Undergraduate Health Systems Management (HSM) Student Handbook

2018-2019 Academic Year
August 21, 2018
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Welcome Message

On behalf of the faculty and staff of Loyola University Chicago’s Marcella Niehoff School of Nursing (MNSON) I would like to welcome you to our school! It is our goal to make this educational experience a positive and rewarding time of growth and to guide you toward meeting your professional goals. In order to help your smooth progression through the Undergraduate Health Systems Management (HSM) program, this handbook will be your reference guide. Use the handbook to become acquainted with the policies, procedures and services within the Undergraduate HSM program; academic and professional expectations will be explained as well as the process for preparing for your senior year internship experience. The handbook will also give you information on student organizations, awards, academic support and international experiences. Links to Loyola University Chicago’s academic policies are provided. The many websites and policy documents that are referenced throughout the handbook are accessed by a simple “click” on the underlined text in the Table of Contents when viewing this handbook online. When changes occur regarding policies or procedures, the handbook will be amended and all students will be notified of the amendments. We hope the handbook is informative and supports you throughout your academic journey.

It is the responsibility of each student to review the handbook as a way of preparing for academic life and facilitating your successful progression toward graduation. Please visit our offices to meet our faculty and academic advisors for additional guidance and assistance. We look forward to assisting you on your path toward a BS degree.

Sincerely,

Vicki A. Keough, PhD, APRN-BC, ACNP, FAAN
Dean and Professor
I. Loyola University Chicago Mission, Values and Promise

Loyola is Chicago’s Jesuit Catholic University—a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice, and faith. The Marcella Niehoff School of Nursing curriculum is based on the Loyola University Chicago Mission, Values and Promise.

Definitions and more information regarding the university Mission, Values and Promise can be found at [http://www.luc.edu/mission/](http://www.luc.edu/mission/).

II. Marcella Niehoff School of Nursing (MNSON) 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 milieux and applying lessons learned globally to local initiatives.

http://www.luc.edu/undergrad/about/jesuit-colleges.html

III. Overview of Undergraduate Health Systems Management (HSM) Program within the Marcella Niehoff School of Nursing

In 2006, the MNSON established the undergraduate HSM program to meet the growing need for healthcare administrators grounded in socially just and ethical management practices. The HSM major is an excellent degree choice for students interested in the business side of health and health care. The B.S. in HSM explores the structure of health systems, the policy environment and management of health service organizations.

The goal of the undergraduate HSM program is to prepare students for careers in the administration and organization of health care delivery systems and health services. Information about the undergraduate program of Health Systems Management can be found at:

http://www.luc.edu/hsm/bshsm/.

The undergraduate HSM program is one of several degree programs offered within MNSON (the oldest baccalaureate nursing program in the state of Illinois). The four-year Bachelor of Science in Nursing (BSN) program attracts students for their initial university experience. The Accelerated BSN (ABSN) program, instituted in 1992, offers a fast-track to professional nursing for those who have already earned a baccalaureate degree in another field of study. The RN to
BSN program is a degree completion track for registered professional nurses. One of the newest baccalaureate degree programs within MNSON is Exercise Science. Launched in 2012, this program prepares graduates for positions in health and exercise related fields.

Graduate programs, including the Master of Science in Nursing (MSN), the Doctor of Nursing Practice (DNP) and the PhD in Nursing degrees, prepare professional nurses for advanced practice and leadership roles in research, education, clinical practice and health care administration. MNSON also houses the nationally recognized Dietetic Internship and Master of Science in Dietetics programs for graduate students.

V. MNSON Health Systems Management Program

A. Beliefs about Health Systems Management
The complexity of the United States health care industry demands leadership that is focused on the needs of all citizens. Health care leaders are responsible for creating, providing and evaluating health care activities. Effective leaders understand the need for making high quality, accessible health care services available to an increasingly multi-cultural society and to all people regardless of ability to pay. Competent leaders in health care employ management and leadership theories to manage the financial, technological, and human resources required to assure high quality care for all. Health administration is grounded in values, ethics, and social justice, and those employed in this discipline demonstrate the ability to adapt to an ever-changing health care environment.

B. Beliefs about Health Systems Management Education
The MNSON faculty believes an education in Health Systems Management must be rooted in values, ethics and social justice, with a solid commitment to the health care needs of all people including underserved populations. The curriculum is conceptually based on the framework of cost, quality, and access. The broad-based curriculum incorporates experiential learning activities, scholarly inquiry, business fundamentals, and exploration of the policies and practices that contribute to and can ameliorate health care disparities. The Chicago area provides students with a wide range of service-learning and internship opportunities that support the development of ethical and values-based leadership skills in keeping with the Jesuit tradition.

While the faculty is committed to appreciating the uniqueness of each student and accommodating individual learning needs, students are expected to assume responsibility for their learning. The individual life experiences that each student brings to the program will influence the way each student develops his/her own management style. The undergraduate curriculum emphasizes:

- Health Care Delivery Systems
- Population Health
- Business Fundamentals
- Resource, Quality and Information Management
C. Program Goal
The goal of the undergraduate Health Systems Management program is to prepare graduates for careers in the administration and organization of health care delivery systems and health services.

D. Program Outcomes
Faculty and administrators are engaged in a collaborative effort to recruit, retain, educate, and graduate health care professionals who contribute to the well-being of society. At the successful completion of the program the graduate has the knowledge and skills to:

1. Understand the U.S. and global healthcare systems.
2. Understand the legal, social and economic environments affecting healthcare systems and healthcare delivery.
3. Understand the needs and determinants of health at the individual, community and population levels.
4. Apply fiscal and economic principles in the management of healthcare settings and services.
5. Apply organizational and management theories and principles in a variety of healthcare settings.
6. Apply principles of information management, data analysis and quality improvement in the organization, delivery and management of healthcare settings and services.
7. Integrate values, ethics and social justice into the management and leadership of healthcare systems, services and delivery in keeping with the Jesuit Catholic tradition.

E. B.S. HSM Core Competencies
The Loyola University Chicago HSM program prepares graduates for career entry and provides a foundation for development in the administration and organization of health care delivery systems and health services. The HSM curriculum is designed to foster a set of core competencies deemed necessary to the successful management of healthcare organizations. The curriculum includes a broad range of didactic and experiential learning opportunities, each of which helps to build one or more core competencies. Because an undergraduate degree cannot lead to proficiency in all competencies, HSM majors are encouraged to engage in life-long learning and continued skill development beyond graduation. The HSM Program has adopted the
Core Competencies defined by the Healthcare Leadership Alliance (2010) and used by the American College of Healthcare Executives (ACHE):

**COMMUNICATION AND RELATIONSHIP MANAGEMENT**
The ability to communicate clearly and concisely with internal and external customers, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

- **Relationship Management**
The ability to build and maintain relationships with internal as well as external stakeholders that are anchored in trust and where decision-making is shared.

- **Communication Skills**
Be able to utilize verbal, written and presentation skills to communicate an organization’s mission, vision, values and priorities to diverse audiences.

- **Facilitation and Negotiation**
The ability to move a group toward a conclusion, guiding the group collectively through substantive discussion, compromise and consensus.

**LEADERSHIP**
The ability to inspire individual and organizational excellence, create and attain a shared vision and successfully manage change to attain the organization’s strategic ends and successful performance.

- **Leadership Skills and Behavior**
The ability to exercise appropriate leadership styles and behavior, employ critical thinking skills, and advocate for the organization and its values in the community and public policy arena.

- **Organizational Climate and Culture**
Foster a culture that values diversity, promotes teamwork, and engenders a commitment to the purpose and values of the organization.

- **Communicating Vision**
Establish and communicate a compelling vision for the organization that guides strategy formulation and direction.

- **Managing Change**
Be able to promote organizational development and continuous improvement, and use systems thinking to enact change in complex organizations.

**PROFESSIONALISM**
The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement.

- **Personal and Professional Accountability**
Practice and advocate ethical decision-making and actions, promote patients’ rights and responsibilities, effectively manage stress and personal resources, and act in accord with professional roles and norms.

- **Professional Development and Lifelong Learning**
Participate in proactive career planning and continually update professional knowledge.

**Contributions to the Community and Profession**
Mentor or coach others in the workplace, provide service to the community that improves community health status and standards of care, and adds to the professional body of knowledge by teaching, research or other means.

**KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT**
The understanding of the health care system and the environment in which health care managers and providers function.

**Health Care Systems and Organizations**
Demonstrate an understanding of how the various components of the health care system are organized and financed, and how they interact to deliver medical and health care.

**Health Care Personnel**
Understand the professional roles, responsibilities, and values of the range of health care professionals in order to foster effective relationships and promote an optimal care environment.

**The Patient’s Perspective**
Understand the patient experience, demonstrate a commitment to patients’ rights and responsibilities, and ensure that the organization provides a safe environment for patients and their families.

**The Community and the Environment**
Monitor trends in the local and national environment to the delivery of care, demonstrate a familiarity with the regulations impacting health care delivery, and understand the impact of public policy decisions on cost, quality and access to care.

**BUSINESS SKILLS and KNOWLEDGE**
The ability to apply business principles, including systems thinking, to the health care environment.

**General Management**
Demonstrate analytic and problem solving skills, and understand the impact of individual decisions on other parts of the organization and the environment.

**Financial management**
Understanding of financial analysis, reimbursement techniques and strategies, and financial outcome measures. Application of financial analysis and planning to achieve organizational objectives.

**Human resource management**
Understanding of the rights and protection of employees, effective workforce planning, and performance management.

**Organizational dynamics and governance**
An understanding of governance structures and the ability to foster trust and effectively support governance systems and achieve organizational goals.
Strategic planning and marketing
Setting organizational direction and strategies based on an understanding of the market and market forces, and communicating an organization’s capabilities and strengths to consumers.

Information management
An understanding of how technology can be used to promote managerial and clinical efficiency and improve health care delivery. The ability to effectively manage information resources and plan for future needs.

Risk management
Knowledge of liability and compliance regulation, the ability to employ strategies to mitigate risk, avoid malpractice and plan for disasters.

Quality improvement
Application of techniques that continually improve the quality of care provided, patient safety, organizational performance, and the financial health of the organization.

VI. Academic Support

A. Academic Advising
The freshman and sophomore student is advised through the Office of Academic Advising and Services (located in Sullivan Center) and concurrently through the Marcella Niehoff School of Nursing (MNSON). Junior and senior student advising is conducted in MNSON (located in BVM Hall). The student may refer to LOCUS under the tab “Advising” for detailed information about their assigned advisor and advising hours. Academic advisors will meet with the student to discuss their program plan each semester and as needed.

B. Services for Students with Disabilities (SSWD)
All requests for accommodations are considered on a case-by-case basis. The student requesting accommodations should meet with an SSWD staff member, as early as possible, preferably before the beginning of their first term at the university. The student is required to provide official documentation of the disability from an appropriate professional. Contact information is available at www.luc.edu/sswd.

C. Special Health Accommodations
Documentation from a healthcare provider is required whenever a student has a health issue that demands certain precautions or accommodations that do not violate university or agency policies, yet allow the student to fulfill the objectives of the course. These situations may include, but are not limited to: pregnancy, special dietary needs, and other medical conditions that require modification and/or restrictions for student participation in service-learning or
internship experiences. Documentation from a healthcare provider is required when the accommodations are no longer necessary.

**D. Changing a Major**
The health systems management student may change their major. The student should contact their MNSON Academic Advisor for information.

**VII. Communication Systems**

**A. Email Policy**
MNSON has established e-mail as an official means of communication using each student’s official LUC e-mail account. School of Nursing e-mail messages will be sent to the student’s university e-mail account only. If the student chooses to use a personal account, it must be re-routed to their Loyola e-mail. The website that can be used for this process is [http://pellonia.luc.edu/iuadmin](http://pellonia.luc.edu/iuadmin).

The student is responsible for checking their LUC accounts daily for important course, internship, professional development, and MNSON information and announcements.

**B. LUC Learning Management System**
Loyola University Chicago’s learning management system, Sakai, is used by all faculty. The Sakai learning management system provides the student with all course information including the syllabus, course documents, calendar, assignments, grades, and, at times, lectures. The learning management system can be accessed online from the LUC homepage. The student can access the learning management system for each course once they have registered through LOCUS (Loyola’s Online Connection to University Services) at [http://www.luc.edu/locus](http://www.luc.edu/locus). The Loyola University Chicago UVID and password must be used to access web-based course information.

**VIII. Admission into the Health Systems Management Program**
- HSM students may be admitted to the HSM major as freshmen, internal or external transfers.
- A minimum cumulative GPA of 2.5 is required to transfer into the HSM major.

**IX. Academic Standards for Health Systems Management Program**
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, [http://www.luc.edu/academics/catalog/undergrad/reg.shtml](http://www.luc.edu/academics/catalog/undergrad/reg.shtml). MNSON policies are identified below:

**A. Grading System**
The general grading scale for the Health Systems Management program in the MNSON is as follows:

- **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)

**WF** = Withdrawal/Failure
**W** = Withdrawal
**I** = Incomplete
**P** = Pass
**NP** = No Pass
**NR** = Registered Never Attended

**B. Quizzes, Exams and Assignments**

In addition to individual course policies, MNSON abides by the following:

- Exams and quizzes must be taken on the day scheduled. If illness or other serious circumstance arises, the course instructor is to be notified before the exam or quiz begins.
- Assignments are due on the date specified unless an extension is negotiated with the course instructor prior to the deadline date.
- The course instructor will determine the consequence of late or missing assignments.
- Materials not permitted during examinations include but are not limited to cell phones, water bottles, hats (excluding religious head covering), and pocketed or hooded sweatshirts.

**C. Final Examinations**

Final examinations are given during the scheduled examination period in each session. The student is expected to take their exams as scheduled. The student with more than 3 exams on a given day may contact the Associate Dean for Undergraduate Programs for consideration of possible exam schedule revision. The student who is unable to attend a final examination must contact their instructor prior to the exam.

**D. Grade Requirements**
All Health Systems Management required courses must be successfully completed with a grade of “C minus” or better. If a student fails to achieve a “C minus” grade, the course must be retaken. A course can only be repeated once.

E. Progression Requirements
All of the following are required to progress in the HSM Program:
- A minimum cumulative GPA of 2.5
- A minimum grade of C minus in all courses required for the major; this requirement includes both HSM and non-HSM courses
- Resolution of an incomplete grade (I) per LUC policy

F. Curricular Requirements
HSM majors and minors are expected to enroll in required courses through the Marcella Niehoff School of Nursing. While the School of Continuing and Professional Studies (SCPS) offers similar courses (coded with 700 numbers), they differ from HSM in scheduling, foci and pedagogy. For these reasons, SCPS courses are not accepted toward the HSM major. Students are advised to confer with the HSM Academic Advisor on all course enrollment decisions.

G. Senior Year Internship (HSM 360 Field Internship)
- A minimum cumulative GPA of 2.5 is required at the completion of the previous semester.
- All pre-requisite coursework must be complete prior to the start of the internship semester.
- Internship Orientation session must be attended in the previous semester.
- All required documents as outlined in the HSM Senior Internship Handbook must be submitted within prescribed timelines.
- Students may only attend internships after completing all health, security and other human resource requirements as required by the internship agency.

Students are responsible for their own transportation to and from internship sites. It is imperative that students plan for transportation needs prior to the senior internship semester.

Changing internship placements cannot be accommodated.

MNSON and the HSM Program abide by the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Failure to abide by HIPAA Privacy Rules and Guidelines may result in dismissal from the internship, the HSM program, MNSON and/or Loyola University Chicago. Refer to Section XII of this handbook for a complete discussion of HIPAA and protection of personal health information.
Students are expected to abide by all agency-specific requirements regarding confidentiality and proprietary information. Confidentiality is to be maintained in all forms of written and spoken communication including any communication on Facebook, blogs or other forms of social media. You may be asked to sign a Confidentiality or Non-Disclosure Agreement at your internship site. Confidentiality is to be maintained regarding all matters and content related to the business operations and policies of internship sites.

No HSM student is to be involved in direct or indirect patient care at any time during the internship experience. This directive includes the provision of foreign language translation and interpreting services. Students asked to perform such duties are instructed to consult with your faculty supervisor. Failure to abide by this policy may result in dismissal from the internship, the HSM program, MNSON and/or Loyola University Chicago.

Refer to complete policies and procedures of the HSM senior internship in the HSM Internship handbook found under “Internship Info” in Sakai. Access the handbook and other internship documents by clicking here.

### H. Senior Year Capstone (HSM 350 Capstone Course)

The HSM capstone course is held at Health Sciences Division Campus in Maywood IL during the same semester as the internship. The capstone is a project-based culmination of all required coursework taken in the HSM program. It is conducted immersion style, meeting six full days interspersed throughout the senior spring semester. Meeting dates are furnished well in advance and students are required to attend each day. Students are responsible for their own transportation to and from the capstone course. It is imperative that students plan for transportation needs prior to the senior capstone semester.

In keeping with patient safety policies at Loyola University Health System, the Health Sciences Division Campus requires all students to receive an influenza vaccination. Students are required to show proof of vaccination or approved exemption before attending the capstone course on the medical center campus. Students who do not present with proof of vaccination or approved exemption by required deadlines will be withdrawn from HSM 350. This action can result in delaying graduation. It is the student’s responsibility to fully comply with this patient safety policy.

### I. Academic Probation

Any student whose Cumulative GPA falls below 2.5 will be placed on academic probation. Students are allowed no more than 2 semesters on academic probation.

- **Initial Probation Period.** At the end of the first probationary semester the student must achieve a Term GPA of 2.5 or better. Failure to achieve a Term GPA of 2.5 or better at the end of the first probationary semester will result in dismissal from the Health Systems Management Program and the School of Nursing.
Any student who achieves a Term GPA of 2.5 or better at the end of their initial probationary semester, while not yet achieving a Cumulative GPA of 2.5 will be continued on probation for one more semester. A student will be allowed this one additional semester to return to good standing, defined as achieving a Cumulative GPA of 2.5 or better.

The student is expected to adhere to LUC and MNSON academic policies. Refer to LUC academic policies at [http://www.luc.edu/academics/catalog/undergrad/reg.shtml](http://www.luc.edu/academics/catalog/undergrad/reg.shtml)

J. Alterations in Program Plan

1. Withdrawal
   Definition: When a student elects to change enrollment status by removing themselves from the official class roster. Refer to University Policy: [http://www.luc.edu/academics/catalog/undergrad/reg_credithour.shtml#d.en.120577](http://www.luc.edu/academics/catalog/undergrad/reg_credithour.shtml#d.en.120577)

   The student who withdraws from the same required course twice will be placed on probation. Required courses include both HSM and non-HSM major courses. For probation to be lifted, the course must be successfully completed with a minimum grade of C minus during the next semester in which the course is offered (excluding summer session). If the course is not successfully completed with a grade of C minus or better or the student withdraws a third time from the same course, the student will be dismissed from the program.

2. Leave of Absence (LOA)
   It is expected that the student will maintain registration within the University from the time of initial enrollment until graduation. If this is not possible, a leave of absence (LOA) must be requested prior to the anticipated date of the leave. The student in the undergraduate HSM program may request a leave of absence that is not to exceed two academic years, consecutively, or interspersed throughout the program. Accruing more than two years of LOA will result in automatic dismissal from the program. The student is advised to contact their MNSON Academic Advisor when considering a LOA. When the student returns from the LOA, they will be assigned to courses according to the current program plan, on a space available basis.

3. Coursework completed outside of LUC
   MNSON abides by the policies of LUC regarding coursework taken outside of LUC in addition to policies specific to HSM
   a. Transferring students with previous college credits can submit syllabi and transcripts to evaluate comparability to HSM courses. Documents should be submitted to the Academic Advisor.
   b. Current students planning to transfer course credits from a course taken outside of LUC must obtain approval from their Academic Advisor prior to enrolling. Failure to obtain prior approval may result in non-acceptance of transferred credit hours.
K. Dismissal from the MNSON for Poor Scholarship

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

- Per above, any student who fails to achieve a *Term* GPA of 2.5 or better for the initial probationary semester will be dismissed for poor scholarship from the Health Systems Management Program and the School of Nursing.
- Per above, any student who fails to achieve a *Cumulative* GPA of 2.5 or better after two probationary semesters will be dismissed for poor scholarship from the Health Systems Management Program and the School of Nursing.
- Any student who does not achieve a “C minus” or better in 2 or more required Health Systems Management courses will be dismissed for poor scholarship from the Health Systems Management Program and the School of Nursing.
- Any student who fails to achieve a “C minus” or better in the same required course twice, will be dismissed for poor scholarship from the Health Systems Management Program and the School of Nursing.
- Students who maintain a cumulative GPA of at least a 2.0 may be academically eligible to submit an application for transfer to another school/college within the university.

L. Dismissal from the MNSON for Reasons Other than Poor Scholarship

The HSM Program and the School of Nursing reserve the right to dismiss a student regardless of GPA for reasons related to violations in professional role responsibilities, academic integrity or ethical practice.

M. Appeal of Dismissal

A student who is dismissed from MNSON has the right to appeal the dismissal in accordance with university policies. Refer to University Policy: [http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF](http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF)

N. Support & Guidance

The student who is subject to dismissal from the MNSON is advised to meet with their Academic Advisor for support and guidance.

O. Readmission Requirements & Procedures

Definition: Readmission is the process whereby a student seeks to be reinstated as a HSM major in the MNSON.

The student dismissed from the HSM Program has an opportunity to apply for readmission within one calendar year after dismissal. The student who seeks readmission is required to meet with the HSM Academic Advisor to discuss the process. The Academic Advisor will collect and submit the necessary information to the Chair of the HSM Program Committee. The following materials must be submitted by the student in order to apply for readmission:

1. Personal Statement
   a. Statement should be no longer than one to two pages single spaced
b. Statement must include the circumstances that led to dismissal and the steps taken that demonstrate the student’s ability to succeed in the HSM program

2. Two Letters of Recommendation from faculty/instructors
   a. Preferably letters should be from HSM faculty
   b. Letters must be in a sealed envelope and included with the readmission materials

3. Transcripts: If the student attended another college/university since the time of dismissal, an official copy of the transcript in a sealed envelope must be included with the readmission materials.

The Student may attend the HSM Program Committee meeting to present the Readmission Application in person. No one other than the student may attend the committee meeting when presenting for readmission. Attendance is not required but the student must inform the HSM Academic Advisor of his/her attendance decision. The HSM Program Committee will inform the student of the final decision within 72 hours of meeting.

A student who has been dismissed from the HSM program more than one time is not eligible to apply for readmission.

A student whose readmission application has been denied is not eligible to apply for readmission a subsequent time.

P. **Failure to Progress Probation**
   Any student who fails to show timely progression toward completion of his/her degree requirements per his/her program plan, may at the discretion of his or her dean, be placed on probation. A contract defining the terms under which the student can remove him/herself from probation must be completed by the end of the second week of classes in the next semester.

Q. **Appeal to Register for Over 18 Hours**
   A cumulative GPA of 3.0 or higher is required to register for greater than 18 hours in a semester. Students need to submit an Appeal to Register for Over 18 Hours form to the Academic Advisor of the Health Systems Management program.

X. **Health Systems Management Minor**
   A. Students wishing to fulfill the requirements for a minor in the HSM Program must:
      1. Complete the Declaration of HSM Minor form and submit to HSM Academic Advisor
      2. Successfully complete 18 credit hours of courses from the major as evidenced by a grade of C- or better.

   B. A student who does not pass with a C- or better or withdraws from a required UHSM course must repeat the course and achieve a grade of C- or better. Courses can only be repeated only once. If the student repeats the course and does not achieve a grade of C- or better, the student will be dismissed from the HSM Minor.
C. Course requirements for the HSM Minor can be found here
   http://www.luc.edu/hsm/bsbshm/healthsystemsmanagementminor/

D. HSM Minors are not eligible to enroll in:
   1. HSM 350 Capstone
   2. HSM 360 Field Internship

E. HSM Minors who are academically eligible and intend to transfer into the HSM Major must 
transfer before spring of the junior year in order to enroll in internship spring of the senior 
year. Failure to comply with this required timeline can delay graduation.

XI. Access to UHSM Courses for Students Not Enrolled in the Major or Minor
A. The following HSM courses are open to any student in the University regardless of his/her 
   major:
   *Service-Learning
   1. HSM 110 Healthcare in America *
   2. HSM 210 Introduction to Global Health *
   3. HSM 220 Healthcare Services for Healthy Aging *
   4. HSM 230 Fundamentals of Health Equity
   5. HSM 310 Introduction to Project Management

B. Nursing and Exercise Science majors may enroll in any HSM course providing pre-requisites 
   are met with the exception of HSM 350 Capstone and HSM 360 Field Internship.

XII. Academic and Professional Integrity
The MNSON is committed to providing its students, faculty, staff and guests with an 
environment that is respectful, safe, and conducive to learning, teaching and employment. 
Professional behavior is expected at all times. The MNSON abides by the University Academic 
Integrity policy that clearly defines plagiarism and academic cheating and the consequence of 
academic dishonesty.

For more information refer to:
http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml

- The consequences of academic dishonesty can be severe, including failure in the course 
  where the dishonesty occurred or greater sanctions including dismissal from the 
  MNSON and/or Loyola University Chicago.
- Students are ethically obligated to report any observed dishonesty to the Course 
  Instructor, HSM Program Director or Associate Dean for Undergraduate Programs.
- Failure to report observations of dishonesty may result in the same or similar sanctions 
  as those who commit acts of academic dishonesty.
XIII. **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 health-related educational activities. The Privacy Rule of the HIPAA defines protected health information as:

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


All students must follow the HIPAA Privacy Rules and Guidelines when participating in health-related 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 facility where their health-related education is occurring.

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

XIV. **Unprofessional Behavior and Conduct of Marcella Niehoff School of Nursing Students.**

**Policy:**

Exemplary behavior of students in Loyola University Chicago’s (the “University”) Marcella Niehoff School of Nursing (the “MNSON”), consistent with the standards of the nursing and health professions, is expected at all times. Students in the MNSON are expected to abide by the policies regarding professionalism in applicable student handbooks as well as the syllabi for each course, including professional behaviors with respect to attendance, punctuality, dress, demeanor, integrity and ethical conduct relative to the nursing and health professions. Professional conduct by the student facilitates learning opportunities and fosters a good working relationship within the MNSON and between the MNSON and clinical agencies or health-related institutions.
**Procedure:**

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 an internship site.

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

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

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

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

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

10. The Associate Dean of Undergraduate or Graduate Programs may submit to the Senior Associate Dean for Academic Affairs a recommendation for the student’s dismissal from the academic program, after the verbal and written warning steps are completed, if the unprofessional behavior or conduct continues. The Senior Associate Dean for Academic Affairs may authorize the student’s dismissal from the program of study, in all cases except where expulsion from the University is also recommended (see #12 below).

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

12. In cases where a student’s expulsion from the University for Unprofessional Behavior and conduct is considered, the Senior Associate Dean for Academic Affairs forwards all relevant documentation to the MNSON Dean for review. An action of expulsion from the University rests with the Senior Academic Officer, upon a recommendation from the MNSON Dean.

Additional academic and conduct expectations may be found in the student handbooks in the MNSON. Conduct expectations and procedures for all University students, including students in the MNSON, are set forth in the University’s Community Standards at:

XV. Marcella Niehoff School of Nursing Academic Grievance and Appeals Process

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

The MNSON Academic Grievance and Appeals Process provides specific direction for the academic grievance hearing and for appeals and is designed to achieve clarity, uniformity, and fairness in the handling of all academic disputes involving individual student complaints regarding course grades and accusations of academic dishonesty. Any MNSON student may initiate the formal academic grievance procedure in order to have a complaint or appeal regarding a course grade or charge of academic dishonesty reviewed in an impartial and thorough manner. Students enrolled in degree programs housed in the Graduate School may also invoke the procedures under the MNSON Academic Grievance and Appeals Process to address disputes relating to dismissal from a program. In accordance with best educational practices and University policy, this process must be based on relevant information and afford both parties (student and involved faculty member(s)) with an equal voice in the proceedings.

Consistent with the University Academic Grievance Procedure, a disputed grade will be changed only if the grading meets one or more of the following criteria:

A. Is found to be in significant violation of clearly established written school policies; or
B. Is a result of improper procedures; or
C. Is found to be capricious. Capricious grading is the assignment of a grade to a student which is (1) based partially or entirely on criteria other than the student’s performance in the course; (2) based on standards different from those standards of grading applied to other students registered in the same course; or (3) based on a substantial departure from the announced grading standards for the course.

**Pre-Hearing and Hearing Procedures within the MNSON:**

1. In all cases, a sincere attempt should be made by the student to resolve the problem through discussion with the involved faculty member(s). The student first discusses the grade or charge of academic dishonesty with the involved faculty member(s) of the course. Every attempt is made by the involved faculty member(s) to answer fully the student’s concerns at this level. If the involved faculty member(s) decides that a change-of-grade is appropriate (e.g., due to error by the involved faculty member(s)), the involved faculty member(s) will submit a grade-change request via the student information system. The grade change will be reviewed by the Associate Dean for Undergraduate or Graduate programs.

2. If the attempt(s) to resolve the dispute (described in #1) fails, the student may submit a written request for an academic grievance hearing to the student’s Program Director. If the student’s Program Director is also the instructor, the written request would go directly to the Associate Dean of Undergraduate or Graduate programs. This request must be submitted within 1 month after the beginning of the following semester, excluding summer session. The student’s written request must:
   a. Specify the nature of the dispute;
b. Identify how the issue falls within the established criteria for an academic grievance (e.g., the grading was in significant violation of clearly established written school policies);

c. Describe the attempts made to resolve the matter; and

d. Attach all relevant information or documentation to support the grievance.

3. If a student has been accused of plagiarism or dishonest examination behavior, and the student denies the charge, the student may request an academic hearing review. The Dean will then constitute a hearing committee composed of a Chairperson and three faculty members (“Hearing Committee”) to review the evidence of academic dishonesty and to consider the imposition of additional sanctions beyond failure in the course. This process is delineated in #6 below.

4. For instances of grade disputes and upon receipt of the written request, the Program Director will ensure completeness of the above requirements and forward the request to the Associate Dean for Undergraduate or Graduate Programs. The Associate Dean for Graduate or Undergraduate Programs may decline to forward the case for a hearing if the dispute is not an academic dispute subject to the MNSON’s Academic Grievance Process or the written request fails to allege any of the necessary criteria for a disputed grade to be changed. In such instances, the Associate Dean for Undergraduate or Graduate Programs must justify, in writing, the reason for this decision and communicate the decision to the student, involved faculty member(s), the Program Director and Dean.

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

6. All parties, including the student, involved faculty member(s), and Hearing Committee members, will receive the student’s name, written request for a grievance hearing, written notice of any charges of academic dishonesty to be considered, and information related to the hearing date/time/location, at least three business days in advance of the scheduled hearing date. Both the student and involved faculty member(s) will be advised of their right to request assistance in presenting the case at the hearing by any member of the University community other than an attorney and that no individual from outside the University may attend the hearing, including any legal representative for the parties involved in the dispute. The student and the involved faculty member(s) will also be notified of their right to present witnesses at the hearing. If this notice is not timely given, or a party is unavailable to attend, the hearing will be re-scheduled.
7. Pre-Hearing Preparation:

A. Responsibilities of the student: At least one business day prior to the hearing, the student shall provide the Hearing Committee Chairperson with:

   i. Any additional documentation and relevant information the student chooses to submit or is requested to submit by the Hearing Committee Chairperson.

   ii. The names of any witnesses the student wishes to present and the name of any representative of the University community who will assist the student in presenting his/her case at the hearing.

B. Responsibilities of the faculty member(s): At least one business day prior to the hearing, the involved faculty member(s) shall provide the Hearing Committee Chairperson with:

   i. A copy of the course syllabus to include course outcomes, if the hearing is focused on a grade dispute.

   ii. Documentation and relevant information pertaining to the student’s performance in the course or clinical learning experience or related to the allegation of the student’s academic dishonesty.

   iii. The names of any witnesses the involved faculty member(s) wishes to present and the name of any representative of the University community who will assist the involved faculty member(s) in presenting his/her case at the hearing.

C. Responsibilities of the Hearing Committee: The Hearing Committee Chairperson may request additional materials from the student and involved faculty member(s) at any time during the hearing process.

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

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

10. Within two weeks of the Hearing, the Chairperson of the Hearing Committee will communicate a summary of the Hearing Committee’s findings and decision, in writing, to the student, faculty member(s) involved, Program Director and Dean. E-mail is permitted.

11. In cases of a grade dispute, if the Hearing Committee renders a decision in support of the student’s petition, the faculty member submits a grade-change request consistent with the Hearing Committee’s findings. If the Hearing Committee finds that the student’s petition is without merit, the grade shall remain unchanged.

12. If a student is grieving a grade associated with a clinical or experiential experience and the Hearing Committee determines that the faculty grading was in significant violation of clearly established written school policies, or the result of improper procedures, or was capricious, the Hearing Committee will communicate the decision to the Associate Dean of the Undergraduate or Graduate program. Notwithstanding this decision, the Hearing Committee and/or the Associate Dean may require an independent re-evaluation of the student’s performance (knowledge, skills or behavior).

13. If it is judged by the Hearing Committee or the Associate Dean that an independent reevaluation of the student’s performance is warranted, the Associate Dean will communicate the need for the evaluation to the Program Director, who will arrange for an independent reevaluation of the student that may involve a clinical, lab, simulation or experiential session by a faculty member not known to the student. This independent reevaluation summary will be forwarded to the Hearing Committee and the Associate Dean for a final determination of the course grade.

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

1. Students enrolled in a program in the MNSON have a right to appeal in writing to the Dean within 30 days of notice of the Hearing Committee’s decision. The decision of the Dean is final (except in cases of expulsion, in which case the sanction may be imposed only by the Provost upon recommendation of the Dean).

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

XVI. Formal Complaint Policy:

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

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

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

General Guidelines
1. 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 related to course grades, accusations of academic dishonesty, or dismissal from a program are not resolved after a hearing within the MNSON may continue the academic grievance process in accordance with the Graduate School’s Academic Grievance Procedure at http://www.luc.edu/gradschool/academics_policies.shtml.

   Formal student complaints relating to decisions affecting undergraduate academic standing or progress are addressed through the University’s General Academic Appeals process at http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.
Formal student complaints relating to undergraduate changes of academic records or dismissal for poor scholarship are addressed through the University’s Special Academic Appeals process at http://www.luc.edu/media/lucedu/academics/catalog/undergrad/pdf/version_6_16_1.PDF.

2. Student Complaints Related to Non-Academic Issues.

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

Questions regarding Title IX may also be referred to the University’s Title IX Coordinator, Thomas M. Kelly, Senior Vice President for Administrative Services, Lewis Towers, Suite 1500, who can be reached at (312) 915-6400 or tkelly4@luc.edu, or to the Department of Education’s Office for Civil Rights.

Questions regarding Title VI of the Civil Rights Act of 1964 (“Title VI”) may also be referred to Tobyn L. Friar, Interim Director of Financial Assistance, Sullivan Center, Suite 190, who can be reached at (773) 508-8636 or friar@luc.edu, or the Department of Education’s Office for Civil Rights.

Questions regarding Section 504 of the Rehabilitation Act of 1973 (“Section 504”) may also be referred to Dale R. Tampke, Assistant Provost for Student Academic Services, Sullivan Center, Suite 255, who can be reached at (773) 508-7067 or dtampke@luc.edu, or the Department of Education’s Office for Civil Rights.

3. 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.

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

As explained at www.luc.edu/ethicsline:

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

The University strongly encourages all faculty, staff, students, administrators or other concerned parties to use this Reporting Hotline to report suspected or wrongful acts of conduct by Loyola University Chicago community members. No University administrator, faculty, staff or student may interfere with the good faith reporting of suspected or actual wrongful conduct; no individual who makes such a good faith report shall be subject to retaliation, including harassment or any adverse employment, academic or educational consequence, as a result of making a report.

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

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

A. Student Organizations and Service
The student is encouraged to participate in HSM organizations and service. Current and intermittent opportunities include the following:
1. Health Systems Management Program Committee – Student Representative
2. Upsilon Phi Delta – Health Systems Management Honor Society
3. Health Systems Management Student Council
4. Community-based service
5. National and international service

B. Academic Awards
The MNSON recognizes outstanding achievement by awarding the following honors to graduating students:
1. Dean’s Gold Medallion Award
2. Scholastic Silver Medallion
3. Spirit of St. Ignatius Award
4. Health Systems Management Advocacy and Leadership in Healthcare Award
5. Health Systems Management Internship Excellence Award

C. Independent Study
The student may have the opportunity to register for Independent Study. The purpose of Independent Study is to provide a focused experience in an area of health systems management interest. Independent studies can vary in credit (1-3 credits) and may be applied to LUC credit hour requirements. The student will meet with their Academic Advisor to discuss how the Independent Study will fit into their total curriculum plan. If the Independent Study meets the program plan, the student completes the Independent Study Form on LOCUS and submits this to the Associate Dean of Undergraduate Programs.

D. International Experiences
Study Abroad – Students interested in studying abroad must meet all the requirements for study prescribed by the Office of International Programs located in the Sullivan Center. For more information on current opportunities contact http://www.luc.edu/studyabroad. HSM majors interested in study abroad options are encouraged to discuss optimal program planning with the HSM Academic Advisor.