



Department of Health, Nutrition, and Exercise Science Department

Graduate Program and Dietetic Experiential Track Handbook
and
Policy and Procedures



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GRADUATE PROGRAM AT MARYWOOD UNIVERSITY

Mission Statement of Marywood University

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship, and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

Core Values

In support of the mission, the Marywood University community actively espouses five core values:

1. **Catholic Identity:** The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews
2. **Respect:** Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability
2. **Empowerment:** Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society
3. **Service:** A commitment to promoting social responsibility which fosters community engagement to meet real needs
4. **Excellence:** Manifesting Marywood University's pursuit of the highest level of achievement in support of "Sanctitas, Scientia, Sanitas" (Holiness, Knowledge, Health)

The Nutrition and Dietetics Mission

The mission of the department of nutrition and dietetics is to provide dedicated faculty, quality facilities, and a diverse environment which support nationally recognized undergraduate and graduate education, research and service in the areas of nutrition, dietetics, family/consumer sciences, and sports nutrition/exercise science. The Nutrition and Dietetics programs offer several options allowing each student to choose the best path to achieving their professional goals. We use an individualized approach to providing a high quality, broad-based educational experience that empowers graduates to develop skills needed for future specializations. We offer a challenging but supportive and nurturing environment that facilitates both professional and personal growth.

The Nutrition and Dietetics programs have identified five goals to guide achievements and student learning outcomes:

1. To foster a learning environment that leads to quality teaching and learning, original research contributions, and scholarly pursuits.
2. To prepare students who can think critically in the theoretical and practical areas of nutrition, dietetics, and family/consumer sciences.
3. To promote student commitment to lifelong learning, professional development, and community service.
4. To encourage mentoring, teamwork, and collaboration.
5. To empower students to excel in their knowledge and skill development in order to competitively enter the job market or other nutrition programs.

Vision Statement for Graduate Program and Experiential Track

Marywood University's Dietetic Experiential Track aims to produce dietetic professionals who are competent to enter the dietetics profession as registered dietitian nutritionists who strive to commit to leadership and service opportunities and aim to enhance the dietetics profession with innovative ideas.

Mission for Graduate Program and Experiential Track

The philosophy of Marywood University's Dietetic Experiential Track runs parallel with the mission of the graduate program and the mission of Marywood University. Students will enhance their intellectual perspectives, and promote ethical professional practice based on humanitarian values. Students are encouraged to discover their passions, prepare for their credentialing exam and careers and acquire tools and motivation for a lifelong process of learning following the Code of Ethics, the Scope/Standards of Practice and the Standards of Professional Performance of the Academy of Nutrition and Dietetics. Marywood University's Dietetic Experiential Track is passionate about developing competent practitioners dedicated to service of others and to the profession. Throughout the Graduate Program and the Supervised Experiential Learning Hours, students will be embedded in a professional, academic environment. Students will gain knowledge to develop and apply the skills needed to become competent in the areas of nutrition therapy, community dietetics, and food service management. Students will develop skills to serve as collaborative members of an interdisciplinary team and be leaders in the profession.

The Mission of Marywood University Dietetic Graduate Program and Supervised Experiential Track, is to prepare well-rounded graduates who are competent entry-level Registered Dietitian Nutritionists. Graduates are ready to respond to the challenging demands of productive careers in dietetics and nutrition-related fields through a commitment to lifelong learning. They will demonstrate professionalism, self-directedness, evidence-based practice decisions, effective communication, critical thinking, collaboration in their professional community, and active ongoing self-assessment all in the pursuit of meaningful work that makes a positive impact on others.

PROGRAM GOALS

Goals & Objectives for Graduate Program and Experiential Learning Track:

Program Goal 1

The Marywood University Dietetic Graduate Program-Experiential Track will develop competent graduates to encourage critical thinking and evidence-based practice to promote wellness and to treat individuals and diverse populations.

- Program Objectives for Goal 1 are measured by the following standards:

Upon completion of the program:

- 1a. At least 80% of program students complete all program/degree requirements within 33 months (150% of the program length). (RE 2.1.c.1.a)
- 1b. At least 90% of the program graduates will have completed at least one health promotion project throughout the program timeline.

One-year post completion:

- 1c. On the one-year post completion employer survey, of those that respond 90% will score "agree or strongly agree" with a mean value of 2.0 or greater regarding graduate's preparation for entry-level practice. (RE 2.1.c.1.d)
- 1d. Of graduates who seek employment 70% are employed in nutrition and dietetics or related fields within 12 months of the program graduation. (RE 2.1.c.1.b)

Over a three-year period:

- 1e. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. (RE 2.1.c.1.2)

Program Goal 2

The program will produce graduates who are confident self-directed leaders capable of effective advocacy and demonstrate commitment to the community and the profession.

- Program Objectives for Goal 2 are measured by the following standards:

Upon completion of the program:

- 2a. At least 85% of program graduates will take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (RE 2.1.c.1.c.1)
- 2b. On the end of program survey, at least 75% of graduates who respond will "agree or strongly agree" with a mean value of 2.0 or greater regarding the program fostering self-directed learning.
- 2c. On the three-year post program survey, at least 80% of graduates who respond will "agree or strongly agree" with a mean value of 2.0 or greater regarding leadership service in the dietetics profession and/or the community at large.
- 2d. On the three-year post program survey, at least 40% of program graduates who respond will indicate they have become a preceptor or mentor dietetic students.

The program aims to confidently prepare students to enter professional practice as a well-rounded dietetics practitioner who strive to serve the public with evidence-based dietetic practice. The goals and objectives listed align with the University, Department, and Program's Mission statements and will demonstrate that graduates of the program will successfully transition into the dietetics field.

ACCREDITATION STATUS

The Marywood University Master's Graduate Program in Nutrition and Dietetics is currently granted accreditation status by Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, a specialized accrediting body recognized by the United States Department of Education. The address and phone number for the ACEND is: Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606; (800) 877-1600, (312) 899-5400, ext. 5400. <https://www.eatrightpro.org/acend>

ROLES FOR GRADUATES

1. Food and Nutrition Specialist who provides accurate, evidence-based information in these areas.
2. Politician who influences the development and interpretation of food and nutrition related legislation.
3. Clinician who assesses, plans, implements, and evaluates nutrition care as an interdisciplinary team member.
4. Manager of resources who administers food service systems, community nutrition programs and clinical practice.
5. Educator who teaches clients, health care professionals, employees and the general public.
6. Researcher who directly conducts clinical, community or food service research or who interprets the research to the public.
7. Professional with responsibilities for continuing education, involvement in professional societies and compliance with the Code of Ethics of the Academy of Nutrition and Dietetics.

ADMISSION INFORMATION

The Graduate Program accepts students with a baccalaureate degree who would like to complete their Masters in Nutrition or Sports and Human Performance Nutrition and also have interest in becoming a Registered Dietitian Nutritionist (RDN). The Experiential Learning Track admits students with a baccalaureate degree who have completed or plan to complete the mandatory prerequisites of General Chemistry, Organic Chemistry, Anatomy and Physiology, and Statistics. The students will complete the graduate program and experiential learning requirements within 22 months of starting in the Fall which includes 39 credits of graduate coursework and a minimum of 1,000 hours of experiential learning. The students who complete the experiential track receive a Master's Degree and their verification statement. The students are eligible to sit for the RDN examination after graduating. The current application outlines the Master's degree options in Nutrition and Sports and Human Performance Nutrition with the option to increase to more degree options in the future.

For the accelerated BS/MS option, students will be conditionally accepted into Marywood's GP program upon enrollment in the undergraduate program at Marywood. Marywood students may apply to the accelerated, BS/MS option after the end of sophomore-level courses. A review committee will review application materials to determine if students have met specific criteria (e.g., GPA, volunteer/work experience) that supports their ability to complete the program at an accelerated rate. Eligible students will begin the graduate program and graduate coursework during their 4th year. Students who do not qualify for the accelerated program may begin the graduate program during their 5th year. Once they are in the program they are held to the GP standards for GPA and course grades. Our Marywood undergraduates will complete all prerequisites as part of their BS degree.

As many as 25 distance students and 15 onsite students are selected each year. Up to 10 on-site and 15 distance students can be part of the pre-select option.

All other students apply through DICAS, which may be accessed at <https://dicas.liaisoncas.com/applicant-ux/#/login> or via e-mail DICASinfo@DICAS.org.

Please refer to the centralized application system for instruction on applying to the Graduate Program at Marywood University. We accept students on a rolling deadline until July of the year the students are to begin the 2-year program.

All prospective students must submit a completed electronic (DICAS) program application including those in the accelerated option.

After being offered and accepting a slot in the program, all students will need to submit a Marywood University [Graduate Web Application](#). Acceptance by Graduate Admissions does not guarantee admission to the program.

The Admission Committee of the program considers the following qualities in the selection process:

- Academic ability
- Communication skills
- Leadership potential
- Evidence of the ability to be self-directed and organized
- Commitment to the profession of dietetics
- Technological Skills

The Admissions Decision is based on the completed DICAS application.

Students applying to the program may have a Bachelor's in any field but must have the following prerequisites completed or in progress by the time of application. Students should have at least a C in the following courses:

- General Chemistry
- Anatomy & Physiology
- Organic Chemistry
- Statistics

PROGRAM CALENDAR TEMPLATE

Fall following Spring Admissions until July

Begin Phase One of the Program with graduate coursework
(See current Marywood Website for [Academic Calendar](#) and specific start date)

Spring Semester Year One

Continue with Phase One of the Program & graduate coursework

Last full week of June Year Two

Mandatory Onsite Orientation

Introduction to Phase Two of the Program
Community Orientation

July and August Year Two

Community Nutrition Supervised Experiential Learning (SEL)

Following Labor Day Year Two

Food Systems Management Orientation

Wednesday following Labor Day
through first week of November

Food Systems Management SEL

First week in November Year Two

MNT-LTC Orientation

Second week in November
Winter Break Year Two

MNT SEL -Long Term Care through

Thanksgiving & Winter Break:

Dates shared at orientation

Immediately following New Year

MNT – Acute Care Orientation

First full week in January
through to end of March year two

MNT SEL - Acute Care

Spring & Easter Break

See Academic Calendar

Month of April year two

Professional Practice SEL

Note: Academy of Nutrition and Dietetics Food & Nutrition Conference Expo is typically held mid-October each year. Check Eat Right [Website](#) for additional details.

SUPERVISED EXPERIENTIAL LEARNING HOURS BREAKDOWN

Integration of Planned Supervised Experiential Learning (SEL) Experiences (minimum hours)

	Column A	Column B
Academic Term	Estimated # of hours in Professional Work Setting	Estimated # of hours in Alternate Experiences
Fall Semester Year 1 (August-December)		20
Spring Semester Year 1 (January-May)		25
Summer Semester Year 1 (May-July)		51
Fall Semester Year 2 (August-December)	416	
Spring Semester Year 2 (January-May)	488	
Total		
Sum of Hours for Each Category	904	96
Total Estimated Planned Hours		1000

Planned Supervised Experiential Learning Hours

	Column A	Column B
Rotation /Course (indicate the major rotations with an asterisk)	Estimated # of hours in Professional Work Setting	Estimated # of hours in Alternate Experiences
US Based		
Energy Nutrients and Alcohol (Name change)	0	5
Vitamins and Minerals (Name Change)	0	5
MNT I	0	10
MNT II	0	10
Research Methodology	0	5
Orientation	0	30
Preparation for SEL	0	21
Community (ND 565)*	192	0
Food Systems Management (ND 566)*	224	0
Organizational Leadership in Healthcare (ND 535)	0	5
Medical Nutrition Therapy (ND 568)*	360	0
Professional Practice (ND 500)*	128	0
Health Promotion (ND 530)	0	5
International (needs approval)	0	
	0	0
TOTAL		
Sum of Hours for Each Category (Program may insert additional rows.)	904	96
Total Estimated Planned Hours		1000

The student will be required to submit a final hour sheet downloaded from Typhon into an Excel format and submit it to the Program Director showing proof they have met the minimum of 1,000 hours.

SUPERVISED EXPERIENTIAL LEARNING HOURS DESIGNATIONS

As directed by the ACEND Standards, the program is planned so that students complete at least 1000 hours of supervised experiential learning hours with a minimum of 700 hours in a professional work setting; a maximum of 300 hours can be in alternate practice experiences. The majority of professional work setting hours spent in the major rotations must be completed onsite under the supervision of the primary preceptor or an approved surrogate. Simulations approved by the program director will count for some designated hours or Alternative Practice Experiences.

Homework, reading, and studying for the various quizzes and exams unrelated to SEL are not to be done during your placement in the professional work setting.

Students may conditionally complete 200 SEL internationally upon approval from the Program Director. See the policy below regarding international rotations.

SUPERVISED EXPERIENTIAL LEARNING SITE AND PRECEPTOR GUIDELINES

Students in the onsite version of the program are placed at sites within 120 miles of Marywood's campus for all rotations.

Students completing the distance version of the program are required to identify their own supervised experiential learning sites. Sites and preceptors must be approved by the Program Director. Sites must be at least 125 miles away from Marywood's campus to be considered a distance site.

The site/preceptor must meet the following criteria:

- The preceptor must be willing and able to teach, guide, and provide mentorship to a student and be committed to overseeing the required Supervised Experiential Learning (SEL).
- The preceptor must maintain appropriate and current credentials for the profession (i.e., RDN, MD, PharmD, DO, LCSW, etc)
- The preceptor must provide experiences that meet the required competencies in SEL.
- The site must have adequate staffing to provide learning experiences to students, including proper supervision and instruction by the preceptor(s).
- The preceptors must provide supervision for a significant and approved time along with instruction for projects to be complete.
- A fully-executed affiliation agreement and preceptor agreement with the site and preceptor must be completed
- A preceptor resume or professional development portfolio is submitted to provide proof that the preceptor is an acceptable and appropriate preceptor.
- Completion of Preceptor and Competency-Based Education (CBE) Training provided by ACEND
- Review of Program Resources including the preceptor handbook
- Ability and preparedness to review Program Policies and Procedures with the Program Director by video conference call or by phone to clarify requirements and expectations.

It is the student's responsibility to locate SEL sites and preceptors in the geographic location in which they desire to complete SEL.

Program Faculty are available for guidance throughout this process, and can aid students in identifying appropriate sites and preceptors. If the immediate area is saturated with other nutrition and dietetics students, students may need to research other nearby sites in locations that are less likely to receive SEL requests. Students may need to consider dividing SEL hours between multiple sites or offer to complete SEL in hours outside of the typical work week.

Admitted students will also have access to a list of sites that were previously used for SEL and their address and contact information. The list of sites is maintained by the program faculty

Prior to applying to the program, students do not need to have SEL sites confirmed. It is recommended that at least six months before the SEL begins and students have the entire 1st year of Phase I of the program to obtain sites. Students are encouraged to start networking early on in the program to make connections that may lead to SEL sites and preceptors.

If a student has challenges securing sites or in the event the site and preceptor can no longer accommodate a student, program faculty can provide alternatives to support the student in completing the required SEL. The following alternatives may be recommended:

- Alternate learning experiences that allow for assessment of attainment of the specified competencies can occur with case studies, simulation, role-play, or other activities. This option would adhere to current ACEND guidance regarding alternate SEL experiences, and would not exceed the amount permitted by ACEND.
- Approval of off-schedule SEL hours to accommodate unexpected changes to scheduling which include completing hours during the evening or on weekends
- Completing hours at telehealth sites or other SEL sites that offer remote options to attain the required competencies
- Students may need to consider dividing clinical hours between a few different facilities or offer to complete SEL hours on the weekends or evenings to complete SEL requirements.

If a student encounters a situation where a preceptor or site is unable to accommodate the student, the student must immediately contact the Program Director and, if applicable, the Faculty of their current course. The Program Director, faculty, and student will determine the appropriate course of action for the student which could include any of the above recommendations as well as developing a plan with program faculty to complete the program requirements and make adjustments to their schedule. The student will be notified that they have up to 33 months to complete the program and this will allow for extenuating circumstances to be accommodated.

SUPERVISED EXPERIENTIAL LEARNING HOUR DOCUMENTATION

Students must document all hours completed at SEL sites and alternate practice experiences (APEs). Students will document all hours completed in Typhon within their time logs. The time logs must be approved by a preceptor or program faculty. Students must complete a minimum of 1000 SEL hours throughout the entire program. Students will categorize what they completed, how it met the competency and performance indicator applicable, what course or site it was completed at, the preceptor or program faculty who facilitated the hours, and any other pertinent information for documentation. Students will then download their entire history of time logs into one spreadsheet and send that to the program director for review once all hours are completed and approved.

If a student is found not to have met the minimum required hours or a competency/performance indicator, the student will be asked to complete APE or return to their site for experiential learning until hours and competency are met.

MAXIMUM TIME ALLOWED FOR COMPLETING PROGRAM REQUIREMENTS

As stated in the program goals this is a 22-month program. Understanding not all students progress at the same rate with competency-based learning, students can complete the program within (150% of the timeline allotted) 33 months.

PROCEDURES FOR STUDENTS UPON ADMISSION

Distance Track: Marywood does not require you to have your preceptors identified as part of the DICAS application. If you are accepted to the Distance Track of Marywood University's GP Dietetics Experiential Learning program you will be conditionally accepted into the program. You will need to submit the following per the timeline established with the task list that will be provided to you:

1. Signed Memorandum of Agreement with all facilities in which the student has projected planned experiences.
2. Signed preceptor agreement statements from all individuals who have agreed to precept planned experiences.
3. Primary Preceptor Resumes
4. Verification of Student Liability Insurance (also called Student Malpractice Insurance) - could use [Proliability](#) or [HPSO](#).
5. Official Transcripts and DPD Verification Statement (if applicable)
6. A completed Marywood University's physical exam form with lab report with the 4 titer results (possible drug screen)
7. Criminal background checks and FBI Fingerprint Clearance.
8. Child abuse check.

Onsite track is also required to submit items 5-8 above in May of the first year which is prior to the transition to Phase Two of the Program. You must submit all the necessary forms for the program as determined by the task list. All the paperwork is accepted through the Typhon Platform and approved by the Program Director prior to moving forward in the program.

DISTANCE TRACK - PROGRAM CALENDAR

Students will complete the program per the curriculum guide and the program calendar. Exceptions to the order of rotations can be made at the discretion of the Program Director to meet the student's needs.

Distance students will submit a schedule timeline indicating the proposed start and end date for all rotations through the Typhon Platform. Once approved, by the program faculty, the start date of the first rotation will be recorded and will be the date that determines their last possible completion date. Students must complete within 150% of the program length as determined from their start date. Students who do not meet these time constraints will not be issued verification statements. The timeline will include any desired vacations or holidays. Students (distance track) are encouraged to schedule major holidays off. It is a recommended best practice to allow time off following a rotation to complete required coursework and submit it on a timely basis. Distance students may report to sites on a full-time or part-time basis depending on need, but must have approval from the Program Director and must complete the program within 33 months. Students must be aware that reporting on a part-time basis does not guarantee completion in 22 months. Please see policy below on part-time SEL.

PART-TIME OPTION FOR GRADUATE PROGRAM

Students may conditionally complete the Graduate Program and Dietetic Experiential Track at a part-time level if approved by their Advisor and Program Director. Distance students may report to sites on a part-time basis depending on need. Students must complete the program within 33 months. Students must be aware that reporting on a part-time basis does not guarantee completion in 22 months. Part-time SEL consists of 24 hours or less per week of SEL. Onsite students are ineligible to complete the part-time option due to placement with local preceptors and their schedules. Students will work with preceptors, advisors, and the program director to ensure that all program requirements are completed within 33 months.

EXPERIENTIAL LEARNING PLACEMENT AND EMPLOYEE REPLACEMENT

Students should not routinely replace regular employees outside of professional (RDN) staff relief/ professional practice experience. Students completing experiential learning must not be used to replace employees. If this occurs students are expected to alert the Program Director. Students should not be used to compensate for or to support employee shortages or absences. Students are expected to assist where needed as any other manager would in a crisis.

PAID COMPENSATION

Students are not paid hourly compensation by the facility for their SEL. If the organization offers a stipend to students, that is permissible. On occasion, a facility requires the student to be on the payroll as required by human resources or administration in order to be covered for liability while in the building. The Program Director must be made aware of this by the student. The Program Director will then initiate a discussion with the preceptor to clarify the student's obligations to ensure there is not a conflict of interest or confusion regarding the requirements of the program.

REMEDIATION AND RETENTION CRITERIA AND PROCEDURE

1. A student needs to achieve a satisfactory B grade in all courses with a SEL components and at least moderately meets expectations or effective ratings in all course performance indicators.
2. All students must make satisfactory progress through the program requirements. Students must complete each rotation within 4 months unless an individual timeline has been approved by the program faculty.
3. Per the Standards of Continuance, all graduate students must maintain a cumulative GPA of at least 3.00 to remain in good academic standing and to earn the degree. Additionally, a graduate student whose cumulative GPA falls below 3.00 will be placed on academic probation.
 - If a student receives two Fs in any of the graduate coursework, they will be dismissed from the University.
 - A student will be notified by program faculty of their placement on academic probation. Students have one full semester to raise their GPA to a 3.00 in order to stay in the program. If the student does not, the student will be dismissed from the program.
 - Any student who receives an F in one course, may retake the course to complete the program in the semester offered as long as the course is not a supervised experiential learning course. The student must attain a 3.00 GPA in the following semester and complete the program within the timeframe unless otherwise approved by program faculty.
 - If a student receives an X or an I grade, the student must complete the course and have a B average by the time the course is completed. If the average of the courses is below a B average for a second semester and their GPA is below a 3.0, the student will be dismissed from the program.
 - Remediation opportunities are considered in agreement with the student, Program Director, Department Chair, and the Dean of the College.

4. Satisfactory completion of all other required coursework per the curriculum, consisting of an **average of B** in all courses other than SEL which requires no less than a B as per above. If any final grade in a SEL component is a B- or lower, the student will be released from the program.
5. A student requires a B average to receive the graduate program verification statement.
6. Students must complete all course and SEL requirements to graduate from the program and receive a Verification Statement.

Grading System - Graduate School

A 4.00 (94 and above)

A- 3.67 (91 - 93.9)

B+ 3.33 (88 - 90.9)

B 3.00 (85 - 87.9)

B- 2.67 (81 - 84.9)

F 0.00

F* 0.00 (Stopped attending class and did not withdraw officially. Used also if student fails to resolve "I" grade)

X Temporary delay in reporting final grade, which occurs in Phase Two of the program when rotations straddle semesters

V Incomplete (student must have presented a signed application to faculty member. This status may be assigned only in case of serious illness or another emergency situation.)

W Withdrew officially.

WP Withdrew officially with passing grade.

WF Withdrew officially with failing grade.

Policy for submission for extension of Incomplete (I) grades

In extenuating circumstances, if the student needs to apply for an I grade and cannot resolve the I grade within 30 days of the new semester, the student must apply for an extension of the I grade. The student is required to write a letter addressed to the Program Director, the Department Chair, and the Dean of the College explaining why the grade was unable to be resolved and provide a timeline estimating when the grade can and will be resolved. The Program Director, Chair, and Dean will review and approve or deny the extension request. The letter will then be submitted to the Registrar notifying them of the extension.

Students disregarding due dates risk having a particular rotation extended to allow for the necessary time for assignment evaluation.

Extensions on program or course requirements may be given with the approval of program faculty. Any extension that is agreed upon by the faculty and the student is to be completed and submitted on time by the due date agreed upon by both parties. If the requirements of the extension are not complete, the program faculty may submit the student for academic probation or termination depending on the academic standing of the student. X and I grades may be utilized if the student needs to extend past the point where grades are due during the appropriate semester. The student would be required to meet with program faculty regarding the X and I grades, and the student would need to submit the appropriate form for the grade extension. Once the grade is submitted, the student agrees to abide by the terms set by the Registrar regarding X and I grades and must complete all requirements by the set due date.

SUPERVISED EXPERIENTIAL LEARNING (SEL) PORTFOLIOS

Students will be required to maintain a supervised experiential learning portfolio that outlines and showcases all SEL competencies and performance indicators that are met throughout the program.

Students will need to track and complete assignments and projects that directly meet performance indicators and competencies. Rubrics are provided and SEL portfolios are graded during each SEL course. Performance Indicators and Competencies that are met in courses are listed in the appropriate syllabi. Syllabi and rubrics are available in the learning management system.

The final grade for each course will be based on evaluation strategies, specific to that course, and outlined in the course syllabus. Submission and acceptance of SEL portfolio and meeting professional standards, are required for each course.

Work deemed unsatisfactory will be returned to the student for correction and must be resubmitted by a date specified by the Program Director/Faculty to be considered for inclusion. A resubmitted portfolio will be subject to a 5-point deduction. The portfolio, which is due no later than one week from the date of course completion, is a factor in the computation of the final grade. Thus, no grade will be issued until the portfolio has been accepted.

Students must email updated SEL portfolios to the appropriate faculty and program director each time they finish SEL experiences.

PERFORMANCE MONITORING SYSTEM

Student Evaluations and Coursework

During Phase One of the program, faculty alert the Program Director if coursework is unsatisfactory or the student is in jeopardy of not passing the course. The Program Director or Instructor will reach out to the student for the student to initiate a plan of correction and issue a letter of Academic Progression if their GPA is below 3.0.

Ongoing evaluations of performance in the facility are done by the students themselves and facility preceptor(s). Feedback on student performance is also given throughout the entire program by the Program Director.

1. Evaluation meetings are held periodically (Preceptor, Program Director, and Student) to ensure that a Student is achieving the learning outcomes in a timely manner.
2. Students are regularly informed regarding their progress in the program by having both the preceptor and student complete a Performance Appraisal form mid-rotation. Students are given formal evaluations at the end of the rotation.
3. Informal feedback on student progress is given throughout the entire course by the Program Director. The Program Director and Preceptor maintain an open line of communication to address current or potential problems.
4. The Student who is unable to demonstrate satisfactory performance by the completion date for the modules in question is expected to schedule hours in addition to the standard 32 hr. week for the purpose of performing/repeating the task to demonstrate competence. The student is expected to schedule these hours at a time determined by the preceptor or designated evaluator. If the student does not choose or is unable to schedule additional hours, and if the student falls progressively behind in the rotation calendar, it may be necessary for the student to withdraw from the program.

The Program Director and instructors review the academic and supervised experiential learning progress of all students at the end of each rotation. If, at any time during the professional course, a student's performance is deemed undesirable, a warning will be issued by the Program Director and the student will be placed on probation until the end of the course. Uncooperative, irresponsible, unprofessional, or unethical behavior, as determined by the faculty or facility instructors, may result in probation or dismissal from the program. (See Disciplinary procedures)

If a student continues to struggle or is unsuccessful in progressing out of probation they will be counseled into alternative career paths that are appropriate to their ability after being identified with the likelihood of minimal chance to complete the program.

Please be advised, occasionally states change legislation adding costs that are unknown at the onset of the program.

ESTIMATED COSTS

Total 39 Credits	Cost per credit \$824
Course fees	\$500
Books	\$700-1000
Typhon Subscription	\$100
Transportation (Gas, Maintenance, Tolls, Parking, Incurred fees/fines/tickets)	\$300-2000
Clothing for Professional Components (lab coat, non-slip shoes, etc.)	\$100-300
Transportation to sites greater than 50 miles	\$100-900
Hotel/Rental Accommodations for potential sites*	\$200-1500
Medical Clearances, Immunizations, Lab work, Drug Screen, Titters, etc.	\$350-500
FBI Finger Print Clearance/Criminal Record Check – fees vary by state	\$100-300
Child Abuse History Clearance /Record Check – fees vary by state	\$25-100
Malpractice insurance – fees vary by state	\$40-100
Medical Insurance	varies
Onsite housing and meal plan for orientation prior to Phase II	\$400-600
Travel to mandatory orientation prior to Phase II	\$100-15000**
School Fees/Activity Fees	\$500

* Students may be required to report to an MNT focus rotation that could incur additional costs

** Varies based on geographic location in relation to Marywood University

All costs are the student's responsibility. All costs listed are an estimate and subject to change based on location and other factors.

Tuition and fee information can be found here: <https://www.marywood.edu/affordability/tuition/>

GRADUATE FINANCIAL AID RESOURCES

Marywood has a financial aid office and information on the [university website](#) that can assist students in navigating college expenses and reviewing potential options for deferring student loans while continuing with graduate education through the Graduate Program.

PROGRAM DIRECTOR

The Program Director (PD), is responsible for the internal administration of the program, as well as providing

leadership in the development of objectives, curriculum, instructional techniques, types of experiences, rotation schedules, and evaluation procedures. In conjunction with other program faculty, they assign students to facilities or confirms plans, ensuring that the student's placement adheres to the learning assessment plans and program policies and procedures as defined in the handbook. The PD participates in facility visits when appropriate and reviews the student's performance evaluation together with the student and facility preceptor while maintaining a positive working environment.

ROLE OF THE FACILITY PRECEPTOR

Student learning is expected to take place through the completion of assigned learning activities. As this is a graduate program, students are expected to conduct themselves in a professional/self-directed manner and take responsibility for managing time and structuring the environment to complete the program's Learning Outcomes and Objectives.

COMPLAINTS ABOUT THE PROGRAM

The Program Director is the first line of recourse for any concerns or complaints regarding the program to allow them to be addressed promptly. The next line of recourse is the Program Director's supervisor which is typically the Department Chair and if not resolved at this level, the Dean of the College of Health Sciences, then the Vice President of Academic Affairs (if applicable), and lastly the University President. The program, department, college, and university are dedicated to ongoing improvement and welcome input from students. Students do not need to be concerned about retaliation for any concerns lifted up. If they feel there are repercussions from voicing their concerns, they are encouraged to take it to the next level to address the issue. See information for complaints to ACEND who will not intervene for issues specific to requirements, grades, parking, etc. Their role is to assist with compliance with the ACEND standards.

COMPLAINTS TO ACEND

NOTICE OF OPPORTUNITY TO FILE COMPLAINTS WITH THE ACCREDITATION COUNCIL FOR EDUCATION in NUTRITION AND DIETETICS

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation standards. ACEND is interested in sustaining the quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students.

A copy of the accreditation/approval standards and/or ACEND policies may be obtained by contacting the ACEND staff at Academy of Nutrition and Dietetics at 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995,

800/877-1600, ext. 5400; 312/899-0040; Fax: 312/899-4817 or at: acend@eatright.org

Further information on this process can be found at:

<http://www.eatrightpro.org/ACEND/>

MEDICAL INSURANCE

Students are responsible for the cost of all personal medical care that is needed during the graduate program; therefore, it is required that each student carry adequate medical insurance.

INJURY OR ILLNESS DURING PLACEMENT

Students are expected to review facility policies during their initial week at a new placement. Students must always function responsibly and in compliance with all facility safety policies while on site. If a student has an accident, injury, or illness while in a facility for experiential learning, they are required to report it to their preceptor and Program Director immediately. An accident form is available on the website to supply to the program faculty. This can be found under [student resources](#). In addition, students are to comply with all required paperwork and treatment prescribed to address the accident, injury, and/or illness required by the facility. Emergency treatment will be given as needed at the student's expense. If hospitalization is required, students must assume the cost.

When a student is injured at the supervised experiential learning site:

1. Notify the preceptor or supervisor at the facility.
2. Obtain emergency medical care.
3. Preceptor and student will complete an accident report from the facility and complete an accident report from the University.
4. Notify the Program Director from the University regardless of how insignificant the accident is.
5. Fax, scan, or email the report to the Program Director.
6. The Program Director will fax or scan the accident report to the Cashiers Office.

HEALTH CLEARANCE/DRUG TESTING

All students must provide evidence of a **current** physical examination before entering SEL sites. The following forms need to be completed and signed by a physician or physician assistant:

Health History

Physical Examination, Immunization Record

A current physical, **2-step PPD or QuantiFERON Gold blood draw**, proof of Rubeola, Rubella, Mumps, Varicella antibody titers (including lab reports), and Hepatitis B series, is defined as one completed no earlier than one month before the student plans to begin reporting to SEL sites. The Hepatitis B series needs to be completed by the start of SEL at sites. A flu vaccination is required for all students in the Fall when it is available before reporting to sites for SEL.

Depending on what facility is used/assigned some students may be required to undergo a drug test. This test needs to be completed before the student can start the supervised experiential learning.

The form is available through Student Health Services or under the Student Resources tab on the Department [website](#). Be sure to submit in addition to the Health Form, the Addendum for the Rubeola, Rubella, Mumps, Varicella titers. Lab work must also be submitted with the titers addendum form. Any student who is not immune to any titers will be required to be vaccinated and provide proof of vaccination.

The completed form should be returned to the Program Director by uploading it to the Typhon platform. The Director of the University's Student Health Service will review the forms and provide medical clearance when necessary. Medical Clearance must be obtained before being approved to enter supervised experiential learning. No student will be allowed in a supervised experiential learning setting without a current physical & current immunization record. If you or your physician have any questions about the forms, contact the Program Director. Files are kept secure in the Typhon platform.

Since some facilities may want to have a copy of the Health Form, please duplicate your completed form before submitting so that you will have a copy should one be necessary.

For the sake of convenience, onsite track students are encouraged to have the form completed before relocation to the Scranton area. The physical exam should be completed no earlier than May 1st of the year the student plans to begin supervised experiential learning.

No student will be allowed in a supervised experiential learning setting without a current physical & current immunization record. Vaccinations are required of students in this program. See policy below.

VACCINATION POLICY

Although the program is respectful of bodily autonomy, any facility that has affiliation agreements with Marywood University may choose not to provide unvaccinated students supervised experiential learning hours and it is their choice to do so. Students must notify the PD if they are unvaccinated and do not plan to receive vaccinations. Students are not guaranteed placement if they do not choose to become vaccinated and may need to find their rotation or find a site that is willing to accept their vaccination status.

CRIMINAL RECORD CHECK/CHILD ABUSE HISTORY CLEARANCE

All facilities require the student to complete an FBI Criminal History Record check (finger print clearance); Criminal Record Check and some require a Child Abuse History Clearance.

Onsite students will complete three checks below.

Distance students will complete the record checks **specific to their state that they intend to complete rotations in**. Students are required to check with their preceptors to determine the facility's clearance needs. Please be aware that a background check can take up to 6 weeks so please do not delay.

Students will be responsible for all costs.

1. *FBI CRIMINAL HISTORY RECORD CHECK*

Section 6344 of Title 23, Pa. C.S. Chapter 63 (relating to the Child Protective Services Law) was amended by Act 73 of 2007. "The law also requires that as of July 1, 2008, any prospective employee of a child care service, person seeking to operate child care services, individuals applying for employment with a significant likelihood of regular contact with children, self-employed family day care provider and family day care home household member age 18 and over, as well as Community Rehabilitation Residential (CRR) host home family and respite provider family must obtain a fingerprint based FBI background check prior to approval." Payment may be made online at the time of registration using a debit or credit card. Payment may also be made with a Money Order or Cashier's Check at the fingerprint site.

2. *PENNSYLVANIA STATE CRIMINAL HISTORY RECORD (PATCH)*

This criminal history background check is needed to work in facilities that are defined by Act 169 of 1996 as amended by Act 13 of 1997. Facilities are defined as Home Health Care Agency, Adult Daily Living Centers, Personal Care Home, and Community Homes for Individuals with Mental Retardation, State Mental Hospitals and Nursing Facilities.

"Request for Criminal Record Check Form"

Students completing rotations outside of PA must complete their own state background check

3. *CHILD ABUSE REPORT*

A Pennsylvania Child Abuse History Clearance is completed by the Department of Public Welfare as defined by Act 34. This procedure is required for students working in environments involving children, i.e. child care facilities, summer camps, and school lunch programs.

If a student is found to have a criminal or child abuse history the student may not be assigned to clinical sites and therefore, will not be able to complete the supervised experiential track of the graduate program.

Students completing rotations outside of PA must complete the appropriate Child Abuse clearance within their state. Some states include child abuse in their state checks so if this is applicable, students will only need to complete the FBI and State check.

LIABILITY INSURANCE

All students must have professional liability insurance.

The *onsite students* will have this additional fee added to the Summer II tuition bill.

Distance students can be covered under Marywood's liability insurance based on the affiliation agreement that is executed for the site. However, students in the distance program will need to purchase professional liability insurance themselves. Proof of this policy must be submitted before beginning rotations. Information on Student Professional Liability Insurance offered to the Academy of Nutrition and Dietetics members by Marsh Affinity Group Services or by HPSO.

VEHICLE

Students will need reliable transportation to complete their planned experiences. It is the student's responsibility to provide this transportation. Marywood University is not liable for any accidents, fines, fees, or injuries that occur while the student is en route or at planned learning experiences.

ONSITE students—Facilities used for the onsite track placements will be in a 120-mile radius. Distances greater than 100 miles per day may be required for rotations as well as special rotations such as MNT focus or choice rotations.

PROFESSIONAL MEETINGS

Students are strongly encouraged to attend meetings of their State Nutrition and Dietetic group and their Local/District Academy, as well as other pertinent seminars. The student must seek prior approval from the Program Director **and** their preceptor to count a seminar occurring during normally scheduled supervised experiential learning time as part of their learning plan.

In general, up to one seminar day per month will be permitted to count toward SEL if it meets the criteria of the Alternate Practice Experiences. If the professional meeting is solely didactic in nature it would not count as SEL. Seminar tuition is a student's responsibility. **[During Professional Practice SEL, a maximum of one seminar day will be allowed.]**

THE ACADEMY OF NUTRITION AND DIETETICS MEMBERSHIP

Students are eligible to hold student membership in The Academy of Nutrition and Dietetics. See: <https://www.eatrightpro.org/member-types-and-benefits>

Students are required to become student members.

STATE ACADEMY GROUPS :

The Academy of Nutrition and Dietetics informs the state nutrition and dietetic group of new Academy of Nutrition and Dietetics members residing in that state. Once you become a member of the Academy of Nutrition and Dietetics you will automatically be a member of your state's nutrition and dietetic group.

LOCAL AND DISTRICT ACADEMY GROUPS:

Membership information about your local nutrition and dietetic group should be available through local officers.

ATTENDANCE POLICY

SUPERVISED EXPERIENTIAL WORK WEEK

The supervised experiential work week is typically 4 days/8 hours a day. * In terms of hours worked, a "day" is defined as hours worked in a full-time management and/or clinical staff day. (This may vary from facility to facility).

Since the program runs for 38 weeks (for the three rotations and Professional Practice), a student will accumulate more than 1000 hours by working a minimum of 32 hours per week.

If a student needs to change the typical work week, the change must be approved by the Program Director and the site preceptor before making the change. All changes to rotation schedules need to be submitted in the schedule system in Typhon.

Students have made a major time and financial commitment, and have been given ample assignments. Therefore, it should not be necessary for the student/preceptor to report to the PD on a daily basis. However, any abuse of the privilege to use time responsibly will be reported to the Program Director. Studying for the program's quizzes/exams at the facility is not SEL hours. Projects only specific to the facility or performance indicators/competencies, i.e. QM monitors, menu analysis, etc. "count" as SEL hours. Research for the various assignments, i.e. evidenced-based guidelines, is considered homework.

As dictated by the requirements of the supervised experiential learning outcome assessment plan, the student is expected to be flexible for the hours he/she/they can report to work and leave work. In general, students work a Monday through Thursday work week. (The *onsite students* work Monday to Thursday in the Fall Semester and Tuesday to Friday in the Spring Semester, typically.) However, flexibility on the part of the student to substitute a Friday for one of the usually scheduled days will allow the student to take advantage of a greater variety of learning opportunities, particularly during the Community Nutrition rotation, as well as to more readily meet evaluation timetables. The student is expected to establish in advance, with their preceptor, a regular work schedule, as well as identify exceptions to the regular work schedule.

Rearrangement of the work schedule without prior approval of the Preceptor *and* the Program Director will be considered an unexcused absence. On the other hand, preceptors cannot expect students to be available at odd hours without prior arrangement and mutual agreement. The program calendar attempts to allow students to take holidays and break time off from sites. However, students are welcome to report to sites during those times, upon agreement of the preceptor and PD, in order to make up hours that were missed or to allow students to finish their hours earlier.

ABSENCES

The nature of a professional program necessitates participation in each and every learning experience, be it lecture, or SEL. **Therefore, attendance for class and supervised experiential learning is mandatory.** Personal, medical, or dental appointments should be scheduled at times that do not conflict with class or SEL. The student is expected to budget time so that needs for study, library, research, or computer time do not interfere with the regularly scheduled supervised experiential learning or class attendance. Any absence needs to be approved by the Program Director and students should notify the program director of any absence. See the policy below.

Absence Policies:

Serious sudden illness or injuries are the only permissible excuses for same-day notification of intended absence. All other absences require prior approval from the Program Director.

If a student finds it necessary to be absent because of illness or other grave reason, notification of the intended absence must be given *one hour prior* to the work day to **both** the Program Director and SEL preceptor.

Absence from the onsite class (clinical experience or graduate didactic component course) is considered an unexcused absence and requires prior approval from the Program Director.

Failure to observe this policy will result in the student receiving a warning, see Disciplinary Procedures.

All absences, unexcused or excused, are to be made up. Arrangements for make-up time must be made through the preceptor(s) and with the Program Director prior to the completion of the course or rotation. Students are not to work more than 40 hours per week in order to make up time.

Inability to adequately make up for missed time in either the SEL or didactic component may require that the course be repeated or the student may be released from the program.

LEAVE OF ABSENCE

If the student is not able to meet the requirements for attendance as listed above it is recommended, they set a time to meet with the Program Director to discuss the opportunity for a temporary leave of absence. This is determined on a case-by-case basis specific to the needs of the individual. It is the student's responsibility to initiate the process with the Program Director.

Students must notify the Program Director if they intend to take a Leave of Absence or unenroll from the program. It is recommended to complete an exit interview.

TARDINESS

Transportation to and from the SEL facilities and campus is the student's responsibility. Travel of up to one hour or more may be required for some SEL locations. The student is expected to maintain a vehicle in reliable operating condition so that tardiness is not due to vehicle failure. Additionally, the student is expected to schedule return trips from weekend travel, so that Monday morning punctuality is maintained.

The student must be in the appointed place at the appropriate time. It is suggested that the student be in the SEL facility about 10 or 15 minutes before the assigned time. Disregard for promptness demonstrates a lack of responsibility which will not be tolerated. Repeated tardiness will warrant a verbal warning.

VACATIONS AND HOLIDAYS

The ***Onsite Track*** is not in session during the following: July 4th, Labor Day, Thanksgiving Break, Winter Break, week of Spring Break, Easter Break, and any other holidays as listed on the Academic Calendar.

The students completing the DI via the ***distance track*** will need to develop a program timeline incorporating any holidays or desired breaks and receive the PD's approval. Any changes in the timeline will need prior approval before implementation. Unapproved changes will result in the student receiving a warning. See Disciplinary Procedures.

SNOW DAYS & SAFETY IN TRAVEL

Canceled ***onsite classes*** are announced on various local networks, on the University smartphone app, and via email. Onsite students should register for the e2campus Notification System that can alert you through various methods, see how to install at <http://www.marywood.edu/news/e2campus.html>

As weather patterns and road conditions vary, students must use their discretion when determining their own safety when driving to the site. Students are liable for their safety and must make decisions accordingly.

Onsite/Distance: Supervised experiential learning hours lost due to snow must be made up. Both the program director and site preceptor are to be informed of the above decision.

DRESS CODE/HYGIENE

Each student is expected to maintain a personal appearance and dress appropriate for the professional setting of the SEL facilities. In addition to the requirements below, students are expected to comply with any personal appearance and/or uniform requirements specific to the facility. Proper hygiene is also required for the safety of the students, instructors, facility, site preceptors, clients, and patients. Hygiene includes clean body, hair, hands, nails, and attire.

Any student who is inappropriately dressed or unhygienic may be sent home by his/her/their preceptor to change into proper attire.

In addition, students are expected to assume responsibility for appropriate dress and a well-groomed appearance in lecture as well as on field trips and at meetings affiliated with the program. Revealing or exaggerated clothing are not to be worn. Please refer to your site's policies on hygiene and dress code.

I. Clothing Requirements

A. During Food Systems Management:

1. A lab coat may be worn, or as suggested by preceptor
2. Clean, comfortable, non-slip shoes.

B. During MNT/Community rotation

1. Appropriate clothing, no stretch pants or high-heeled shoes.
2. A long white laboratory coat may be required, check with your individual preceptor.

Note: Denim jeans and sneakers are never appropriate at a site unless it is a food drive where you will be packing boxes, an official casual dress day at the facility, etc. This is to be approved by the preceptor prior to arriving at the facility.

II. Student Identification Requirements

All students are required to wear an ID tag that identifies the student as a Marywood University student. Lab coat badges will be ordered by the program director prior to the SEL rotations and provided to students at mandatory onsite orientation.

III. General grooming and appearance requirements

- A. Hair must be neatly groomed. Prominent hair ornaments are unacceptable.
- B. Hair nets or caps are required when working in food production and service areas. The hairnet is to be worn to restrain all of the hair. Individuals with facial hair will require beard covers.
- C. Jewelry is restricted to a wedding ring, wristwatch, and small post earrings.
- D. Nails should be clean, short, and neatly trimmed. Only clear nail polish is to be worn, if any, none is allowed when assigned to food production and service.
- E. Avoid the use of strong perfume, cologne, or after-shave lotion.
- F. Chewing gum is not permissible. Eating and drinking should be limited to designated times and places.

DISCIPLINARY/TERMINATION PROCEDURE

Students are regularly informed regarding their progress in both the didactic and SEL components of the program. The Program Director reviews the academic and SEL progress of all students at the end of the semester and as needed. A student will be placed on probation after a verbal and written warning is issued. Justification for a warning can include (but not exclusively) an observed undesirable performance including an uncooperative, unprofessional and/or unethical behavior. Instances of this may be insolence, habitual tardiness, refusal to cooperate, leaving the facility before the assigned time, disregard for facility policies, and disregard for the attendance policies of the program or academic/supervised experiential deficiencies. Any student deemed at risk of termination or probation will be discussed with the Department Academic Performance Committee. The Committee will determine steps to either resolve any issues and retain the student or begin the process of termination, if needed.

The purpose of this procedure is to record a fair and consistent procedure for the termination of dietetic students from the program. Students can grieve at any point in the disciplinary procedure. (See "Grievances")

Step 1: A verbal warning will be given to the student.

At this time the program director will provide verbal counseling informing the student of the conduct or performance problem. A performance problem consists of any evidence of undesirable performance, one unacceptable rating, or a verbal report by a preceptor. (The unacceptable rating is to be noted by the preceptor on the Performance Evaluation form.) The warning will be conducted in a confidential setting. The student will be allowed to give their side of the situation. Specific expectations of improved performance or conduct will be outlined for the student. This meeting will be documented. Any student deemed at risk of termination or probation will be discussed with the Department Academic Performance Committee. The Committee will determine steps to either resolve any issues and retain the student or begin the process of termination, if needed.

Step 2: If the behavior continues, a written warning will be given to the student.

The program director or academic performance committee chair will give a written warning to the student after formal counseling. Specific performance or conduct problem(s) and proposed corrective action will be documented in a letter and reviewed with the student. A copy of the corrective action will be provided to the department chair. The student will be given the original letter and a file copy will be kept in the student's official folder.

Step 3: A student may be placed on probation when there is evidence that they have difficulty in complying with the corrective action as defined in step 2, is unresponsive to communication attempts, or is unable to complete didactic components of the program. The Program Director will notify the student privately of their probationary status. A letter stating the reason for probation and required behavior, performance requirements, and time frames for re-evaluation will be specified. The student may be placed on probation for a period of up to four weeks. If, after this period there is no resolution it may be necessary to change the preceptor or rotation schedule. Only one probationary period will be permitted during the graduate program. Students who do not complete the requirements in the allotted probationary period will be dismissed from the program.

Step 4: If after all the above steps are followed and the student again receives an unacceptable rating or verbal report by a preceptor, the student will be released from the program. The student may also be released when he/she/they is unable to satisfactorily complete the program requirements within the time allotted. The student will receive a written notice of termination.

If a student is dismissed from their supervised experiential site due to lack of progress, uncooperative attitude, and behavior, lack of professionalism, or any other reason deemed appropriate by the preceptor and site and/or the Program Director, the student is at risk for termination from the program. The student and PD will work together to find a substitute site, if deemed appropriate. Dismissal from a site may result in delayed graduation from the program.

MARYWOOD UNIVERSITY STUDENT HANDBOOK

Marywood University Students need to be aware of the Marywood University Student Handbook. This Handbook is intended to acquaint new students and remind those returning about the policies and procedures that guide student life. University services and student rights and responsibilities also are noted on these pages. This Handbook can be found at: <https://www.marywood.edu/policy/handbooks/>

WITHDRAWAL AND REFUND OF TUITION AND FEES

Students may withdraw from the course at any time. The specific withdrawal deadline dates and refund policy can be found at: <http://www.marywood.edu/cashier/financial-facts/withdrawal-and-refund-policies.html>

A student who discontinues attendance in a course without officially withdrawing will receive an “F” in that course.

RESIGNING FROM PROGRAM

Students resigning from the program must:

- Submit a written resignation.
- Schedule an exit interview with the program director.

PROGRAM COMPLETION REQUIREMENTS & VERIFICATION STATEMENT

The Graduate Program requires successful completion of the requirements for the MS degree and all rotations. This includes a minimum of 1000 hours of supervised experiential learning in addition to the coursework. Students must demonstrate both academic and clinical competence as described under "Evaluation System". Students in addition to completing the required credits are required to maintain a B average overall and a B or higher in all SEL courses and receive at least a moderate rating in all learning outcomes to be awarded the Verification Statement.

Verification to CDR that the student has completed the program* may be delayed or withheld if a student in the opinion of the academic faculty and/or staff of supervised experiential learning affiliations, does not demonstrate entry-level competence. Students will be provided with a signed verification statement after completion of all program requirements. This Verification Statement is necessary for eligibility to take the National Registration Examination.

* (including all financial obligations to Marywood University)

REGISTRATION EXAM

The Program Director will submit the names of all graduates within 1 month of their completion of the program to the Commission on Dietetic Registration (CDR) upon receiving all required documentation for submission. Students must have official transcripts sent to the Program Director after their Marywood Degree is awarded. The CDR will then submit the student's name to the testing company which will contact the student with testing information. It is the student's responsibility to follow those instructions and schedule the test promptly. It is also the responsibility of the student to prepare adequately to take the dietetic registration exam. Marywood is neither responsible for nor liable for the student's failure to pass the Dietetic Registration exam. The PD would appreciate it if you released your name when signing in at Pearson VUE to take the RDN Exam and to be informed of your success.

RDN EXAM INCENTIVE PROGRAM POLICY

Knowing that taking the exam as close as possible to program completion has better outcomes Marywood will reimburse a portion of the cost of the RDN exam. More specifically, \$125 will be paid if the national credentialing exam is taken within 3 months of program completion and an additional \$100 if the RDN exam is passed on the first attempt OR within the first year. The conditions are as follows: students must provide a Score Report from the Commission on Dietetic Registration that includes the date the exam was taken to receive \$125. The Score Report must clearly show the exam was taken within three months of program completion. The paperwork is submitted to the Program Director within six months of program completion. Additionally, students must provide proof of a passing score to the Program Director to receive the additional \$100. This must be submitted, within two months after taking the exam and successfully passing. A survey may be provided to be completed before the PD submits the student's score report for reimbursement.

LICENSURE DISCLOSURE

The State Authorization Reciprocity Agreements (SARA) provides a voluntary, regional approach to state oversight of postsecondary distance education. Member states agree to follow uniform processes for approving their eligible institutions' participation. Pennsylvania joined SARA in January 2017. SARA is an agreement among member states, districts, and territories that establishes comparable standards for interstate offering of postsecondary distance education. Marywood University is a SARA-participating institution, enabling the University to engage in all activities covered by SARA in states that are members of SARA without having to obtain approval from each state individually. This agreement includes activities such as experiential learning, internships, externships, and clinical or fieldwork that occur in other SARA states for students enrolled in the university's distance education or campus-based academic programs. SARA's policies help protect students and provide benefits to member states and institutions carrying out distance education in multiple states. Marywood

University is a SARA-participating institution, enabling the university to operate in all other SARA states without having to obtain approval from each state individually.

This agreement includes on-ground activities such as clinical or field work experiences that occur in other SARA states for students enrolled in Marywood's distance education or campus-based academic programs. Marywood University adheres to all SARA guidelines and policies relating to student complaints. Please refer to the Student Handbook for the University grievance procedure. If a complaint cannot be resolved using the University grievance procedure, a student can contact the Home State SARA Portal Entity. SARA does not deal with professional licensing board approval for programs leading to state licensing in the dietetics field. SARA membership does not include reciprocity for licensure or certification issues with other states.

Marywood University's graduate program meets Pennsylvania licensure and certification requirements for dietetics students who will be eligible for the RD exam upon completion of the program. Marywood is required to disclose if the program meets the requirements of licensure in each state. Students will not be admitted to the program if they are located or plan on practicing in a state where the licensure requirements cannot be met by the program. Please contact the Program Director for more information on this or use the following Marywood webpage. <https://www.marywood.edu/academics/accreditations-approvals/licensure-disclosure>

GRADUATE SCHOOL DEGREE PROGRAM

To complete the Master of Science degree program, a 3.0 grade point average (GPA) is necessary for graduation. Questions/concerns on this process should be discussed with the student's advisor and the program director or department chair.

ASSESSMENT OF PRIOR LEARNING POLICY

The Marywood University Graduate Program and Dietetic Experiential Learning track participates in the Prior Learning program recognized by the Academy of Nutrition and Dietetics (AND) and ACEND. This program is developed to grant competency credit in specific rotations of the program based on the applicant's previous experiences including work, volunteer, achievement, education, or family responsibilities. Typically, the individual qualifying for this credit has significant, relevant work or life experiences. The student must have at least two (2) years of full-time at least 30 hours per week or four (4) years of part-time at least 20 hours per week of work experience in the discipline at the level of course work being challenged such as a manager/supervisor or the student must have completed a comparable supervised experiential learning experience where the student has achieved a B or better grade. The student must present proof of experience that led to learning specific to the ACEND competencies.

The student will still be required to complete a minimum of 1000 hours of SEL, however, if a student can provide proof that a competency was met in a previous experience this may decrease the workload of the student. Additionally, if a student already possesses a Master's degree or has taken graduate coursework at the undergraduate level, the student can transfer in credits for some courses that can challenge the electives. However, courses that meet specific competencies must be completed or the student must provide proof that they have successfully met that competency in a prior work or learning activity on the level at which the graduate program intends.

This proof must also be visible in the SEL portfolio that is submitted before completion of the program

The student must notify the Director of the Program that they intend to challenge the hours before starting the program and submit the required portfolio in August before starting Phase One of the Program (Graduate Coursework). This would be the August following spring match or pre-select process. A successful challenge does not change the cost of the program.

How to Successfully Apply for Prior Experiential Learning Credit:

After the student has informed the Program Director of the proposed plan to apply:

1. The applicant must submit a portfolio that includes the job title and a copy of the job description that covers the area of the challenge. A letter from their past employer or administrator confirming the employment must be submitted OR the applicant must provide their official transcript and a letter from their past program director, department chair, instructor, or other supervisor along with the syllabus or instructions of the project that met the challenged competencies, the completed project or experience, and the grade achieved in the course or on the project.
2. The applicant needs to determine the Competency Statements and Performance Indicators covered in the experience and submit the portfolio containing a narration on how they met each individual statement or outcome separately including evidence when appropriate, i.e., projects, reports, presentations, lesson plans, handouts, budget reports, copies of developed employee scheduling, inventory records, menus, analysis of menus, taste panel reports and/or evidence of problem solving/critical thinking that demonstrate advanced knowledge and skill in the area of dietetics for which assessment is requested.
3. The applicant will be notified by the Program Director within four (4) weeks of submitting the portfolio. A written statement acknowledging the applicant's successful application will be placed in the student's file in the student's electronic records.
4. Credit is granted only for learning, not solely on experience.
5. Credit for prior learning does not change the cost of the program or reduce tuition. It is recommended that you read all of the information on the program website. Although you may have work or life experience, you must be able to demonstrate or prove that this led to learning that achieved the ACEND competencies required for entry-level practice as a dietitian.
6. ACEND competencies and standards can be obtained on the ACEND website or via the Program Director upon request.

INTERNATIONAL ROTATION POLICY

Students may conditionally complete up to 200 hours of supervised experiential learning internationally for their community or food systems management rotations. Students must be enrolled in the distance option to be considered for this option. Onsite students will not be permitted to complete international rotations. Students must notify the Program Director of the international rotation prior to the Spring Semester of Year one (Phase one) of the program. Students must have all agreements and necessary paperwork before reporting internationally. Students will be permitted to report to an international rotation if they are not under academic probation and have maintained the necessary 3.0 in all prior coursework. Students must also provide proof of a valid passport and conduct any other necessary background and medical checks before reporting. All required paperwork must be submitted to the Program Director and the student must receive written approval from the Program Director before reporting. Students are not permitted to complete their Medical Nutrition Therapy and Professional Practice/Staff Relief SEL internationally.

NON-DISCRIMINATION/EQUAL OPPORTUNITY

Marywood University per applicable provisions of federal law, does not discriminate on grounds of race, color, national origin, sex, age, or disability in the administration of any of its educational programs or activities, including admission or concerning employment.

Marywood University declares and reaffirms a policy of equal educational opportunity, equal employment opportunity and non-discrimination in the provision of educational and other services to the public. Marywood University will provide accommodation to qualified students with known disabilities provided the accommodation does not pose an undue hardship on the University.

The policy and practice of Marywood University is nondiscriminatory against applicants, employees and students on the basis of race, sex, color, national or ethnic origin, age, creed, ancestry and religion. In addition, Marywood University does not discriminate against persons with disabilities and is in full compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

The Affirmative Action Program is an explicit civil, legal application of the formulation of beliefs already cherished in Marywood's religious commitment, objectives, and practices.

DISABILITY

Accommodations for Students with Documented Disabilities

Marywood University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended by the ADA Amendments Act of 2008. Students with disabilities who need special accommodations must submit documentation of the disability to the Office of Disability Services, in order for reasonable accommodations to be granted. The Office of Disability Services will partner with students to determine the appropriate accommodations and, in cooperation with the instructor, will work to ensure that all students have a fair opportunity to perform in this class. Students are encouraged to notify instructors and the Office of Disability Services as soon as they determine accommodations are necessary; however, documentation will be reviewed at any point in the semester upon receipt. Specific details of the disability will remain confidential between the student and the Office of Disability Services unless the student chooses to disclose or there is legitimate academic need for disclosure on a case-by-case basis. For assistance, please contact [570.348.6211](tel:570.348.6211) x2335.

HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT HIPAA

All students are required to complete the HIPAA training as prescribed by the College of Health Sciences. Students need to achieve a score of $\geq 70\%$. If students score below 70, they will need to take the test again; they will have two more chances to take the test. Once the student completes the test, they are finished with the HIPAA training and will be provided with a certificate for their records.

Any student found to violate this policy, be it for malicious or non-malicious reasons, may be subject to removal from the facility and may be subject to potential civil penalties.

PERSONAL FILE & STUDENT RECORDS

Marywood University complies with the Buckley Amendment regulations on the rights of students to see their educational records. A paper file and/or an electronic file on each student will be kept in the program faculty's office in a secured and locked filing cabinet and/or in the drive specific to the program. This file will contain all admissions material, all correspondence with or about the student, and other pertinent information. Students have the right to inspect their files and to request additions, deletions, or clarification of material therein. Faculty, administrative assistants, and graduate assistants will also have access to these files. Most files will be kept electronically due to sustainability concerns. Also, any student clearances and health information is kept in Typhon so site preceptors can access these documents for onboarding. Only the student's preceptor, program faculty, administrative assistants, and graduate assistants have access to these documents in Typhon.

Student files are archived upon graduating. All pertinent credentialing information is saved in student files and kept in a secure location on campus. If documents are required to be disposed of, all documents will be shredded and disposed of securely. No student's file can be accessed or shared without permission to anyone other than program faculty and staff.

CONFIDENTIALITY OF STUDENT RECORDS

Marywood University intends to comply fully with the Family Educational Rights and Privacy Act of 1974 as amended. This act was designated to protect the privacy of education records, to establish the right of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A policy statement explains in detail the procedure used by Marywood University for compliance with the provisions of the act. Copies of the policy statement can be found in the Office of the Registrar or on the website.

ACCESS TO SUPPORT SERVICES

Office of Student Success

The Office of Academic Success in the Learning Commons. Information can be found at:

<https://www.marywood.edu/academics/success/>

Tutoring and Writing Support at:

<https://www.marywood.edu/academics/success/tutoring/>

<https://www.marywood.edu/academics/success/writing-center/>

Psychological Services Center

<https://www.marywood.edu/community/clinics/psychological-services-center/>

The Psychological Services Center is staffed by professionals who are qualified to assist students who have personal adjustment concerns as well as students looking for assistance with academic, educational and career planning matters.

Career Services

<https://www.marywood.edu/academics/success/career-center/>

Whether you have a specific goal in mind or are still searching for ideas, Marywood Career Services can help the student in planning his/her successful future. Students are encouraged to contact the office as soon as possible to begin career counseling, to organize an employment or experiential learning search, or to obtain graduate school information.

Health Services

<https://www.marywood.edu/life-at-mu/support/health-services/>

The Health Services staff provides emergency first aid and medical care for minor illnesses for all students throughout the year, except during vacation periods. All graduate students with a completed health history, immunization record, and insurance records may be treated at Health Services.

Referrals to area physicians and dentists, as well as arrangements for allergy injections, can be made through Health Services. After regular hours, students are referred to a local hospital for emergencies. Non-emergency visits to a hospital emergency room are usually not covered by insurance companies. Fees incurred, as well as transportation costs, are the responsibility of the student. The cost for medical equipment borrowed from Health Services and not returned will be billed to a student's account.

Several Alcoholics Anonymous groups meet weekly on campus. Confidentiality is maintained in all areas of Health Service.

VERIFICATION OF STUDENT IDENTITY

Students identities are verified through the application and interview portion of the admissions process. Once admitted, all students at Marywood are given a unique username and password to log in to the Learning Management System and MarywoodYou Portal. Each student has a unique ID number. Students are not to share their password or access with others as part of the Academic Honesty Policy. For exams, when taken off campus *for either onsite or distance track students*, instructions are provided within the course for set up and requirements to ensure the integrity of the exam. Proctoring may be requested at the discretion of the instructor.

ACADEMIC HONESTY POLICY

The Marywood University community functions best when its members treat one another with honesty, fairness, and trust. The entire community, students and faculty alike, recognize the necessity and accept the responsibility for academic honesty. Students must realize that deception for individual gain is an offense against the entire community. Cheating and plagiarism are behaviors destructive of the learning process and of the ethical standards expected of all students at both the graduate and undergraduate levels.

Students have a responsibility to know and adhere to the University's *Academic Honesty* policy. Violations of this academic honesty statement or the intent of this statement carry consequences. University procedures for investigation of alleged violations of this policy ensure that students are protected from arbitrary or capricious disciplinary action. Initial sanctions for violations of academic honesty ordinarily are determined by the course instructor. The faculty member will employ a range of sanctions, from a minimum of a failing grade for the specific coursework in which the infraction occurred to a maximum of a failing grade for the entire course. If necessary, the chairperson and/or academic dean may become involved in investigating the allegation of academic dishonesty and the determination of sanctions. The faculty member will file a report with the office of the Provost and Vice President for Academic Affairs, with a copy to the faculty member's department chairperson and the student's academic dean. An academic dean may also choose at any time to inform the Dean of Students of charges of academic dishonesty for adjudication in the University conduct system. Likewise, a member of the University community may submit a conduct report against a student, group of students, or student organization for alleged violations of the *Academic Honesty* policy to the Dean of Students, who will inform the appropriate academic dean for possible adjudication. The Provost and Vice President for Academic Affairs will maintain a register of established cases of academic dishonesty to identify an individual student's pattern of violation. Two established cases of academic dishonesty will result in suspension from the University; three established cases will result in dismissal.

In a case in which the student is involved with violations of both academic and discipline policies from the same incident, the Dean of Students and the cognizant Academic Dean of the college or school in which the student is enrolled will confer regarding sanctions to assess their academic impact and to assure that a consistent message is communicated to the student.

Definitions

Cheating is defined as but not limited to the following:

1. having unauthorized material and/or electronic devices during an examination without the permission of the instructor;
2. copying from another student or permitting copying by another student in a testing situation;
3. communicating exam questions to another student;

4. completing an assignment for another student, or submitting an assignment done by another student, e.g., exam, paper, laboratory or computer report;
5. collaborating with another student in the production of a paper or report designated as an individual assignment;
6. submitting work purchased from a commercial paper writing service;
7. submitting out-of-class work for an in-class assignment;
8. changing grades or falsifying records;
9. stealing or attempting to steal exams or answer keys, or retaining exams without authorization;
10. submitting an identical assignment to two different classes without the permission of the instructors;
11. falsifying an account of data collection unless instructed to do so by the course instructor;
12. creating the impression, through improper referencing, that the student has read material that was not read;
13. artificially contriving material or data and submitting them as fact;
14. failing to contribute fairly to group work while seeking to share in the credit;
15. collaborating on assignments that were not intended to be collaborative.

Plagiarism is defined as the offering as one's own work the words, sentence structure, ideas, existing imagery, or arguments of another person without appropriate attribution by quotation, reference, or footnote. It includes quoting, paraphrasing, or summarizing the works of others without appropriate citation. No claim of ignorance about the nature of plagiarism will excuse a violation.

Procedures

The student has a right to appeal sanctions resulting from academic dishonesty. A student who decides to file a formal grievance must submit the request in writing to the departmental Chair or the Dean. This is ordinarily done within thirty working days of the date an alleged incident occurred or a problem began. The necessary form is available from the Academic Dean of the college or school where the alleged problem occurred. The Provost and Vice President for Academic Affairs is the final recourse in the academic appeal process. Refer to University Student Handbook for policy specifics.

Sanctions and Guidelines

Sanctions for violations of Academic Honesty are ordinarily determined by the instructor. If necessary, the Chairperson and/or appropriate Dean may become involved. Sanctions determined by the instructor may include additional coursework, repetition of an assignment or completion of a new assignment, a reflection paper, a grade of "F" for the coursework and/or course in which the infraction occurred. Academic probation, dismissal from the program, and/or dismissal from the college are sanctions determined by the appropriate Dean after consultation with the Chairperson.

Students are to be notified of the alleged violation of academic honesty in writing within two weeks of discovery of the occurrence. This notification must include the nature of the violation; possible sanctions that might be imposed; whether further review by the department chairperson and/or appropriate Dean is being sought; and the student's right to appeal through the Academic Appeal Process.

COURSE AND PROGRAM EVALUATIONS BY STUDENTS / EXIT INTERVIEW

Student course evaluations are conducted at the end of each rotation. These evaluations assist in the continuing improvement of the program. A summary of the student's feedback is presented to the Academic Advisory Committee.

Exit Interview or end of the program: Students will evaluate the total program at the end of the last experiential learning courses. Students are required to submit this survey via Typhon. Graduates and their employers will be asked to evaluate the program after the first year of the student's completion of the program.

ETHICS AND PROFESSIONAL CONDUCT

All students are expected to be familiar with and conform to the Academy of Nutrition and Dietetics Code of Ethics for the Profession of Dietetics, see appendix. In addition, students are expected to demonstrate ethical, professional personal conduct, and to respect the rights of all clients and employees to confidentiality.

CONFIDENTIALITY FOR PROGRAM SITES

Students are expected to maintain confidentiality concerning the supervised experiential learning facility, the university, patients, clients, employees, peers, mentors, and faculty.

USE OF DRUGS OR ALCOHOL

Any use of illegal drugs or nonprescription use of controlled drugs by a student will result in disciplinary action. Warnings will be issued, and dismissal from the program may result. Students will abide by the state liquor control laws. No student will report to class, work, or any program-sponsored function while under the influence of alcohol.

Marywood University has an established policy against the use of illegal or controlled substances on campus and within its programs and activities. This policy also includes the possession of paraphernalia which assists in the use of such substances. The federal government still considers marijuana and THC to be Schedule I controlled substances. The college must abide by federal laws, including the Drug-Free Workplace Act and the Drug-Free Schools and Communities Act. If we fail to comply, the university could lose its eligibility for federal funding, including student financial aid programs.

As such, the possession and use of marijuana and THC and the possession of paraphernalia to assist in the use of such substances on campus and within its programs and activities, even with a medical marijuana card, remains a violation of university policy.

USE OF FACILITY REFERENCE MATERIALS AND FORMS

Students are not permitted to remove from facilities books, journals, etc., which are borrowed from individuals at the facilities. All materials should be returned to the lender before leaving the facility at the end of the day.

Facility forms are to be used for assignments. Blank forms are not to be collected by the student and removed from the facility.

BORROWING OF BOOKS, JOURNALS, KEYS AT SUPERVISED SITE

Students are not permitted to take home books, journals, keys, etc. that are borrowed from individuals at facilities. All materials should be returned to the lender before leaving the facility at the end of the day.

Keys to the offices/meeting rooms in the facilities are at times provided to students. It is the responsibility of the student to return these keys to the appropriate staff member. Students will be responsible for all costs to a facility if items are not returned

WRITTEN ASSIGNMENTS

All assignments must be word-processed unless otherwise specified. Accepted procedures should be followed which include good grammar and sentence structure, correct spelling, and careful proofreading. Unacceptable assignments will be returned for correction.

TIPS

Students are not allowed to solicit or accept monetary tips for any services rendered to clients.

CHANGE OF NAME

Please notify the Registrar's Office and the Program Director of any name change as soon as possible after it occurs.

As a student member of the Academy of Nutrition and Dietetics – Change of name form should be completed as well.

PREGNANCY

A student may remain in the program with written permission from their attending physician stating he/she/they can perform the assigned responsibilities. Students should notify the program director of a pregnancy as soon as possible.

HOUSING

Housing and meal costs are the responsibility of the student. The program does not provide or arrange for housing for students. Local (Scranton, PA) arrangements can be made through Residence Life.

<https://www.marywood.edu/life-at-mu/campus-life/>

TRAINING ON EQUIPMENT

All students should receive proper training on equipment by facility staff before being asked to operate.

PLACEMENT IN FACILITIES

Placement of students in supervised experiential facilities is the prerogative of the Program Director. All sites will be approved and appropriate documentation is to be submitted before the student reports to the site. Any student who does not submit the appropriate documentation (as listed above) and reports to the site will not receive credit for supervised experiential learning hours or competencies. Onsite students may not find their own supervised experiential learning sites and preceptors unless agreed upon by the Program Director and the student.

MOBILE TELEPHONE USE/INTERNET CONNECTION

All students are required to adhere to the facilities/institution policy on the use of mobile phones during the supervised experiential learning hours.

Personal telephone calls should be made only during the student's breaks or lunch periods. The student may not accept incoming calls or text messages during working hours. Mobile phones are to be maintained in silent mode.

Personal e-mails via the facility's internet connection are not allowed.

MAIL

All personal mail should be delivered to the student's residence.

SMOKING

Smoking is allowed only in areas approved by the institution and University. Marywood is a smoke-free campus.

NOISE

Students must consider the need of patients for rest and must avoid loud talking in patient areas.

PERSONAL DIETARY RESTRICTIONS

It is important for a foodservice manager to be directly involved in the evaluation of food quality. Students are expected to set aside preferences and are encouraged to set aside lifestyle commitments with respect to food, in order to try small amounts of the food being served by the department to patients and the public. Religious obligations and medical reasoning are exceptions.

LIBRARY SERVICES & POLICIES

The Marywood University Library and all of its services are available for use by the students. Facility libraries are also available for student's use during working hours (see supervised affiliations section). Note: Any journals, books, etc. borrowed from a facility is the responsibility of the student to return on time or replace with the current cash value if lost.

POLICY: Reporting to Course Instructors

Policy Statement:

This policy exists to maintain standards of professional and ethical conduct. It is expected that students display respect, consideration, politeness, cooperation and tact with clients/patients, staff, preceptors, and other healthcare professionals with respect for the diversity of the individual in all situations.

Procedures:

Students will respect and maintain confidentiality of all information related to clients/patients, staff, preceptors, and classmates. No student will divulge statements made by any preceptor or staff member in a confidential environment.

If a student has a question on the accuracy of any statements made by a staff member at any agency/facility, the student is instructed to share any concerns with that staff member and allow them to clarify it. Students who continue to have a concern are instructed to express those concerns to the course instructor who will decide if follow up is required.

If a student suspects that there is any risk of actual harm to any patient/resident/client during a supervised experiential learning experience, the student is instructed to bring their concerns to the agency/facility preceptor or the clinical instructor, if on site, as soon as possible. The complaint or observation will also need to be reported to the program director within 24 hours of the incident.

POLICY: Complaints/Grievances from students and preceptors

Policy Statement: This policy exists to define how the program directors file and handle complaints/grievances from students and preceptors to prevent retaliation.

Procedures:

A. Complaints/Grievances from students and preceptors

1. Students and preceptors are encouraged to bring their complaint(s)/grievance(s) to the attention of the course instructor or program director. If the issue is not resolved, or not applicable, the student or preceptor should bring their concern to the program director without fear of retaliation.
2. In accordance with Marywood University's Student Academic Grievance Policy, if the complaint is not addressed to the satisfaction of the student/preceptor after step 1, the student/preceptor will go the department chair, dean or other institutional officer directly involve with the alleged problem.
3. If the issue is not yet resolved, the student/preceptor can decide to file a formal grievance in writing in accordance with Marywood University's Student Academic Grievance policy found in the Student Handbook at: <https://www.marywood.edu/policy/handbooks/students/>

POLICY: Affiliation Agreements

Policy Statement: This policy exists to define how the program directors maintain written agreements with institutions, organizations, and/or agencies providing supervised experiential learning to meet the competencies.

Procedures:

1. Written agreements, also known as Memorandum of Agreement, Affiliation Agreement or Contracts, are provided to the various facilities/agencies used in the supervised experiential learning courses in May of each year and will be effective from July 1– June 30, unless otherwise noted per the facility.
2. Renewable contacts are preferred and will be in effect for one year. The renewable contracts will automatically renew for successive one-year periods on the anniversary date unless terminated by either the Facility or University.
3. Contracts held in the department are either automatic renewable or not. The administrative assistant of the department will review the list each year to determine which contracts need to be renewed. They will contact the individual indicated as the contact person to update the department records. Any issues will be reported to the Program Director.
4. Agreements are to be signed by administrators with appropriate authority in advance of placing students.
5. Individual facility contracts, especially for the distance track, will be reviewed and accepted by the department and if necessary, by University's General Counsel before being signed by the

President, Dean of the College, or the Vice-President of Academic Affairs.

6. Fully executed contracts will be scanned and saved electronically. Contracts will be maintained in the Program shared drive. Paper copies (if applicable) will be stored within the department.

POLICY: Student Assignments

Policy Statement: The purpose of this policy is to establish the method by which rotations/placements will be arranged by the Program Directors (PD) with input from the clinical instructors where appropriate.

Procedures:

1. The complete facility list will be updated as needed by the PD and the Department Administrative Assistant. Preceptor and site contact information will be updated as applicable. All information is stored in Typhon.
2. Preceptors will be contacted prior to the proposed start within no less than 2 months before the rotation or placement is to begin.
3. All verbal agreements to accept students will be confirmed in writing via email.
4. The PD will provide the students with the assigned placement and it will be the student's responsibility to confirm with the preceptor before they start.

POLICY: Facility/Site Selection Criteria and Retention

Policy Statement: This policy exists to define how the program directors select and evaluate the adequacy and appropriateness of facilities to ensure facilities are able to provide supervised experiential learning experiences compatible with the competencies students are expected to achieve.

Procedures:

A. Selection

1. Facilities / Sites are required to have:
 - a. appropriate accreditation or license
 - b. adequate staff
 - c. appropriate professional staff
2. New Sites: Program Director will complete a review of the primary preceptor to review qualifications and their ability to provide the experiences necessary for each course / rotation.
3. Required documents on file: written affiliation agreement, preceptor agreement, and resume for the primary preceptor.

B. Retention

Facility / Site

1. Distribute the *Course Evaluation* form via Typhon to all students in the program – both onsite and distance tracks at the end of each rotation or the SEL course.

2. The course instructors and/or Program Director (PD) will compile the information provided on the course evaluation form and determine if the program will renew the facility contract and the facility's use as an approved site.

Preceptor

1. Distribute the *Student Evaluation of the Preceptor* via Typhon to all students.
2. The course instructor and/or program director will discuss the results with the preceptors to improve the learning environment or sever the relationship with the department, if needed. The program director will also determine if the preceptor is able to be used the following year.
3. The evaluation forms will be maintained in Typhon. The information will also be used for distance students who are seeking recommendations or suggestions for preceptors in their state.

POLICY: Health Requirement for Clinical Setting

Policy Statement: This policy exists to identify the health requirements for Department Instructors who work in a clinical setting.

Procedures:

Students and instructors who work in a clinical setting will be required to have the following information on file:

1. Health History & Physical Examination form with an immunization record
 - a. Rubella, Rubeola, Mumps, Varicella titers
 - b. Annual PPD or Quanteferon Gold Blood Test
 - c. Proof of having 3 doses of the Hepatitis B Vaccine
 - d. Vaccination Proof of any non-immune titers
 - e. Flu Vaccination
2. Any other screenings/tests/immunizations/titers as required by the contracted facility.
 - a. COVID-19 vaccinations are mandatory for all students unless the student provides adequate documentation for vaccine exemption.
 - b. Students who are in the distance track will need to know the policy of the site on their vaccination requirements. If the student is required to be vaccinated and exemption is not accepted, the student may need to find a new site for their rotation.
 - c. Students who are in the onsite track will be placed by program faculty. If the student provides an exemption and a site is unwilling to accommodate the exemption, the program faculty will attempt to find a site that can accommodate the student. However, placement is not guaranteed under these circumstances.
 - d. Students are required to be familiar with their state's regulations on COVID-19 vaccinations and how this will affect placement.
 - e. Students and instructors may be subject to a drug screening at the request of a site. The site may determine that the screen must be completed during a certain time frame before reporting to the site.

POLICY: Identifying Quality Preceptors

Policy Statement: This policy exists to identify quality preceptors who serve as professional role models for students in the Graduate Program

Procedures:

1. The Program Director will review the resume provided for all potential preceptors that will work with students.
2. Additional information will be requested when required to confirm the potential preceptor is qualified to serve as an educator and professional role model.
3. Preceptors will be provided links to ACEND preceptor training models and a preceptor handbook or training provided by the program.
4. Participation in ACEND required DEI training will be reviewed and decisions made when necessary to continue utilizing preceptors who are best trained to provide positive experiences for students.
5. Site visits will be conducted and Program faculty are available to assist preceptors with any student concerns that may present themselves.
6. Students will complete a preceptor evaluation at the end of each SEL rotation.
7. Evaluations will be reviewed by the program director to improve the program going forward and modify use of preceptors when needed.
8. Feedback will be provided to the preceptor and positive comments shared when available.
9. Preceptor CPEU's will be provided annually when budget permits to provide cost effective opportunities for preceptors to gain additional experience or training for their professional development.

POLICY: Assistance to Distance Students in finding Quality Preceptors

Policy Statement: This policy exists to outline the steps taken to assist distance students in identifying quality preceptors who will serve as educators and professional role models for students in the graduate program who are completing SEL.

Procedures:

1. It is the student's responsibility to find preceptors in their desired geographical location and any specialties when available if they choose the distance track.
2. Marywood cannot guarantee students sites that are close to their home or in a specialty desired.
3. The program faculty will meet virtually with the distance students to review guidelines and resources for finding preceptors after the entire cohort has been identified.
4. Distance students have a minimum of 11 months to identify their first preceptor but are encouraged to begin their search at the earliest opportunity.
5. Tenacity, networking and negotiation will be reviewed as key variables for success in confirming sites.
6. Program faculty will meet with students, when requested, to review their efforts and offer additional guidance.
7. On request, distance students will have the opportunity to meet with previous students who can share tips and successes in finding sites.

8. Students accepted in the program will be given access to the Typhon platform as a resource to search sites used by past students.
9. Students are expected to become of requirements for licensing and registration of the state(s) they wish to be registered and/or licensed in. Students are not to be admitted to the program if the program cannot guarantee that licensure requirements can be met upon completion of the program. Students must notify the Program Director if they plan to move during the program and where they intend on practicing once they become registered. However, once students complete the program and if they relocate, the program is not responsible for any requirements that are not met prior to application of licensure. Licensure disclosures and requirements can be found in the Marywood website under:
<https://www.marywood.edu/academics/accreditations-approvals/licensure-disclosure>

POLICY: Admission Practices to Promote Inclusion, Diversity, Equity, Accessibility (IDEA)

Policy Statement: This policy exists to strengthen the admission practices of the program and outline the steps taken to promote diversity in the profession as well as an environment for accessibility, equity, and inclusion.

Procedures:

1. Ongoing IDEA Training such as implicit bias training or University Diversity Certification for the selection committee and include diverse faculty as decision-makers in the recruitment process when possible.
2. Routine review of admissions policies for IDEA including inclusive language in application, website, handbook, etc.
3. Accurately complete annual report to reflect the diversity of each cohort
4. Actively recruit diverse candidates by reaching out to universities with a diverse student population when possible
5. Partner with IDEA initiatives on campus
6. Encourage and provide support to current diverse students to recruit future diverse students
7. When asked, participate in faculty search with a focus on increasing diverse representation in faculty
8. Utilize a standardized set of interview questions that include queries on diversity and inclusion for all applicants in the selection process
9. Ensure the best-qualified candidates are offered slots regardless of race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, veteran status, age, and any other dimension of diversity.
10. The selection committee will probe deeper into unsubstantiated feedback during interviews.

POLICY: Promoting IDEA in the Graduate Program

Policy Statement: This policy exists to strengthen the practices of the Graduate Program and outline the steps taken to promote diversity in the profession and an environment of accessibility, equity, and inclusion for all students regardless of race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, veteran status, age or any dimension of diversity.

Procedures:

1. Ongoing IDEA Training for faculty and preceptors
2. Offering diverse student resources such as tutoring or mentoring, if needed
3. Communication pipeline for concerns or complaints for students at orientation and in the program handbook
4. Maintain an open-door policy for students to connect with program faculty
5. Work with IDEA Partners on campus to allow program faculty to serve as allies for diverse students
6. Self-awareness of program faculty to build their capacity for better understanding during interactions with diverse student and colleague populations and decrease their level of unconscious bias
7. Request feedback from students on an ongoing basis to address any issues or concerns and include suggestions to improve the culture of the program
8. All faculty will comply with Marywood University's Nondiscrimination and Harassment Policies
9. When needed, adopt flexibility in programs to honor student's religious and cultural practices.
10. Provide students with unconscious and implicit bias training to combat bias
11. Give fair and frequent high-quality feedback to all students consistently
12. Increase mentorship opportunities for underserved and/or underrepresented students
13. Program faculty will proactively identify and address IDEA barriers as appropriate

The Academy of Nutrition and Dietetics: Code of Ethics

<https://www.eatrightpro.org/practice/code-of-ethics>

Students are expected to abide by the Academy Code of Ethics

Training is provided to students throughout the completion of the program.