition that prepares compassionate, innovative, diverse nurse leaders who provide care for the whole person and partner locally and globally to promote social justice and health for all. OUR VISION at the Marcella Niehoff School of Nursing is to be a preeminent leader in transforming the health of persons, families, communities, and populations, while promoting social justice, health equity and quality care for all. More information can be found here (<https://www.luc.edu/nursing/about/missionvisioncorevalues/>).

## Marcella Niehoff School of Nursing Core Values

The MNSON 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.” This is what it means in the MNSON:

- Promoting dialogue, critical thinking, and the discernment of meaning in the process of enhancing health of persons and communities, both locally and globally.
- Fostering an academic environment that supports and guides students in their transformation toward becoming health care leaders.

“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.” This is what it means in the MNSON:

- Acknowledging that humans are physical, psychosocial, and spiritual beings.
- Recognizing that spirituality affects health.
- Respecting that spirituality is lived out differently through diverse faiths, beliefs, and religious traditions.
- Creating a safe place to search for meaning in the process of discovery and transformation, as well as social change.
- Respecting our potential for achievement while accepting our human limitations in the pursuit of good.

“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.” This is what it means in the MNSON:

- Committing to social justice by engaging individuals, families, and communities, both locally and globally, to improve and promote health.
- Recognizing that health disparities exist; those with the greatest need and with the least access hold a higher priority for action.
- Engaging in research and application of evidence-based practice or best practices that limit health disparities.

“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.” This is what it means in the MNSON:

- Fostering synergistic collaborations within and between professions, disciplines, programs, and partners.
- Respecting the dignity and fundamental rights of all.
- Embracing the tension that exists between competing priorities (e.g., mission-driven, financially-driven, Ethical & Religious Directives for Catholic Health Care Services) when making choices.
- Accepting responsibility to make choices and act through discernment, being wise stewards of resources.
- Actively seeking diversity in people, programs, professions, and practice to strengthen the communities of which we are a part.
- Promoting a culture of purposeful transparency.

“Global Awareness: Demonstrating an understanding that the world’s people and societies are interrelated and interdependent.” This is what it means in the MNSON:

- Understanding that individuals are intimately connected to, live within, and operate within community.
- Recognizing that communities have cultural capital with unique strengths.
- Fostering relationships and engaging in partnerships in order to promote health.
- Embracing culture as a means to serve and to lead change toward better health.
- Applying the lessons we learn locally to global milieus and applying lessons learned globally to local initiatives.

## Standards of the Profession

Exemplary behavior, consistent with the standards of the nursing profession, is expected at all times. The student is expected to maintain integrity and abide by the standards of clinical education and of the nursing profession, as further discussed in the following sections. The student is responsible for adhering to the policies in this manual and acknowledges acceptance of this student handbook by acknowledging that they have read and received the Student Handbook.

## Inclusive Excellence Statement

Working toward inclusive excellence includes building intrapersonal and interpersonal awareness, engaging in curriculum transformation, teaching with an inclusive pedagogy, and building inclusive learning environments. We recognize that our community is strengthened by the diversity of our students, faculty, and staff along the social dimensions of race, color, religion, biological sex, age, sexual orientation, gender identity or expression, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law. We are especially committed to helping our nation create a culture of health, promote health equity to reduce health disparities, and improve the health and well-being of all, especially for

those who experience the health system disparately due to systemic oppressions.

## Chosen Name and Pronouns Statement

Class rosters and university data systems are provided to instructors with only students' legal names presented. Knowing that not all students use their legal names or identify with a gender that aligns with their sex assigned at birth, faculty members will use the name and/or personal pronouns you use. If you choose, you may email the faculty member directly to share your information. Additionally, if these change at any point during the semester, please let the faculty member know. For more information on how to change your name in LOCUS, please visit the Preferred Name Policy (<https://www.luc.edu/dos/services/preferrednamepolicy/>).

## History and Overview of the Marcella Niehoff School of Nursing

The MNSON was founded in 1935. It is the oldest baccalaureate nursing program in the state of Illinois. The MNSON was the first school in the university in which women attended classes. At its inception, education focused on preparing nurses to assume leadership roles in meeting the health care needs of Chicago residents. The following programs are housed in the MNSON.

### Bachelor of Science in Nursing (BSN)

The BSN program educates and graduates competent and caring nursing professionals to meet the health care needs of patients in a variety of national and international settings. The program is science-based and focuses on the knowledge and skills necessary to provide safe and competent nursing care to individuals, families and communities. Students are prepared to analyze complex health care situations using critical thinking to optimize health outcomes.

There are two program tracks in the BSN program. The 4-year BSN program track is a direct entry academic degree program. The Accelerated BSN (ABSN) program track offers a fast-track to professional nursing for those who have already earned a baccalaureate degree or higher in another field of study.

### Graduate Nursing Programs

In 1964, a Master of Science in Nursing (MSN) program was initiated to prepare professional nurses for advanced practice and leadership roles in health care delivery. The MSN programs currently include the following track: Nursing and Healthcare Administration Nurses with an Associate Degree or Diploma in Nursing can pursue this track via the RN-MSN program. In 2009, the Doctor of Nursing BSN Student Handbook 2025-2026 Practice (DNP) program was initiated. The DNP is a practice-focused degree designed to provide advanced knowledge and skills required to enhance the health and well-being of individuals and communities. Practice doctorate preparation includes options for a systems/leadership focus or advanced practice nursing with a specialty focus. The PhD program was initiated in 1988 to meet the need for nurse scholars, teachers, and leaders. Loyola PhD in Nursing graduates have assumed leadership roles in research, education, clinical practice, and health care administration nationally and internationally.

### Certificate Programs

The Marcella Niehoff School of Nursing offers certificate programs for post-Baccalaureate and post Master's nurses and other health professionals looking to advance their knowledge and skills in their practice areas or to expand their career options. Post-graduate Advanced

Practice Registered Nurse (APRN) certificate programs are available for master's prepared nurses who wish to gain needed content and clinical expertise to prepare for a Nurse Practitioner (NP) or Clinical Nurse Specialist (CNS) national certification examination. Information about Certificate Programs can be found at Degree Programs | School of Nursing: Loyola University Chicago.

## Overview of the DNP Program

### DNP Program Tracks

The DNP Program APRN tracks are designed for nurses seeking preparation as an Advanced Practice Nurse and also a terminal degree in nursing practice; this degree offers an alternative to research-focused doctoral programs. DNP prepared nurses will be equipped to fully translate research into practice. The changing demands of the nation's complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure high quality patient outcomes. Thus Loyola's DNP program educates nurses for expert practice in leadership and clinical roles. The program focuses on populations at risk for disease, populations that are experiencing alterations in health, populations across the nation and globe, and systems that promote safe and efficient health care environments. Graduates are equipped to disseminate evidence-based practice initiatives to patients, families, communities and populations to assure high-quality, safe health care across all settings.

Loyola offers the following DNP tracks:

- The **Psychiatric Mental Health Nurse Practitioner program** can be completed in 68 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Psychiatric Mental Health Nurse Practitioners.
- The **Psychiatric Mental Health Nurse Practitioner program with specialization in Substance Use and Addiction Disorders** can be completed in 73 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Psychiatric Mental Health Nurse Practitioners with expanded roles in substance use and addiction disorders.
- The **Family Nurse Practitioner program** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Family Nurse Practitioners.
- The **Family Nurse Practitioner program with a specialization in Emergency Room** can be completed in 84 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Family Nurse Practitioners with a subspecialization in Emergency Medicine.
- The **Women's Health Nurse Practitioner program** can be completed in 71 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Women's Health Nurse Practitioners.
- The **Adult-Gerontology Primary Care Nurse Practitioner** can be completed in 69 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Primary Care Nurse Practitioners.
- The **Adult-Gerontology Acute Care Nurse Practitioner** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Acute Care Nurse Practitioners.
- The **Adult-Gerontology Primary Care Nurse Practitioner program with specialization in Oncology** can be completed in 72 semester hours. Graduates will have the knowledge and skills to assume system-wide

leadership as Adult-Gerontology Primary Care Nurse Practitioners with expanded roles in oncology.

- The **Adult-Gerontology Clinical Nurse Specialist program with specialization in Oncology** can be completed in 69 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Clinical Nurse Specialist with expanded roles in oncology.
- The **Adult-Gerontology Acute Care Clinical Nurse Specialist program** can be completed in 64 semester hours. Graduates will have the knowledge and skills to assume system-wide leadership as Adult-Gerontology Acute Clinical Nurse Specialists.
- The **System Leadership Track** can be completed in 30 semester hours depending on the verified number of practicum clocked hours the student received from their master's level education. Graduates will have the knowledge and skills to assume advanced roles in direct care and systems leadership domains at the highest level of nursing.

The DNP program APRN tracks with the exception of the Adult-Gerontology Clinical Nurse Specialist program with specialization in Oncology, requires students to be centrally located to the Chicago area since many of the courses require on-ground class time. DNP and Post Graduate Certificate Programs.

### Program Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Loyola University Chicago are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

### Program Goal and Outcomes

The goal of the Doctor of Nursing Practice (DNP) program is to prepare nurses to assume advanced roles in direct care and systems leadership domains at the highest level of nursing to improve health care outcomes through practice-based scholarship.

At the completion of the DNP program, the graduate has the knowledge and skills to:

- Apply integrated scientific, knowledge and clinical judgements at the highest level of professional nursing practice.
- Evaluate health care delivery approaches and healthcare systems, with an emphasis on quality and safety.
- Apply best evidence in approaches to client and system-centered practices.
- Apply analytic approaches and information technology in the delivery and improvement of client-centered health care and health care systems.
- Employ ethics, leadership, and advocacy concepts to advance healthcare quality and equity for individuals, systems and populations.
- Implement intraprofessional and interprofessional leadership and collaboration competencies and methods, at the highest level of professional nursing practice in advancing health and health outcomes.

### Admissions

The Doctor of Nursing Practice (DNP) program is offered by the Marcella Niehoff School of Nursing (MNSON) at Loyola University Chicago. There are multiple tracks in the DNP program:

- DNP System Leadership Track
- DNP APRN Tracks
- DNP Post Graduate Certificate

Students in DNP tracks begin the program in the Fall (August) semester. Applications are accepted year-round. The admission committee reviews and releases admission decisions on a rolling basis.

### Professional Nursing Standards and Guidelines

MNSON DNP Tracks utilize the following nursing standards and guidelines.

DNP APRN Program and the DNP Systems Leadership Program

- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2021).

DNP APRN Programs

- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (2008).
- Standards for Quality Nurse Practitioner Education: A Report of the National Task Force on Quality Nurse Practitioner Education (2022)
- Population-Focused Nurse Practitioner Competencies (for FNP and WHNP) (AACN, 2013).
- Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010).
- Psychiatric Mental Health Nurse Practitioner Competencies (AACN, 2003).
- CNS Competencies | National Association of Clinical Nurse Specialists (2019).
- Adult-Gerontology Clinical Nurse Specialist Competencies (AACN, 2010).
- Oncology Clinical Nurse Specialist Competencies (ONS, 2008)

### APRN Certification and Licensure

Graduates of a Loyola University Chicago DNP APRN program track are prepared to sit for at least one nationally recognized certification exam that corresponds to the advanced practice role and population focus for which the student was prepared in the program. National certification assesses the broad educational preparation of the individual which includes graduate core, APRN core, NP or CNS role and core competencies, and the competencies specific to the population focus of the area of practice.

*Upon successful completion of the program, students in each APRN track are prepared to apply for the following role and population-focused certifications:*

#### Family Nurse Practitioner

American Nurses Credentialing Center (ANCC)  
American Academy of Nurse Practitioners Certification Program (AANPCP)

#### Emergency Nurse Practitioner (Post Certification as a Family Nurse Practitioner)

American Academy of Nurse Practitioners Certification Program (AANPCP)

#### Women's Health/Gender Related Nurse Practitioner

National Certification Corporation (NCC)

#### Adult-Gerontology Primary Care Nurse Practitioner

American Nurses Credentialing Center (ANCC)

American Academy of Nurse Practitioners Certification Program (AANPCP)

**Psychiatric Mental Health Nurse Practitioner**  
American Nurses Credentialing Center (ANCC)

**Adult-Gerontology Clinical Nurse Specialist**  
American Nurses Credentialing Center (ANCC)

The APRN role and population focus is reflected on the transcript of each MNSON graduate student.

## Immersion Requirements

All students will participate in the required on-campus intensive Immersions on consecutive days Friday/Saturday at Loyola's Health Sciences Campus in Maywood, IL each academic year. These Immersions incorporate course work, seminars, and presentations within a community of scholars as a key way to build community among students. The focus of the Immersions is more than content learning—it is experiential learning from each other in this academic setting.

Attendance at all Immersions is mandatory. Failure to attend DNP Immersion may result in a registration hold, course failure, or dismissal.

## Distance Education Programming and Supports (All DNP Tracks)

Teaching-learning practices have been developed to support the needs of the adult, professional learner. Teaching methods used in the program include in-person, and synchronous and asynchronous instructional methodologies. A synchronous learning environment with real time visual and audio communication provided by web-conferencing assists students in dialoguing and exchanging ideas easily, and for clarification of asynchronously delivered content. The asynchronous learning environment with archived lectures provides faculty a method to deliver current course content for students to view at their convenience.

To accommodate different student learning styles, faculty incorporate a variety of teaching strategies in their course work. Students work individually, in small groups or teams, present their work in courses through voice-over presentations and face to face during Immersion consecutive days, participate in threaded discussions and blogs, and work with their onsite mentors in a cohesive programmatic effort. Additional teaching-learning practices include case studies, clinical practice experiences, critical thinking exercises, debates, video/teleconferencing, computer-based assignments, and use of library resources. To provide opportunities for DNP cohorts to build community, the Immersions are required each year for DNP students and for faculty members who are course instructors and Faculty Project Advisors. These Immersions provide valuable opportunities for students to interact with faculty in a "community of scholars" model.

In addition to the LUC online learning support services, the MNSON has designed its own Online Course Orientation to prepare students for the responsibilities of online learning. It is easily accessible, in Sakai on the "Information for DNP Students" site.

## Academic Integrity and Academic Misconduct

Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner.

Academic integrity is a guiding principle for all academic activity at LUC, and all members of the University community are expected to act in accordance with this principle.

## Standards

The MNSON abides by the University Academic Integrity Standards.

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).

**Failing to meet these standards is a serious violation of personal honesty and academic ideals.** The standards apply to both individual and group assignments. Individuals working in a group may be held responsible if one of the group members has violated one or more of these standards:

1. **Students may not plagiarize.** Plagiarism involves taking and using specific words, phrases, or ideas of others without proper acknowledgement of the sources. Students may not:
  - a. Submit material copied from a published or unpublished source.
  - b. Submit material that is not cited appropriately.
  - c. Use another person's unpublished work or examination material.
  - d. Allow or pay another party to prepare or write an assignment.
  - e. Purchase, acquire, or use a pre-written assignment for credit.
  - f. Use generative artificial intelligence to complete or write assignments or exams, partially or fully, without prior permission of the instructor.
2. **Students may not submit the same work for credit for more than one assignment (known as self-plagiarism).** If a student plans to submit work with similar or overlapping content two or more times for any purpose, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.
3. **Students may not fabricate data.** All experimental data, observations, interviews, statistical surveys, and other information collected and reported as part of academic work must be authentic. Any alteration, e.g., the removal of statistical outliers, must be clearly documented. Data including medical records or other documents to petition for excused absences or extensions of deadlines must not be falsified in any way.
4. **Students may not collude.**
  - a. Students may not work with others on any exam, assignment or portion of an assignment without permission from the instructor.
  - b. Students' work with one another on an exam or assignments may not exceed the terms of their instructors' directions for collaboration as part of the assignment.
  - c. Students may not use work submitted by another student in a previous semester of a course.
  - d. Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

5. Students may not cheat.
  - a. Students may not obtain, distribute, or communicate examination materials prior to the scheduled examination without the consent of the instructor.
  - b. Students may not take an examination by proxy.
  - c. Students may not attempt to change answers after an examination or an assignment has been submitted.
  - d. Students may not falsify medical or other documents for any reason.
  - e. Students may not use unauthorized study aids in an exam. Examples include, but are not limited to:
    - Bringing notes into an exam that does not allow outside materials.
    - Programming equations into a calculator when the instructor has indicated that students are to be tested on the recall of those same equations.
    - Using any electronic device that allows students to look up, translate, calculate, or communicate information with someone else.

or elevate the initial sanctions assigned by the instructor based on the student's prior academic misconduct history:

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

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

1. Educational Experiences or Projects allow students to reflect upon their conduct and how their action harmed themselves, others, and the community; and/or to explore why such conduct is unacceptable. Examples include but are not limited to:
  - a. Attendance and participation at a required meeting, workshop, special project, or other initiative.
  - b. Completing an online tutorial focused on academic integrity.
  - c. A written reflection about a specific topic or issue.
  - d. Resubmission of the assignment or exam for partial credit.
  - e. A required meeting with the appropriate dean to discuss the misconduct and the consequences.
  - f. Completing restorative service hours and/or a Values Workshop.
2. Failing Grade on the assignment: A letter grade of F or zero points will be issued for the assignment or examination.
3. Failing Grade in a course: A letter grade of F will be issued for the course.
4. University Suspension or Expulsion. The MNSON Dean may recommend suspension from the University for a period of time, or expulsion from the University, depending on the severity of the misconduct.

## Process

1. Instructors will gather the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The standard of evidence required for an instructor to determine responsibility is known as a "preponderance of the evidence." This means the instructor must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
2. If instructors conclude an instance of academic misconduct has occurred, then they will determine the sanction as it relates to the course.
3. Instructors will notify the student of their findings and sanction. Instructors should allow the student an opportunity to respond before reporting the incident.
4. If after talking with the student or the student fails to respond to the instructor's outreach within two business days and instructors have determined that academic misconduct has occurred, instructors will then report the instance of academic misconduct, including supporting documentation, to the Program Track Director and the Assistant Dean for Graduate Clinical.
5. The case is reported through the Academic Misconduct Report form. This form is the only approved process to submit such a request.
6. The Executive Associate Dean for Academic Affairs for the MNSON will notify the student that the instance of academic misconduct has been reported and the final sanction will be included in the notification.
7. **All of the cases of academic misconduct and academic appeals are managed through Maxient (the University system for these cases) and are part of the student's academic record.** The academic record is not a transcript; this academic record is maintained by the Office of the Dean of Students for a period of seven years from the date of the incident with the exception of cases resulting in University Expulsion (such files are retained indefinitely).

## Academic Probation

Probation is an academic status whereby the student is notified of not being in compliance with academic standards. 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/their GPA to the required level of 3.0 or higher in the next two consecutive terms in which he/she/they 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.

## Academic Standards

Each student is required to abide by Loyola University Chicago policies as well as MNSON policies. LUC policies may be found in the university catalog. Marcella Niehoff School of Nursing: Loyola University Chicago Academic Course Catalog.

## Sanctions

An instructor is responsible for determining the sanctions for academic misconduct in the course sections they teach. Sanctions are assigned on a case-by-case basis while considering precedent and the following standards below. The Assistant Dean for Graduate Clinical may add to

## Grading System

The grading scale for nursing courses in the DNP program in the MNSON is as follows:

Grade	Grade Points
A	94-100
A-	92-93
B+	89-91
B	86-88
B-	84-85
C+	80-83
C	77-79
C-	75-76
D+	72-74
D	69-71
F	68 and below
WE	Withdrawal/Emergency
W	Withdrawal
I	Incomplete
P	Pass
NP	No Pass
NR	Registered Never Attended

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 DNP program with lower than a 3.0 cumulative GPA. DNP students must successfully complete the DNP Project for the degree to be conferred. Information specific to the DNP Project can be found in the DNP Project Handbook.

## Quizzes, Exams and Assignments

Below are general policies related to quizzes, exams and assignments. Specific course policies are detailed in course syllabi.

1. Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the faculty is to be notified via email or voicemail before the exam or quiz begins.
2. Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the due date.
3. Faculty will determine the consequence of late or missing assignments.
4. Faculty will notify students of specific exam policies for each class.

## Use of Generative AI Tools

Students may not use generative artificial intelligence tools (such as ChatGPT or similar platforms) to complete or assist with assignments, quizzes, or exams unless explicitly permitted by the instructor. This includes, but is not limited to, using AI to generate or revise any portion of a discussion post, paper, quiz, exam, or project.

The use of AI tools without permission is a violation of the Loyola University Chicago (LUC) and Marcella Niehoff School of Nursing

(MNSON) academic integrity policies. According to these policies, using generative AI to produce academic work constitutes a form of plagiarism and will be treated as such. Examples of violations include (but are not limited to):

- Submitting work that was partially or fully written by an AI tool.
- Using AI to generate exam or quiz responses.
- Having AI revise or rewrite your work for submission.
- Falsification of reported clinical hours.

Using AI without citation in any work where its use has been approved.

## Consequences

Violations of this policy will be addressed as academic misconduct. Consequences may include:

- A failing grade on the assignment.
- A failing grade in the course.
- Referral to the Academic Integrity Review process for further disciplinary action.

Students who are uncertain whether a specific tool or resource (including generative AI, tutoring platforms, or editing software) are appropriate for an assignment are responsible for consulting the instructor before proceeding. Misuse may result in a violation of academic integrity policies.

## Final Examinations

Final examinations are given during the scheduled final examination period in each session. The student is expected to take their exams as scheduled; students are expected to be available for final exams through the last day of the final exam schedule. The student who is unable to attend a final examination because of illness or other serious circumstances must contact their instructor prior to the exam. Alternative arrangements to complete a final exam will not be granted for personal or leisure travel plans.

## B- Grades

**Students must maintain an overall GPA of 3.0 to remain in good standing.**

Each program track has identified the following courses as covering essential material and students must receive a B- grade or higher in order to continue in the program. If a student receives lower than a B- grade in any of the following courses, the course must be repeated. Furthermore, if a student repeats the course and earns a grade lower than B-, the student will be dismissed from that program.

If a student withdraws from a course and later earns a grade below B- when repeating it, only one additional attempt is permitted.

DNP APRN Program tracks

## Courses Requiring a B- or Better for all Students

- Advanced Health Assessment
- Psychiatric Mental Health Assessment Across the Lifespan
- Advanced Pharmacology
- Psychopharmacology
- Advanced Physiology/Pathophysiology
- DNP Project courses

## Incomplete Grade

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 "Information for DNP Students"). Approval of this request is at the discretion of the instructor. If approved, the student will receive a temporary grade of "I" for the course. Students who are on Academic Probation may not request a temporary mark of incomplete in any course for the term in which they are on Academic Probation.

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/their 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 Assistant Dean of Graduate Clinical Programs.

## Graduate Student Improvement Plan

The Graduate Student Improvement Plan (GSIP) is designed to provide a structured action plan when a student is not meeting didactic or clinical course outcomes, or overall program expectations. It can also be used to outline a course completion plan before granting an incomplete grade. To ensure timely support, it is recommended that the plan be submitted as early as possible in the semester, allowing the school to be more proactive in assisting the student. The GSIP may be initiated by either the faculty or the Program Track Director but should not be used for academic integrity violations. For guidance on academic integrity matters, please refer to the MSN/Certificate & DNP student handbooks.

### Procedure

If initiated by the faculty, the faculty member meets with the student to provide feedback on their academic performance. With the faculty's guidance, the student completes the GSIP and submits it to the Program Track Director for review and recommendation.

- The GSIP must clearly identify the area(s) for improvement.
- The GSIP must identify specific, measurable, achievable, relevant, and time-bound goals that the student is expected to achieve.
- The GSIP must outline a plan for success, including specific strategies and resources that will be used to achieve academic goals.

After the Program Track Director reviews the GSIP, it is discussed with the student and the initiating faculty. Once finalized, both the faculty member and the student sign the form. The signed form is then sent to the Program Track Director for their signature, and the final signed copy is forwarded to the Assistant Dean of Graduate Clinical Programs.

### Assessment

At the end of the time period specified in the GSIP, the initiating faculty will assess whether the terms outlined in the plan have been met:

- If the terms have been resolved, the faculty will document the resolution and any supporting information on the GSIP.
- If the terms have not been resolved, the faculty will record this on the GSIP form. The faculty may also choose to modify the GSIP, noting the date and reasons for any changes.

Once the terms outlined in the GSIP are resolved, both faculty and student sign it. The signed document is then forwarded to the Program Track Director for review and signature. Afterward, the final signed copy is sent to the Assistant Dean of Graduate Clinical Programs and is kept on file until the student either completes their program or is no longer enrolled.

If the Program Track Director initiates the GSIP, they meet with the student to provide feedback on their overall academic performance. With the Program Track Director's guidance, the student completes the GSIP as outlined above. Once finalized, both the Program Track Director and the student sign the form. The signed GSIP is then forwarded to the Assistant Dean of Graduate Clinical Programs. The Program Track Director is also responsible for the final assessment of the GSIP as outlined above.

## Progression Guidelines

Students must meet admission requirements and maintain active RN licensure. Upon admission, progression in coursework for DNP degree should be completed in 5 years.

### Progression Requirements

DNP Program Track

To progress in the DNP program track, students must:

- Maintain a minimum cumulative GPA of 3.0
- Earn a minimum grade of "B-" in all didactic courses in their program plan
- Earn a passing grade in all clinical and lab courses
- Resolve any incomplete grade (I) in accordance with LUC policy

### Continuous Registration - DNP program track

All students are required to register for courses throughout the calendar year (Fall, Spring, and Summer terms) until all degree requirements are met, unless they have received an approved leave of absence or are unable to take courses in accordance with their program track.

### Registration

Registration is completed through LOCUS (<https://locus.luc.edu>) (Loyola's Online Connection to University Services). 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.

### DNP Program Pre-requisite Course Requirements

Certain courses within the nursing major have pre-requisite requirements and these requirements must be taken into consideration as part of the overall academic planning process.

## Academic Support

### Academic Advising

The role of academic advising is to support students in their academic endeavors, in making informed and responsible decisions, and in setting

and achieving short- and long-term goals. Advisors provide counsel and resources to students on a variety of topics, including:

- A course of study plan at Loyola, and deciding what courses to take in the upcoming semesters
- Degree requirements for all MNSON majors
- University policies and procedures and other important academic information
- University offices and resources
- Academic success strategies
- Registration concerns and LOCUS help
- Graduation Audits
- Transfer credit
- Academic performance
- Academic probation and dismissal
- Incomplete grades
- Dropping a class

Upon admission, all students are assigned a Program Track Director with whom they are to consult for the duration of the program. The student confers with their Program Track 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 Track Director; revisions are entered into the LOCUS Planner. Each DNP Program Track Director serves as their students' Academic Advisor. Students should not adjust or change their program plans directly.

### Role of the Program Track Director

- The primary responsibility of the Program Track Director is to provide direct oversight of the educational components included in the student's completion of the DNP 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 Track Director. Students are not permitted to make program plan changes without the Program Track Director's approval.
- The Program Track Director monitors the academic progress of the student through the program and is available to the student for guidance as needed.
- The Program Track 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 Track Director determines the student's progression in the program and course sequencing.

### Role of the DNP Student

- The student is responsible for contacting her/his/their Program Track Director to make any needed changes in her/his/their program of study.
- The student is responsible for notifying the Program Track Director when he/she/they:
  - 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 leave of absence (LOA).

### Office of the Dean of Students (ODOS)

The Office of the Dean of Students (ODOS) serves as a central hub for student support, providing resources, guidance, and advocacy to foster student success and well-being. ODOS helps students navigate academic and personal challenges, empowering them to build self-awareness, accountability, and a sense of responsibility to themselves and others.

The office is made up of two collaborative teams that support students in different but complementary ways:

- The Student Rights, Responsibilities, and Conflict Resolution (SRCR) Team supports students in upholding community standards and are seeking guidance and resources related to conflict resolution and alleged violations of LUC's Community Standards.
- The Student Outreach and Support (SOS) Team assists students facing personal, emotional, or academic difficulties by connecting them to appropriate support services. More information is available here (<https://www.luc.edu/deanofstudents/>).

### Access to Records/Federal Educational Rights and Privacy Act of 1974, as amended (FERPA)

In accord with the FERPA, 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 Assistant Dean of Graduate Clinical 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 Marcella Niehoff School of Nursing.

### Advanced Standing (APRN Programs)

Advanced standing is not permitted in APRN programs. All students must complete the prescribed curriculum in its entirety, regardless of prior coursework or certification. This ensures consistency in competency development, equity across learners, and compliance with AACN Essentials (2021), NONPF competencies, and NACNS spheres of impact.

### Attendance

Although most coursework is on-line, attendance is required at all synchronous sessions, clinical learning experiences and Immersion sessions.

### Clinical Experience Preparation

#### Clinical Affiliation Agreements

An executed Clinical Affiliation agreement between Loyola University Chicago and the clinical agency is a requirement of every student's clinical practicum placement. In consultation with their Program Track Director, students may seek a clinical preceptor who is employed by a site not currently affiliated with Loyola University Chicago. In these cases, students complete the form titled "Information Worksheet for New Clinical Preceptors and Sites" which can be found in the Sakai site "Information for DNP Students". Because this process can take a considerable amount of time, students must submit this completed form to their respective Program Track Director at least 6 months prior to the clinical rotation.

The MNSON is committed to fostering a safe learning environment for our students and protecting the health and well-being of patients, families and health care staff. All nursing students are required to submit

documentation of compliance with the clinical requirements by the specified deadline and prior to the start of clinical experiences. Qualified First® is the platform used to track and manage immunizations and other clinical requirements. Detailed instructions are provided in the Info for DNP Students Sakai Site and an orientation program scheduled before clinical practicum coursework is started. Clinical agencies require verification that the student has met all health and pre-clinical screening requirements. Failure to comply with these requirements by the specified dates will result in a delayed clinical start and disruption to the student's program progression. The MNSON Clinical Placement (songradclinical@luc.edu) informs students of all requirements and expected dates of completion.

## Health Requirements

The student must be in compliance with all health requirements for the entirety of their academic experience. The MNSON updates immunization requirements as indicated by the Center for Disease Control (CDC) and our affiliating agencies. The student will be informed of any changes that take place during their program. Documentation of these requirements must be uploaded to Qualified First.

Requirements include the following:

1. Physical Examination
  1. Submit documentation of a physical examination by your health care provider
  2. Physical examination must be within the last 12 months from the start of your first clinical experience
2. Measles, Mumps & Rubella (MMR)
  1. Submit positive antibody titers for all three components (Measles, Mumps, and Rubella)
  2. If any of the titers are negative or equivocal, a series of immunizations, and a repeat titer, are required
  3. If the second titer is negative or equivocal, contact the School of Nursing for next steps
3. Varicella (Chicken Pox)
  1. Submit a positive antibody titer
  2. If the titer is negative or equivocal, the Varicella series of immunizations, and a repeat titer, are required
  3. If the second titer is negative or equivocal, contact the School of Nursing for next steps
4. Hepatitis B
  1. Submit a positive antibody titer – the correct titer to obtain is the Hepatitis B Surface Antibody (anti-HBs)
  2. If the titer is negative or equivocal, the Hepatitis B series of immunizations, and a repeat titer, are required
  3. If the titer is negative or equivocal, the Hepatitis B series of immunizations is repeated, and then the titer is also repeated.
  4. If the second titer is negative or equivocal, contact the School of Nursing for next steps.
5. Tuberculosis (TB)
  1. There must be documentation of one of the following:
  2. QuantiFERON Gold Blood Test (lab report required and must be uploaded to Qualified First)
  3. If positive results, provide a clear Chest X-Ray (documentation of results are required and must be uploaded to Qualified First®) AND additional follow-up with School of Nursing
    1. 1-step TB test annually
  4. Tetanus, Diphtheria, and Pertussis (Tdap)

5. Submit documentation of a Tdap booster within the past 10 years.
6. International students MUST have a series of three tetanus injections. One injection must be within 10 years. First and second injections must be at least 28 days apart AND the second and third injections must be at least six months apart.
6. Influenza (Flu Vaccine)
  1. Submit documentation of annual vaccination against influenza
  2. Flu vaccination should be obtained soon after it becomes available (generally around September), by October.
7. Immunization information must include the lot number and the location where the immunization was administered. Please check Qualified First® for due dates
8. COVID-19 Vaccination
  1. Submit documentation of your COVID-19 vaccination(s). If you are receiving the two-dose series, BOTH vaccines must be submitted at the same time for approval
9. N-95 Fit-Testing
  1. Submit documentation of annual N95 fit-testing to Qualified First

Students are responsible for ongoing monitoring of due dates and renewal dates in their Qualified First® account. Failure to meet these due dates, or renewal dates, means the student is out of compliance, and subject to removal from any scheduled clinical learning experiences. Any removal from a clinical learning experience due to not being in compliance, places the student at risk for not meeting the outcomes of the course, inability to complete the required hours of clinical resulting in unsuccessful grade and may warrant the initiation of a Graduate Student Improvement Plan.

## Criminal Background Check

Clinical agencies require that the student complete a criminal background check prior to clinical placement. The student is required to complete a background check through the vendor used by the MNSON.

1. The Criminal Background Check must be deemed acceptable in order to progress in nursing courses and in accordance with agency policies for clinical placement.
2. The student may be required by MNSON administration or their assigned clinical learning site to complete additional criminal background checks or urine drug screens.
3. The student will be responsible for fees incurred with additional screening.

## Ten Panel Urine Drug Screen

The MNSON is obligated to comply with the Loyola University Chicago Alcohol and Other Drugs Policy, as well as all federal and state laws and regulations dealing with usage and detection of drugs. Loyola will not permit the possession or use of marijuana at educational or other activities sponsored, conducted, or authorized by Loyola or its student organizations.

A number of states, including Illinois, have passed laws that make the use of marijuana for some medical conditions and recreational use legitimate under the law of that state. However, the possession or use of marijuana remains an offense under the Controlled Substances Act, a federal law.

Clinical agencies affiliated with the MNSON also have drug and substance use policies and require that nursing students comply with their drug testing policies. The drug testing policies and procedures of the hospital, clinic, nursing home, or facility will be followed while

students are engaged in clinical activities as part of the program of study at LUC. Clinical agencies have the right to refuse any student for clinical placement based on concerns about that student's ability to deliver safe practice.

### Procedures

All nursing students will undergo a Ten Panel Urine Drug Screen for the following substances:

1. Amphetamine/methamphetamine
2. Barbiturates
3. Benzodiazepines
4. Cocaine metabolite (BZE)
5. Codeine/Morphine
6. Marijuana Metabolite (THCA)
7. Marijuana Metabolite Quant.
8. Methadone
9. Phencyclidine
10. Propoxyphene

### Types of Drug Testing

**Requirement for Clinical Placement:** The MNSON requires that the student complete a ten-panel urine drug screen prior to clinical placement. Safety in the delivery of care to patient/client populations is the basis for drug testing.

- **Retesting:** Retesting may be required if a clinical site requires a more recent test than is provided for by the MNSON policy.
- **Reasonable suspicion:** Any nursing student participating in clinical practice is subject to drug testing upon request if there is reasonable cause to believe that the student may be using illegal drugs, misusing legal drugs, or misusing alcohol products. Circumstances which constitute reasonable cause, include but are not limited to: notification from OSSCR of any report that includes possession, use transfer, distribution, manufacture, or sale of illicit drugs; physiological signs of possible impairment from drugs. More information can be found here (<https://www.luc.edu/osscr/communitystandards/alcoholdrugsandsmoking/>).
- **Follow-up Testing:** Any student testing positive may be subject to repeated follow-up testing.

### Negative Test Result

A negative result requires no further screens, and the student may participate in their clinical activities.

A test result of "dilute negative" is not acceptable and will require retesting at the student's expense. The student will not be cleared to attend clinical as long as their drug screen result is dilute negative.

### Positive Test Result

If the student's drug screen is positive, they are not able to participate in a clinical placement until further documentation is provided and processed by the Medical Review Officer (MRO) of the drug screening vendor. If the MRO does not clear the result, the results may be acted upon by the MNSON and the LUC. A dilute positive drug screen result will be treated as if the test result is positive.

### Refusal to Test

If a student fails to produce the requested sample by the date and time designated, the student will be treated as if the test result was positive.

### Medical Review Process

The MNSON recognizes that some substances are used for legitimate medical purposes and the following procedures will be followed:

- Once the drug screen result is posted, any positive drug screen result will be referred to the Medical Review Officer (MRO) of the drug screening vendor. MNSON will be notified that there will be a delay of 3-5 days until the drug screen result
- The MRO will contact the student to conduct an interview
- Documentation from the student's health care provider will be required to show proof that a prescribed medication/drug (a copy of the prescription or verification from the healthcare provider that they are taking the medication/drug under supervision) lead to a positive drug screen, the MRO will note the outcome of the review.

### Documentation Requirements

1. CPR Certification: Documentation of Healthcare Provider BLS Certification with skills check off completed through an American Heart Association Healthcare Provider course must be uploaded to Qualified First®.
2. Health Insurance Certification: Documentation of current health insurance plan (copy of both sides of health insurance card) or the Health Insurance Certification School form must be uploaded to Qualified First®. The student is responsible for updating any insurance information changes to Qualified First® within 30 days of the change.

### Clinical Agency-Specific Requirements

Clinical agency-specific requirements are communicated to students by MNSON clinical placement coordinators. The student is responsible for completing all agency-specific requirements prior to the start of the clinical experience by the specified dates. Students who fail to complete the requirements by the specified dates will not be allowed to participate in clinical which may jeopardize their progression in the program.

### Clinical Placement

Clinical placements are a critical component of advanced nursing education and are arranged within the greater Chicago area through long-standing partnerships with our clinical sites. These placements are not negotiable and are assigned based on availability, preceptor capacity, and program requirements. When a placement is assigned, students are expected to complete it as part of their professional and academic commitment. Travel is expected and refusals based on commuting distance or scheduling inconvenience will not be accommodated. Competition for clinical sites is increasing, and we do not have the resources to secure alternative placements for students who decline what has been offered.

Graduate education, particularly at the doctoral level—requires a high level of flexibility, accountability, and professionalism. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential.

New preceptor referrals are welcomed and coordinated through the School of Nursing Graduate Clinical Team (SONGradClinical@luc.edu). Please do note that adequate time is needed to secure necessary paperwork for new sites and preceptors. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program, even when they are unfamiliar or inconvenient. This includes honoring the time and schedules of

clinical preceptors, whose mentorship is essential to your professional development.

Logging of clinical hours including required demographics, diagnoses and procedures needs to occur in a timely manner and is recommended to occur weekly per student. For NP tracks, a minimum entry of 1 patient per hour is required. The software utilized (typhon) does have a 30-day lock in place. Therefore, if cases are not entered within 30 days of completion, the cases will be unable to be entered. Completion of required hours and required data fields will need to reflect the required hours to receive a passing grade for clinical content.

## Clinical Transportation

The student is responsible for arranging their own transportation to clinical sites. The student should make transportation plans as soon as they are notified of their clinical placement. The student is encouraged to plan accordingly for their transportation in order to be on time for clinical experiences.

## Dress Code

The student's personal appearance may have a significant impact on the safety, infection control, and comfort of patients, families, and other staff. For this reason, appropriate attire and appearance in all clinical, lab, and simulation areas is the standard. Ethnicity, national origin, and cultural traditions will be considered and reviewed when patient or student safety is not at risk. Professional clean tailored clothing free of images or graphics is expected at all times while in clinical. Students are to wear a labcoat with Loyola patch over their professional clothing while in clinical setting.

- All students are required to be clean, well-groomed, and wear a Loyola photo identification badge above the waist with their picture clearly visible.
- 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.
- Hair must be kept off face, above collar or pulled back. Beard and mustaches must be neatly groomed. In restricted and semi-restricted areas any facial and head hair must be covered.
- Fragrances (cologne/perfume/lotions) should be subtle. All students and employees should be sensitive and respectful of the fact that some individuals are allergic to and/or have sensitivity to fragrances. Therefore, if someone brings to an individual's attention that a fragrance they are wearing is problematic, they should refrain from wearing it.
- Piercings should be kept to a minimum. While providing direct patient care, earrings should be limited to studs. Some departments may be more restrictive based on patient safety and infection control requirements.
- Fingernails should be trimmed, clean and neat, and should not interfere with skill performance. While providing direct patient care, students are prohibited from wearing artificial nails, including acrylic, silk wraps, nail tips, or nail decorations. If polish is worn, clear nail polish that is not chipped or visibly worn is permitted in order to inspect nails for infection related concerns.

- Tattoos should be covered by clothing wherever possible. It is up to the Clinical Faculty and Clinical site if there are situations where the number and visibility of tattoos are inappropriate for the setting. In no event may obscene, inflammatory, discriminatory, or other similarly inappropriate tattoos be exhibited on campus or at a clinical site.

## Uniform Guidelines

Recognizing that graduate students in our program serve as role models to staff nurses, undergraduate students, and represent the School of Nursing and the University, professional clothing and behavior is expected at all times.

Uniform guidelines for clinical experiences are as follows:

- Loyola student ID and Agency-Required ID, if applicable
- White lab coat with MNSON insignia patch on the upper left arm sleeve
- Shoes should be clean, well-polished, in good repair, and dedicated to work setting

## Communication Systems

### Loyola's Universal ID (UVID)

Loyola's Universal ID (UVID) is the primary means of authentication and identification throughout the University. The UVID provides access to most of Loyola's resources. This includes, but is not limited to, LOCUS, Sakai, Microsoft Outlook email, Lawson, Kronos, campus wireless access and campus networked computers.

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 (ITSServiceDesk@luc.edu) at 773-508-7190.

### Loyola's Online Connection to University Services (LOCUS)

LOCUS is an integrated, web-based student information system that provides information access 24 hours a day. LOCUS allows the student to view course descriptions, enroll in courses, view and process financial aid information, change addresses and phone numbers, and request official transcripts. More information can be found here (<https://locus.luc.edu/>).

### LUC Learning System – SAKAI

The learning management system, SAKAI, provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and at times, lectures. SAKAI can be accessed online from the LUC homepage. The student can access SAKAI for each course once they have registered through LOCUS. The Loyola University Chicago UVID and password must be used to access web-based course information.

### Email Policy

The MNSON will only send e-mails to the student's LUC e-mail account. The student is responsible for checking their LUC accounts daily for important course, clinical and MNSON information and announcements. If the student chooses to forward their LUC e-mail to another account, they may go to this site (<https://www.luc.edu/its/services/microsoft365/>) to learn about this process.

## 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.

## Community Standards

Each student of Loyola University Chicago is expected to uphold the Community Standards (Loyola's Student Code of Conduct). Students have the responsibility to familiarize themselves with Community Standards, which provide a simple baseline for acceptable student conduct. Commonly referenced policies include, but are not limited to: a) alcohol, drugs, and smoking, b) identification policies, c) physical or emotional harm. For a complete list of policies, please refer to the Loyola Community Standards. More information can be found on the Student Rights, Responsibilities and Conflict Resolution site here (<https://www.luc.edu/deanofstudents/communitystandards/>).

## Course Evaluations

At the end of every semester, students are provided with the opportunity, entrusted with 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. These evaluations provide the program with information/feedback that is essential in enhancing course learning.

## CURA Network

CURA Network is a centralized website for reporting student concerns, led by the Office of the Dean of Students (DOS). The CURA Network provides support, coordination, case management, and resource referrals for student concerns across the university. Behavioral, academic, personal, equity, Title IX, student conduct, conflict resolution, and general student concerns can be reported using this one website location. More information is available here (<https://www.luc.edu/cura/>).

1. Coordinated Assistance & Resource Education (CARE) - CARE is a part of the CURA Network that is designed to assist and support students through challenging times. Examples include students experiencing serious personal difficulties, struggling with general mental health concerns, or managing economic hardships. When a student requests CARE services, or is referred for CARE services, they are given an opportunity to work with a member of the Office of the Dean of Students staff to gain awareness of, or access to, various resources, engage in dialogue about solutions, and ultimately gain support to assist with navigating difficult or challenging situations. More information is available here (<https://www.luc.edu/cura/about/coordinatedassistanceresourceeducationcare/>).
2. Office of Equity and Compliance (OEC) - The OEC promotes a culture of inclusion, safety, and accessibility at Loyola by implementing equitable and person-centered policies, coordinating impartial and reliable investigations, and providing relevant and practical training. The OEC is comprised of the Executive Director for Equity & Compliance (Title IX Coordinator), three Deputy Title IX Coordinators, and a Paralegal/Case Management Specialist. The Deputy Title IX Coordinators serve as full-time, professional Equity Investigators who contribute to all aspects of the office's operations. The work of the OEC is also supported University-wide by several key partners, including but not limited to the Office of the Dean of Students, the Wellness Center, Campus Safety, Human Resources, and the Office of

the Provost. More information is available here (<https://www.luc.edu/equity/about/>).

3. Student Academic Services (SAS) SAS provides students with opportunities for learning, growth, and reflection. SAS helps students learn about themselves and fundamentally evolve in the way they perceive, think and act in our global society, becoming driven toward action that leads to more just communities. More information is available here (<https://www.luc.edu/sas/>).

## Dismissal for Academic Reasons

Dismissal is removal from MNSON and possibly LUC according to their respective policies.

A student may be dismissed from the DNP program for any of the following:

1. Earning a grade below B- in the same required course twice.
2. Earning a grade below B- in two separate required APRN core, project or practicum courses.
3. Failure to raise cumulative GPA to  $\geq 3.0$  following a probationary semester.
4. Failure to meet clinical/professional standards of safe practice, integrity, or ethical conduct.
5. Failure to comply with health, licensure, or compliance requirements for clinical placement.
6. Violations of academic integrity or professional behavior policies.

Dismissal may be recommended by the Program Track Director and approved by the Assistant Dean for Graduate Clinical Programs.

## Degree Conferral and Graduation

The conferral of the DNP degree occurs after an audit confirms that the student has completed all program plan requirements. This includes completing DNP coursework with acceptable grades, within the required time limit and completing an approved DNP project accepted by DNP project committee.

The DNP degree is conferred following the date specified by Loyola University Chicago and is noted on the student's official transcript. The process of DNP degree conferral is separate from the application for, and participation in, the Loyola University Chicago commencement ceremony. Prior to the date of DNP conferral notated on student transcript, a student cannot claim the DNP credential. Additionally, MNSON does not endorse the use of (c) at any time during program matriculation [e.g. DNP (c)] to represent candidacy for the degree.

All students must apply for degree conferral in LOCUS, regardless of the semester in which they complete the program, or their intent to participate in the commencement ceremony. Deadlines for graduation application are posted on the Loyola University Chicago website. If a student applies for graduation but does not complete the degree requirements by the end of the intended graduation semester, the student must submit a new graduation application. The Loyola University Chicago commencement ceremony is held once each year, in May, at the Lake Shore Campus. Students receive an invitation to participate in the commencement ceremony.

## Checklist for Program Completion and Graduation

In the semester prior to the one in which the last course is being taken, student is to meet with their Program Track Director to ensure that all

course requirements have been met and that all "I" grades have been removed.

## Deferred Matriculation

Admitted students may request deferral for one year. If the student does not enroll after one year, the student must reapply to the program. If approval is granted, the student will enter the DNP program under the program requirements for the term of matriculation, rather than the initial term of acceptance.

## 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 at 855.603.6988.

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 (<https://catalog.luc.edu/academic-standards-regulations/graduate-professional/graduate-school/>).
  - Formal student complaints relating to decisions affecting graduate academic standing or progress are addressed through the University's General Academic Appeals process.
  - Formal student complaints relating to graduate changes of academic records or dismissal for poor scholarship are addressed through the University's Special Academic Appeals process.
- Student Complaints Related to Non-Academic Issues.
  - The University admits students without regard to their race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law to all the rights, privileges, programs, and other activities generally accorded or made available to students at the school. The University does not discriminate on the basis of race, color, religion, sex, age, sexual orientation, gender identity, national or ethnic origin, ancestry, disability, marital status, parental status, military/veteran status, or any other characteristic protected by applicable law in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs, or in any aspects of its employment of faculty and staff. Students within the 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 (<https://www.luc.edu/ethicsline/>).
- Inquiries about Title IX as implemented at Loyola may be directed internally to: Tim Love, Executive Director for Equity & Compliance and Title IX Coordinator for Equity & Compliance, who can be reached at (773) 508-7766 or via email ([tlove@luc.edu](mailto:tlove@luc.edu)).
- Questions regarding Title VI of the Civil Rights Act of 1964 ("Title VI") may also be referred to Tobbyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or via email ([tfriar@luc.edu](mailto:tfriar@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 via email ([scoopergibson@luc.edu](mailto: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 (<https://www.luc.edu/ethicsline/>) or by dialing 855-603-6988.
  - As explained online (<https://www.luc.edu/ethicsline/>):
    - The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.
    - The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

- All reports to the EthicsLine Reporting Hotline are made available to specific individuals within the University on the University's EthicsLine Reporting Hotline Resource Team (the "Resource Team") who are charged with carefully reviewing and evaluating the report and assigning it to an appropriate case manager/ investigator on the Resource Team, based on the type of alleged violation and location of the incident. The EthicsLine Reporting Hotline System does not create a new category of prohibited behavior or a new process for members of the University community to be disciplined or sanctioned. The Resource Team has no authority to discipline any student or member of the faculty or staff. When reported conduct is subject to existing University disciplinary or judicial procedures, appropriate referrals will be made by the Resource Team.
- Reports submitted through the EthicsLine Reporting Hotline are handled as promptly and discreetly as possible, with facts made available only to those who need to investigate and resolve the matter. Individuals filing a report may follow-up online on the status of a report and to determine if further information is needed to proceed with an investigation.

## 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.

## 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  
773.508.7704  
Email: [lufinaid@luc.edu](mailto: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 (<http://www.luc.edu/bursar/>) or call 773.508.7705.

## Tuition Term Payment Plans

The University offers students tuition payment plan options. Information about tuition payment options is available through the Bursar's Office (<http://www.luc.edu/bursar/>).

## General Expectations of Professional Behavior of Marcella Niehoff School of Nursing Student

Professional conduct by the student facilitates learning opportunities and fosters a good working relationship between the MNSON and the clinical agencies. The student is expected to abide by the policies that are detailed in the syllabi for each clinical course as well as standards and guidelines of the institutions or agencies where they are assigned for clinical. The student is expected to demonstrate professional behaviors in attendance, punctuality, dress, demeanor, integrity, and ethical concerns.

Professional conduct by the student facilitates learning opportunities and fosters good working relationships within the MNSON and between the MNSON and clinical agencies or institutions. Complaints related to unprofessional behavior and conduct by students within the MNSON may originate from faculty, staff, other students, or from outside the University, such as a clinical site. Issues of unprofessional behavior or conduct that occur during a clinical learning experience will be addressed immediately as well as through the evaluation of student performance in the clinical course, as detailed in the course syllabus.

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.
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 Assistant Dean of Graduate Clinical 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 Assistant Dean with jurisdiction over the degree program in which the student is enrolled.
5. The Assistant Dean, upon review of the recommendation, complaint and supporting documentation, meets with the parties to the complaint.
6. The Assistant Dean Graduate Clinical 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 Assistant Dean may issue a written warning, which details the nature of the continuing concern related to unprofessional behavior or conduct, further corrective actions that are required, and notifies the student that failure to correct the unprofessional behavior or conduct may result in the student's withdrawal from a course or a recommendation for dismissal from the academic program. The decision to recommend a withdrawal or dismissal is based on the nature and severity of the unprofessional behavior.
8. If the unprofessional behavior or conduct continues, the Assistant Dean will either withdraw the student from a course or make a recommendation for dismissal from the academic program.
9. If the student is withdrawn from the course, the student will receive a W for the course depending on the time the decision is made.
10. In the event that unprofessional behavior or conduct continues following verbal and written warnings, the Assistant Dean may submit to the Dean a recommendation for the student's dismissal from the academic program. The Executive 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.

## General Information

### Change of Personal Information

It is the responsibility of the student to change her/his/their 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.

### 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).

### Information Technology Services

Assistance for students can be found on-line at Information Technology Services, New Students.

### 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

### 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

## School Address and Contact

Marcella Niehoff School of Nursing  
2160 South First Avenue  
Maywood, IL 60153  
Phone: 708-216-9101  
Fax: 708-216-9555

## Grievance and Appeal Procedures

### Academic Appeals

The Marcella Niehoff School of Nursing (the "MNSON") has developed an Academic Appeals Process that is consistent with the Loyola University Chicago (the "University") Academic Appeals Procedure. This process is meant to supplement, and may not supersede, any portion of the University Academic Appeals process.

The MNSON Academic 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 misconduct. 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 misconduct reviewed in an impartial and thorough manner. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) an equal voice in the proceedings.

### Appeal of Course Grade

Consistent with the University Academic Appeals 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 arbitrary and/or capricious. Arbitrary and/or 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.

### Appeal of Finding of Academic Misconduct

The student retains the right to appeal the determination of academic misconduct using the academic Appeal Procedures outlined below in Appeal Procedures section.

### Appeal Procedures within the MNSON

1. In all cases, a sincere attempt should be made by the student to resolve the issue through discussion with the involved faculty member(s). The student first discusses the course grade or charge

of academic misconduct 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 Assistant Dean of Graduate Clinical Programs.

2. If the student and instructor are unable to resolve the issue related to course grade and/or academic misconduct, and the student still chooses to contest the findings, the student may appeal by submitting the appropriate form:

The Academic Appeal Form: Course Grade Dispute  
([https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout\\_id=102](https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=102))

The Academic Appeal Form: Finding of Academic Misconduct ([https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout\\_id=100](https://cm.maxient.com/reportingform.php?LoyolaUnivChicago&layout_id=100))

**The electronic form is the only accepted method to request an appeal. The form must be submitted no later than 30 days into the following semester. Failure to submit a request within this period and with this electronic form waives the right to appeal and renders the decision final.**

The student's request must:

- Specify the nature of the dispute; and
  - Explain in detail 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; the grading is arbitrary and/or capricious);
  - Describe the attempts made to resolve the matter; and
  - Attach all relevant information or documentation to support the grievance.
3. The Assistant Dean of Graduate Clinical Programs or the Dean's designee determines whether or not there are grounds for an appeal.
    - a. Declines the case for a hearing: The Assistant Dean of Graduate Clinical Programs and/or Dean's designee may decline to forward the case for a hearing if it is determined that there are no grounds for an appeal. In such instances the Assistant Dean of Graduate Clinical Programs or Dean's designee must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), Program Track Director, and Dean via Loyola email. If the student disagrees with the determination by the Assistant Dean of Graduate Clinical Programs and/or Dean's designee, the student may appeal to the appropriate academic Dean. In cases where the student is enrolled in a school other than the one in which the course is taught, the academic Deans of the two schools will review the appeal together. The student's academic Dean's office will notify the student of the final decision via Loyola email.
    - b. Approves the case for a hearing: If the Assistant Dean of Graduate Clinical Programs or Dean's designee determines there are grounds for an appeal, the student, involved faculty members(s), Program Track Director, and Dean will be notified via Loyola email that a hearing board will be convened.
  4. It is up to the discretion of the Dean or his/her designee if a student may continue taking courses in a sequence where the course grade under review is a pre-requisite.

## Hearing Procedures

### Pre-hearing

1. If the Assistant Dean of Graduate Clinical Programs and/or the Dean's designee determines that the academic grievance is sufficient to proceed with a hearing, the Dean shall be notified.
2. Within two weeks of the notification to the Dean, the Dean shall appoint a Chairperson and four faculty members to a Hearing Board. Every effort shall be made to appoint faculty to the Hearing Board who are not familiar with the student.
3. The Chairperson of the Hearing Board sets the calendar, notifies all involved parties of the dates and times of the hearing and informs students by written notice of the decisions of the Hearing Board.
4. The hearing will be held within 10 business days of the receipt of the request for a hearing, if practicable. The hearing will be private, and all information will be held confidential.
5. 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 misconduct and related information submitted by the student, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date.
6. The student and/or faculty member(s) have the option of submitting other relevant materials to the hearing board prior to or at the time of the hearing. Individuals in the hearing process have the responsibility of presenting truthful information.
7. The faculty member(s) shall provide the Hearing Board Chairperson with:
  - a. A copy of the course syllabus to include course outcomes if the hearing is focused on a grade dispute.
  - b. 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.
  - c. 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 the case at the hearing.
8. Both the student and the faculty member(s) involved may be accompanied by one advisor of their choice throughout the hearing process. The individual must inform the chairperson of the hearing board of the name of the advisor at least 3 business days before the hearing date.
  - a. The role of an advisor is to provide a comforting presence for the student and/or instructor. An advisor may only speak to the advisee. An advisor may not ask questions, interject, advocate for, or otherwise speak on behalf of the advisee.
  - b. Even if an advisor is an attorney, the advisor may not function as legal counsel or "represent" an advisee during the hearing process.
  - c. If any advisor conducts themselves in a manner inconsistent with these guidelines, or if the advisor's behavior obstructs or interferes with the hearing process, the advisor will be warned by the board.
  - d. If the advisor's interfering behavior continues or if the advisor engages in a manner that harasses, abuses, or intimidates any

other participant, the advisor will be excused from the hearing immediately.

### The Hearing

1. The hearing will include: the student, involved faculty member(s), and designated advisor.
2. The Chairperson determines the hearing processes (e.g. location, order of proceedings, determining what evidence is relevant, determining if additional information is needed, etc.). The standard of evidence required for a board to determine responsibility is known as a "preponderance of the evidence." This means the board must determine that it is more likely than not that an alleged violation occurred based on the totality of available evidence.
3. Hearings for refuting a charge of academic misconduct generally include an introduction of all parties present, an overview of the hearing process, review of the nature of the alleged conduct and policies potentially violated. Students (and faculty member(s) when applicable) will provide their account of the reported incident. Hearing Board members may ask questions to the parties present (including witnesses, if applicable).
4. All decisions of the Board must be determined by a majority vote of the hearing board members. A final decision must be rendered by the Board by the end of the hearing process. All deliberations among the hearing board members are private.

### Notice of Decision

1. The student (and faculty member(s) when applicable) are notified of the decision and any related outcomes either immediately after deliberation or, when further deliberation is needed, in writing, via Loyola email by the Chairperson of the Board's decision within 10 business days of the hearing. The decision is also shared with the Program Track Director, Assistant Dean and/or Dean's designee, and Dean.
  - a. In cases of a grade dispute, if the Hearing Board renders a decision in support of the student's petition, the faculty member submits a grade-change request consistent with the Hearing Board's findings. If the Hearing Board finds that the student's petition is without merit, the grade shall remain unchanged.
  - b. If a student is grieving a grade associated with a clinical experience, and the Hearing Board 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 Board will communicate the decision to the Assistant Dean of Graduate Clinical Programs. Notwithstanding this decision, the Hearing Board and/or the Assistant Dean of Graduate Clinical Programs may require an independent re-evaluation of the student's performance (knowledge, skills, or behavior).
    - i. If it is judged by the Hearing Board or the Assistant Dean of Graduate Clinical Programs that an independent reevaluation of the student's performance is warranted, the Assistant Dean of Graduate Clinical Programs 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 Board and the Assistant Dean of Graduate Clinical Programs for a final determination of the course grade.

### Contesting the Hearing Board's Decision

Should the student or the instructor wish to contest the Hearing Board's decision, an appeal to the Dean within 30 days of notice of the hearing board's decision may be sent using the Academic Hearing Board Appeal form. This form is the only approved process to submit such a request.

- a. The appeal letter must clearly identify the grounds for the appeal with appropriate supporting documentation. Mere disagreement or dissatisfaction with the decision does not constitute a basis for an appeal.
- b. The grounds to appeal the board's decision must include one or more of the following criteria:
  1. New substantive information is available that was not reasonably available at the time of the hearing and could substantially impact the original findings or outcomes of the case.
  2. A substantive procedural error or error in the interpretation of University policy occurred that denied the student or instructor the right to a fair hearing and decision.
  3. The decision (findings or outcomes) is significantly incongruent with the established facts presented at the hearing or the established Undergraduate Academic Catalog.
- c. Upon receipt of the appeal letter, the Dean will review the appeal to determine whether or not to uphold the decision of the hearing board.
- d. The student and the instructor will be notified via Loyola email by the Dean's office of the final decision. The Dean's decision is final and binding.

## 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" (citation (<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/?language=en>))

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 MNSON and the university.

## Health Sciences Campus 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 (<https://www.luc.edu/hsc/ministry/>) or call 708-216-3245.

## Independent/Directed Study

Students may petition to take an Independent Study course prior to the semester in which the Independent Study is intended to be conducted. The student completes the Independent Study form (see Form in Sakai site "Information for DNP Students") that is signed by the instructor and Program Track Director and then submitted to the Assistant Dean of Graduate Clinical Programs for approval. The Independent Study will not be approved if this procedure is not followed. The title of the independent/directed study is listed on the form and included on the student's transcript upon completion of the course. Courses that are regularly offered cannot be completed as an Independent Study unless the scheduled course offering was cancelled in the semester that the student needed the course for degree requirement completion.

## 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 Bursar's Office. Evidence of health insurance must be presented before entry into the clinical courses.

## Intellectual Capital

Each and every student is the owner of their own intellectual capital. However, the relationship between a student and their 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 principal 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 their 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. An LOA should be requested prior to the anticipated date of the leave. Failure to request an LOA will mean that those semesters in which the student does not take courses will be included in the time limit (three years for the DNP Systems Leadership track & seven years for the DNP APRN tracks) set for completion of the program.

Students request the LOA for all semesters where they would be enrolled in courses, according to their program plan, including summer semesters. However, summer semesters do not count in the limit of four terms of LOA time (see below).

Students may request a leave of absence that is not to exceed two academic years (four terms, not including summer semesters) consecutively or interspersed throughout the program. Accruing more than two years 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 DNP Students"); the form is provided to the Assistant Dean of Graduate Clinical Programs for approval.

## Library Services

The Loyola Health Sciences Library has a large array of resources for students to use during program of study. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Health Sciences Library librarians and staff are present to serve patrons in-person, by phone, by chat, email, and Zoom from 8:30 am to 5:00 pm, Monday through Friday.

A staff member is present at HSL's Service Desk between 10:00 am and 3:00 pm, Monday - Friday. Services of the Health Sciences Library website (<https://hsl.luc.edu/home/>).

Students in the DNP program have access to all university library services.

## Professional Behavior and Conduct

Students are expected to maintain professional behavior at all times while participating in the 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. Graduate students are expected to display professional behavior, such as honesty, punctuality, maturity, and respectful communication with faculty 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 Marcella Niehoff School of Nursing Students.

Graduate education, particularly at the doctoral level—requires a high level of flexibility, accountability, and professionalism. Students must be prepared to balance personal and academic responsibilities and engage fully in all aspects of the program, even when they are unfamiliar

or inconvenient. This includes honoring the time and schedules of clinical preceptors, whose mentorship is essential to your professional development.

The following categories contain examples which require immediate action:

- **Regulatory Considerations:** Functions within the parameters of the state Nurse Practice Act and the policies and procedures of the health care agency in which the practicum is offered.
  - **Examples of Unsafe Pattern of Behavior:**
    - Performing a procedure outside the domain of nursing.
    - Performing a procedure in which the student has not been prepared.
    - Accessing patient health information without proper authorization
- **Ethical Considerations:** Functions within the guidelines of the American Nurses' Association Code of Ethics and Standards of Practice.
  - **Examples of Unsafe Pattern of Behavior:**
    - Disconnecting life support systems without authority.
    - Falsifying about provisions of care.
    - Stealing or personal use of drugs or supplies from agency.
- **Physiological and Psychosocial Considerations:** Functions in an emotionally and physiologically responsible manner and/or institutes means to correct difficulty or problems in these areas.
  - **Examples of Unsafe Pattern of Behavior:**
    - Inability to communicate verbally with a patient.
    - Depression or anxiety that paralyzes function.
    - Seizures, infection, or uncontrolled diabetes which inhibit cognitive functioning.
    - Drug or alcohol impairment or use while on duty.
    - Psychotic behavior.
- **Accountability:** Implements care that reflects adequate preparation and/or sufficient documentation to insure safe care of clients.
  - **Examples of Unsafe Pattern of Behavior:**
    - Absence from clinical unit without notification.
    - Charting or reporting not reflective of care given.
    - Lack of preparation to provide care.
    - Neglecting to give appropriate care.
- **Human Rights:** Implements care that demonstrates respect for the dignity and worth of individual clients' health.
  - **Examples of Unsafe Pattern of Behavior:**
    - Communications that are disrespectful.
    - Cruelty to patient.
    - Lying to patient.

## 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.

## Readmission Policy

Students dismissed for academic reasons may apply once for readmission to re-enter the Marcella Niehoff School of Nursing (MNSON) following dismissal.

Prior to applying, the student must meet with their Academic Advisor to review the process.

A petition must be submitted by the student to the DNP Readmission Committee including:

- Explanation of circumstances leading to dismissal.
- Evidence of remediation (academic coursework, continuing education, professional development).
- A detailed plan for success if readmitted.

If readmitted, the student must maintain a 3.0 GPA and achieve grades of B- or higher in all subsequent courses.

Any further course failure (below B-) will result in permanent dismissal.

Upon review of the petition provided, the committee may choose to meet with the student in person to answer questions. No one other than the student may attend this meeting.

The DNP Readmission Committee will notify the student of its decision by email.

## Reasonable Accommodations

Loyola University Chicago is committed to excellence in accessibility. The University actively collaborates with students to develop innovative ways to ensure accessibility and create a respectful and accountable culture through our confidential and specialized disability support. We encourage students with disabilities to disclose and seek accommodation through the Student Accessibility Center (<https://www.luc.edu/sac/>).

Loyola University wishes to ensure that access to its facilities, programs, and services are available to students with disabilities. The University provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments ACT (ADAAA) of 2008.

A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Loyola University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. The ADA, the ADAAA and Section 504 all define disability as:

- a. A physical or mental impairment that substantially limits one or more major life activities of such individual;
- b. A record of such impairment; or
- c. Being regarded as having such a condition.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, disability documentation and program requirements. While Loyola University will make every effort to work with students with disabilities to accommodate their disability-related needs, the university is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Students who, after review of the technical standards, determine that they require accommodation to fully engage in the program should contact the Student Accessibility Center (SAC) to confidentially discuss

their accommodation needs. Given the clinical nature of our programs, additional time may be needed to implement accommodations. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

## Representation on School of Nursing Committees

Each academic year, graduate student representatives are needed for various campus committees and/or organizations. Students may submit their names to the Assistant Dean of Graduate Clinical Programs to be considered for committee appointments.

### Student Organizations and Service

Participation in extra-curricular activities provides an opportunity for personal growth while enhancing the student's experience during their graduate studies. Current Opportunities include the following:

- Graduate Student Nurse Association

Graduate students are encouraged to be join one or more professional nursing organizations. Below is a list of professional organizations to consider:

- Illinois Society for Advanced Practice Nurses (ISAPN)
- American Association of Nurse Practitioners (AANP)
- American Psychiatric Nurses Association (APNA)
- Gerontological Advanced Practice Nurses Association (GAPNA)
- Doctor of Nursing Practice, Inc

## Student Accessibility Center (SAC)

The Student Accessibility Center (SAC) supports students with disabilities by fostering equitable access to all aspects of student life at Loyola University Chicago. In alignment with Loyola's Jesuit mission and the value of Cura Personalis—care for the whole person—SAC partners with students, faculty, and campus offices to remove barriers and support academic, personal, and professional success.

Loyola University Chicago provides reasonable academic and student life accommodations for students with disabilities. Students interested in receiving academic accommodations related to a disability or other health condition are invited to register with the Student Accessibility Center (SAC) (<https://www.luc.edu/sac/applywithsac/>). Students may register with the SAC at any point in their academic career, however the SAC encourages students to register as early as possible to reduce delay in delivery of accommodations. This is especially important for students needing accommodations in clinical or laboratory settings, which may require additional coordination.

Once registered, the student, SAC, and faculty will engage in an interactive process to determine how accommodations will be applied in each course. SAC staff work one-on-one with students to review documentation, determine reasonable accommodations, and support self-advocacy. Accommodations are not retroactive and must be renewed each semester through SAC's formal process.

Students are encouraged to meet with each professor individually to discuss how accommodations will be implemented in their course. All information is handled with confidentiality.

Students with disabilities who are seeking accommodations relating to clinical experiences are strongly encouraged to complete registration

with the university's Student Accessibility Center (SAC) well before the priority deadlines listed below for each semester to discuss possible accommodations. This helps ensure enough time to review requests and coordinate reasonable accommodations in collaboration with the Marcella Niehoff School of Nursing and, when necessary, clinical sites. Accommodations for clinical experiences requests received after a priority deadline may not be able to be implemented for the upcoming semester due to the time required for review and coordination with clinical partners.

- Fall: June 1st
- Spring: November 1st
- Summer: March 1st

### Audio Recording of Lectures

In some classes, students with approved accommodations may use audio-recording software to ensure equal access. These recordings are for personal study use only. They may not be shared, distributed, or used against faculty, lecturers, or classmates. All recordings must be deleted at the end of the semester.

### Contact SAC

- Website (<https://www.luc.edu/sac/>) & Registration (<https://www.luc.edu/sac/applywithsac/>)
- Email (SAC@luc.edu)
- Phone: 773-508-3700

## Time Limits for Completing Required Course Work

Students in the DNP Systems Leadership track must complete the DNP degree requirements within three years from the date of matriculation. Students in the DNP APRN tracks must complete the DNP degree requirements within seven years from the date of matriculation. An Extension of Time for Completion of Degree Requirements will be considered for 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 and submits to the Assistant Dean of Graduate Clinical Programs (see Form in Sakai Organization "Information for DNP Students"- Handbook/Forms) If an extension is approved, an official letter is sent to the student from the Assistant Dean of Graduate Clinical Programs. Extensions are ordinarily limited in duration to one full academic year.

## Transfer Courses to the DNP Program

Students may apply for acceptance of transfer course credit during the first semester of the DNP program. The School of Nursing's decision regarding approval of hours for transfer credit is based on the grade earned in the course; the time interval since the completion of the course; and the applicability of the course to the student's current program of study at Loyola University Chicago.

Only those courses for which the student received a grade of B- or better will be considered for transfer credit, and clinical courses cannot be considered for transfer credit. Standards of recency apply: courses completed within the past 5 years can be considered for transfer credit. In cases where the time interval between prior course work and matriculation in the School of Nursing is longer than 5 years, consideration of transfer credit requires confirmation that the content of the course meets the current standards of the field. A syllabus including

the course description and course outcomes, along with an outline of content included, must be submitted for any course to be considered for transfer credit. For probation and graduation purposes, transfer credit is not computed in the cumulative Grade Point Average. Acceptance of transfer course credit includes the completion of the School of Nursing 'Transfer Credit Form' that becomes part of the student's permanent academic record.

Students may request to have nine credits from an outside accredited university to be applied to the DNP degree prior to matriculation. Additional transfer credits may be granted with the discretion of the student's Program Track Director and the Assistant Dean of Graduate Clinical programs.

Once the student has started course work in the program, courses leading to the DNP Degree must be taken at Loyola University Chicago unless special approval is granted by the Assistant Dean of Graduate Clinical Programs.

Practicum courses are track-specific and may not be transferred across APRN tracks (e.g., Adult-Gerontology Primary Care NP practicum courses cannot substitute for Family NP practicum courses). The only exception is where a practicum course has been intentionally designed for multiple tracks (e.g., shared foundational primary care practicum). Practicum courses must be completed within the designated program track to ensure role-specific competency and eligibility for national certification.

## 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.

## Wellness Center

The Wellness Center provides high quality interdisciplinary medical, mental health, and health promotion services that enable the student to more fully participate and succeed in the college experience. Students currently attending classes (full or part time) are eligible to use the services provided at the Wellness Center at no charge. Wellness Center services are covered by Student Development Fee. Students who are not charged the Student Development Fee but would like to receive services must submit the Optional Enrollment form. A fee for the Wellness Center is assessed at the beginning of the Fall and Spring semesters and appears on every student's bill as part of the student activity fee. This covers medical assessment and short-term treatment by a staff nurse, physician, or nurse practitioner; assessment and either brief counseling with a mental health professional at the Wellness Center or assistance connecting to a community mental health provider; telephone advice from a nurse; and health education and wellness programs and resources at the Wellness Center, including unlimited group therapy visits. Some lab tests, immunizations, prescription medications, and materials are provided for an additional fee. More information about the Wellness Center resources is available here (<http://www.luc.edu/wellness/>).

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

## Withdrawal

Withdrawal is the election of a student to change enrollment status by removing themselves from the official class roster. Withdrawal from

specific courses in the DNP program may impact a student's ability to progress in the program. For more information about withdrawing from a course, or assistance, please see your assigned Academic Advisor.

According to University policy: Complete withdrawal before the beginning of the term start date will result in no financial responsibility. Complete withdrawal from all classes after the term start date will result in tuition charges according to the withdrawal schedule of the university.

According to University policy: During the late and change of registration period, a student may withdraw from a course without penalty, or notation, on their academic record. After the late and change of registration period, a designation of "W" will appear on the academic record. If a student withdraws after the University's final withdrawal deadline, a grade will be issued for the course, based on the work completed in the course. Students facing a significant emergency circumstance that prevents them from continuing in or completing an academic term may submit an Intent to Withdraw form to their primary academic advisor, program director or assistant/associate dean. All requests must be supported by appropriate documentation. Requests for complete emergency term withdrawals are considered after the last day of a term to drop a course or courses without a grade of "W." Complete emergency term withdrawals constitute a withdrawal from all classes and may result in final grades of "WE" in all classes for the given academic term. The University does not grant partial withdrawals (i.e., requests to withdraw from some classes but not others) for emergencies. Grades of "WE" have no impact on a student's cumulative GPA. Dates for these withdrawal conditions are published in the university academic calendar.

Students may withdraw only once with a grade of "W" from any one required course in their program plan. The second withdrawal from the same course will result in dismissal from the program. If a student withdraws from a course and subsequently earns a grade lower than a B- in that course (or vice versa), that will also result in dismissal from the program.

## The Writing Center

The main goal of the Writing Center is to help the student become a better writer. The Writing Center offers writing assistance to meet the student's individual needs. Tutors are available to help at any point of the writing process—from brainstorming, to organizing, to putting the final touches on a bibliography. All LUC students are eligible to use their services. Online writing center services are also available to students. More information and writing resources are available here (<https://www.luc.edu/writing/>).