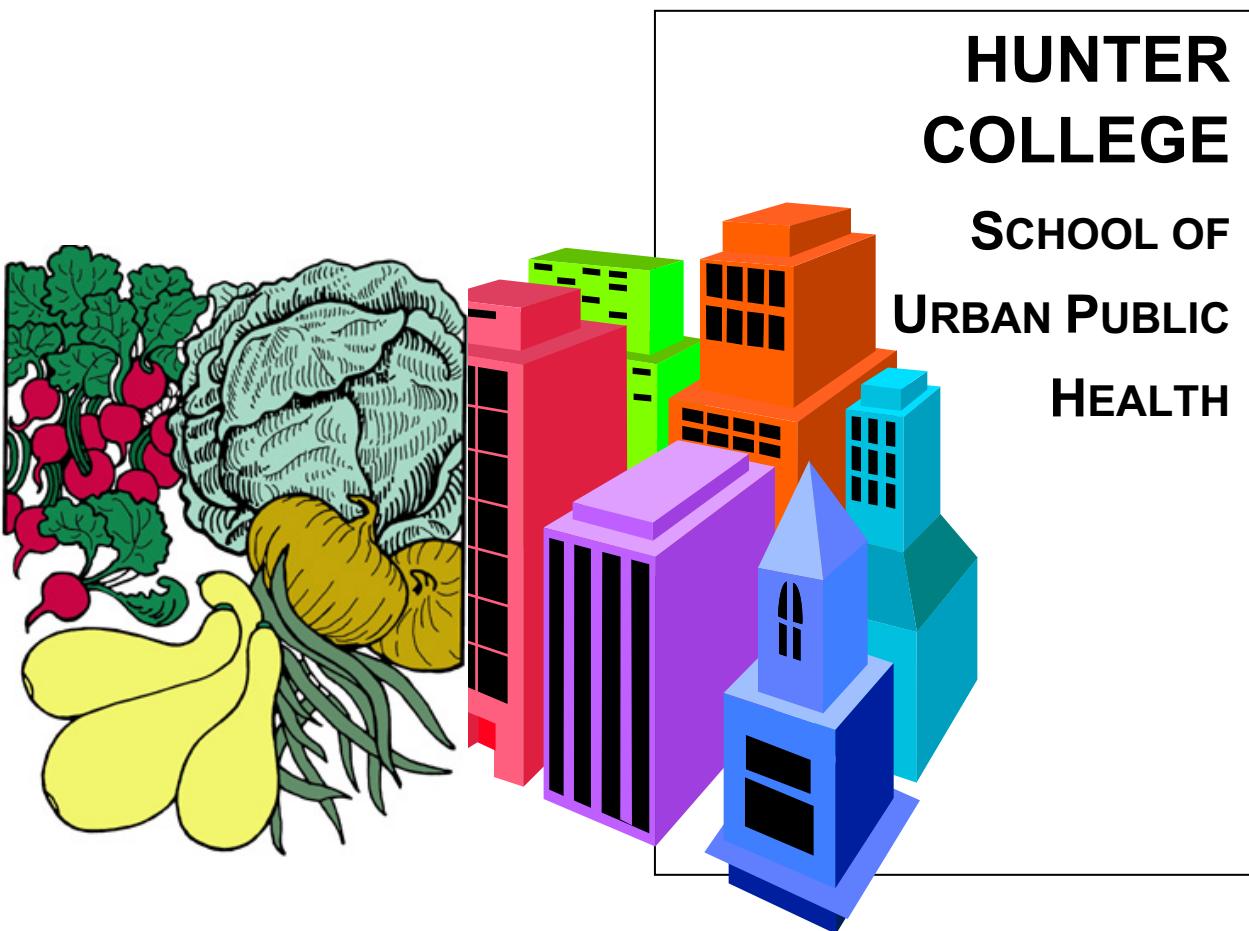


# Didactic Program in Nutrition and Dietetics

Student Handbook  
2019-2020



## PREFACE

The policies and procedures detailed on the following pages are meant to *supplement*, and not replace, those outlined in the Graduate College Catalog.

The Didactic Program (DP) in Nutrition and Dietetics (synonymous with DPD-Didactic Program in Dietetics), supports the policy of *Non-Discrimination, Equal Opportunity and Affirmative Action* as set forth by Hunter College and the Board of Trustees of the City University of New York (CUNY). The Nutrition Program in the Hunter College School of Urban Public Health (UPH) accepts applicants who are qualified individuals, without regard to age, gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran or marital status. The Office of Diversity and Compliance monitors policies, procedures, and programs to ensure they are developed and carried out in a manner which does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age or disability.

### MISSION OF THE CITY UNIVERSITY OF NEW YORK AND HUNTER COLLEGE

CUNY's historic mission is to provide broad access to a range of higher education opportunities of quality suited to NYC's diverse population and to NYC's needs. CUNY has a commitment to providing first-rate academic opportunities for students of all backgrounds.

The goal of a Hunter College education is to encourage the fullest possible intellectual and personal growth in each student. While teaching and research are its primary missions, community service is also an essential goal of the College.

### MISSION OF THE HUNTER COLLEGE SCHOOL OF URBAN PUBLIC HEALTH

The Hunter College School of Urban Public Health mission is to carry out teaching, research and service to create and sustain a healthier New York City and to promote equitable, efficient, evidence based solutions to pressing health problems facing urban populations around the world.

### MISSION OF THE NUTRITION PROGRAM

The mission of the Nutrition Program is to promote the nutritional well-being of individuals and populations through teaching, research and service. It is dedicated to providing the highest quality education in nutrition and food science and contributing to the profession through faculty research and scholarly activity.

### MISSION OF THE DIDACTIC PROGRAM IN NUTRITION AND DIETETICS

The mission of the DP is to provide students with a rigorous, high-quality education that is based on the scientific principles essential to the practice of dietetics, while fostering problem solving, communication, and professional skills, that will ensure future success in their chosen endeavors, and enable them to promote optimal nutrition, health and well-being of individuals, groups and communities.

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\* Adjunct faculty will provide their office hour locations

For location and contact information for all UPH Faculty and Staff, see: [Hunter homepage directory](#)

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## Didactic Program in Nutrition and Dietetics

Nutrition is a multifaceted, science that deals with the nutrients in foods and their functions in the human body. A Registered Dietitian (RD) is a nutrition expert who interprets nutrition science to provide for people's specific dietary needs to promote optimal health, and to prevent and treat disease throughout the life cycle. The expertise of the RD is used to provide nutrition counseling in clinical and community settings; manage food programs in schools, institutional or business settings; teach in schools and colleges; communicate nutrition information to the public through the mass media; and conduct nutrition research.

To become an RD, students must have:

- Completed a minimum of a bachelor's degree at a US regionally accredited college or university, or an equivalent degree from a college or university outside of the US
- Completed the DP coursework (didactic program) approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics
- Completed an ACEND-accredited dietetic internship (DI).
- Passed a national examination administered by the [Commission on Dietetic Registration](#) (CDR).

## Introduction to the Hunter MS-DP

The MS-DP at Hunter is a post-baccalaureate professional degree curriculum that provides academic training so that students can pursue supervised practice through a DI, and thus become eligible to take the examination to become an RD.

The MS in Nutrition is a full-time day program with most classes meeting during the day. The DP program length is four semesters (2 years); upon completion, students are awarded the MS degree as well as a verification statement that they have met the academic requirements set forth by ACEND and are eligible to apply for Supervised Practice Programs.

## Statement of Accreditation

The Hunter graduate Nutrition Program curriculum meets the requirements for Graduate Degree Programs in Nutrition and Dietetics (FG) established by ACEND, the credentialing arm of the Academy of Nutrition and Dietetics (hereafter referred to as the Academy), and qualifies students to take the RD exam.

The address and phone number for ACEND are: ACEND, The Academy of Nutrition and Dietetics, 120 S Riverside Plaza #2190, Chicago, IL 60606, (312) 899-0040.

## How the DP Programs fit into the RD credentialing process

Students admitted to the DP program have completed prerequisite courses required. The Hunter College DP curriculum is based on ACEND's Eligibility Requirements and Accreditation Standards for Didactic Programs in Dietetics, culminating in a Master of Science (MS). In addition to the MS degree, upon completion of the DP program, students receive a verification statement testifying that they have met the academic requirements needed to apply to an ACEND-accredited DI Program.

Upon completion of a DI, the student receives another verification statement, certifying that he or she has met the supervised practice requirements. At that point the individual is eligible to take the examination administered by The Commission on Dietetic Registration (CDR), the credentialing agency for the Academy. Upon passing the exam, the person will be an RD, and is eligible for full membership to The Academy, the world's largest organization of food and nutrition professionals.

## New York State Certification

The New York State Education Department (NYSED) certifies dietitian/nutritionist (CDN) status to those who meet the qualifications. The Hunter DP program meets the educational components for New York State Certification. The NYSED web site, <http://www.op.nysed.gov/prof/diet/> provides the most up-to-date information and application procedures for this credential.

When completing the application please follow the directions below for FORM 2. Form 1 has recently been made available online.

**Form 2- Certification of Professional Education:** Complete section 1 indicating DP as the program. Scan the completed form and email it to Dr. Navder with a cc to Diane Brows ([dbrows@hunter.cuny.edu](mailto:dbrows@hunter.cuny.edu)) and make sure that the subject line states “**CDN Nutrition Certification Form2.**” We will forward the form to the Registrar’s office, they will seal and mail it directly to the NYSED-OP address in Albany. Please allow 4-6 weeks for Albany to receive and process your application.

**Form 4C – Report of Planned Work Experience:** Complete section 1 indicating your Dietetic Internship Program as organization. In the Description field, and follow their instructions for the text to enter.

Scan the completed form and email it to your DI Director. They will complete the form and mail it directly to the NYSED-OP address in Albany.

Note: NYSED does not require transcripts from approved programs but there are occasions when they are unsure of a school/program/educational courses and will ask for a transcript to verify approval.

## Mission, Goals, Outcomes and Target Measures

The mission of the DP is to provide students with a rigorous, high-quality education that is based on the scientific principles essential to the practice of dietetics, while fostering problem solving, communication, and professional skills, that will ensure future success in their chosen endeavors, and enable them to promote optimal nutrition, health and well being of individuals, groups and communities.

The DP has three broad goals to accomplish its mission:

1. Provide a rigorous comprehensive advanced graduate education that is not only based on the scientific principles essential to the practice of dietetics but also helps students attain a solid understanding and a breadth of integrated knowledge in nutrition science, clinical nutrition, research, administration of food and nutrition related services,
2. Prepare graduates for entry into further career preparation, and
3. Demonstrate commitment to ongoing assessment and improvement at the macro (program) and micro (course) level.

The themes embodied in the mission statements of Hunter College and the School of Urban Public Health are reflected in the goals.

The first goal aims to provide quality graduate education and by doing so aid in the development of knowledge and skills of the individual student attending the program. The curriculum is designed to provide a thorough understanding in nutrition and food science, clinical nutrition, research, food service management,

Our second goal aims to provide opportunities so that a student's education and training at Hunter prepares them to either enter into an accredited DI, further advanced degree programs, or employment. The quality education they receive is to be the foundation for a lifetime of new learning experiences in a fast-changing society.



The third goal aims to provide a roadmap for ongoing assessment toward improvement.

The faculty is committed to maintaining program quality through teaching, scholarly productivity and service to the profession and the community. The faculty model leadership and service by partnering with local community organizations and taking leadership positions in professional organizations, such as Nutrition and Dietetic Educators and Preceptors practice group.

## Expected Outcomes and Target Measures

Expected program outcomes with target measures have been established by the faculty to assess achievement of each of the program goals for the MS DP. The table below lists all the expected outcome measures for each MS- DNPD goal.

DP Goals, Expected Outcomes, and Target Measures for the MS-DP (2010-2017)	
Expected Outcomes	Target Measures (superscripts indicate measures required by ACEND)
<b>GOAL 1.</b> The program will provide a rigorous comprehensive advanced graduate education that is not only based on the scientific principles essential to the practice of dietetics but also helps students attain a solid understanding and a breadth of integrated knowledge in nutrition science, clinical nutrition, research, administration of food and nutrition related services, and public health principles and practice.	
DP students will graduate from the program in a timely fashion	Over a 5-year period, at least <b>90%</b> of the students will successfully complete the MS DP within 3 years (150% of the time) <sup>DP 1.3.1</sup>
DP students will be in good academic standing and make satisfactory progress	Over a 5-year period, at least <b>80%</b> of students will receive grades of B+” or better in all required DP courses and graduate with a mean <b>GPA of <math>\geq 3.3</math></b>
Students will perceive that they have been well prepared by the DP curriculum for the Foundation Knowledge Requirements (FKR) in DP courses	Over a 5-year period, at least <b>80%</b> of current students will report high level of preparedness for the Foundation Knowledge Requirements
<b>GOAL 2.</b> The program will prepare graduates for entry into further career preparation.	
Graduates will perceive that they have been well prepared by the DP curriculum for the practice of dietetics	Over a 5-year period, at least <b>85%</b> of DP alumni will rate their DP preparation (for a dietetic internship, graduate studies or employment in dietetics) as “fairly well/good” or better
DP graduates will continue in their career paths and will apply to supervised practice programs	Over a 5-year period, at least <b>70%</b> of DP graduates will apply to supervised practice programs in the academic year they complete the program <sup>DP 1.3.2</sup>
DP graduates will be competitive in entering Supervised practice programs	Over a 5- year period, at least <b>75%</b> of DP graduates <i>who apply</i> to a DI will be accepted <sup>DP 1.3.2</sup>  (With nationwide shortages for supervised practice slots, a fairly conservative target has been set)
DP graduates will have high supervised practice completion rates	Over a 5- year period, at least <b>95%</b> of those accepted into a DI will complete the program <sup>DP 1.3.2</sup>

DP graduates will pass the RD exam	At least <b>80%</b> of graduates who are first time test takers will pass the RD exam <sup>DP 1.3.3</sup>
DP graduates who don't intend to pursue supervised practice or further education will be successfully employed	Over a 5-year period, at least <b>80%</b> of graduates pursuing employment (rather than DI or further education) will have a job within 12 months (as per revised standards) of graduation <sup>DP 1.3.2</sup>
DI Directors will rate the DP graduates to be well prepared	At least <b>85%</b> of DI Directors will indicate that program graduates were well prepared to succeed in the internship program <sup>DP 1.3.4</sup>
Employers will rate the DP graduates to be well prepared	At least <b>85%</b> of employers will indicate that program graduates were well prepared to succeed in the internship program <sup>DP 1.3.4</sup>
<b>GOAL 3.</b> The program will demonstrate commitment to ongoing assessment and improvement at the macro (program) and micro (course) level.	
DP graduates will rate the teaching effectiveness of faculty to be satisfactory	At least 90% of the faculty will receive a mean score of 3 (satisfactory) or better in response to the question: "My overall evaluation of this instructor's teaching") on the HC Student Evaluation of Faculty Teaching questionnaire
Each nutrition faculty member will meet or exceed minimum standards for <i>peer</i> evaluation set by UPH	Peer evaluators will rate every NFS faculty member's teaching performance at "especially skillful" or "competent," based on an observed class

## Program Information

### Brief History

The Nutrition discipline has been available at Hunter since 1920 when the Home Economics program was created. For almost 100 years, Hunter has trained legions of nutrition professionals, many of whom have had a profound impact on the quality of life in our NYC communities.

The undergraduate Didactic Program was established at Hunter in 1976. It received approval by the then Commission on Accreditation/Approval for Dietetics Education (CAADE) in 1990, when approval was the only recognition open to these. The Hunter program was granted Developmental Accreditation by the then Commission on Accreditation for Dietetics Education (CADE) in 2000, when CADE started accrediting Didactic programs. It was accredited for a 10-year period in 2002 (2002-2012) and the five-year Performance Assessment Report (PAR) was accepted in 2007—reaffirming continuation of the accreditation status for the next five years.

In 2003, the undergraduate Didactic Program began receiving applications from an increasing number of '2<sup>nd</sup> degree' students who had already earned baccalaureate degrees. Exit surveys completed by our undergraduates documented frustration on the part of these 2<sup>nd</sup> degree students based on their need to spend three years in school (about 3 semesters on the prerequisite courses and 3 semesters in the undergraduate Nutrition Program) and not receive a graduate degree upon program completion. To accommodate the influx of highly motivated post-baccalaureate students, we found ourselves teaching our undergraduate didactic courses at almost the graduate level.

Accordingly, the Nutrition Program faculty proposed to elevate the Didactic program to the graduate level. Our plan was consistent with concurrent trends in the other allied health sciences that require more than a bachelor's degree for entry into the profession (*cf.*, *e.g.*, the CUNY programs in physical therapy, audiology and the planned program in pharmacy).

In 2010, the college, university and accrediting body approved the proposal, and our first class of MS-DP students matriculated in the fall of 2010, now organizationally housed in the new School of Public Health.

In parallel with the DP program, the Dietetic Internship Program obtained developmental accreditation in 1999, and full accreditation in 2002. Review of the program has been successful since, and the program continues to be accredited, currently until 2022.

Just as the DP at Hunter College attracted students with substantial academic background, the DI program harbored a large number of students with graduate degrees, completing their SEL often with a background of substantial professional experience in a large variety of fields.

In December 2015, the CUNY Board of Trustees created a new Graduate School of Public Health and Health Policy (GSPHHP) replacing the School of Public Health at Hunter College. The science based Nutrition Program continues to reside at Hunter in the School of Urban Public Health (UPH).

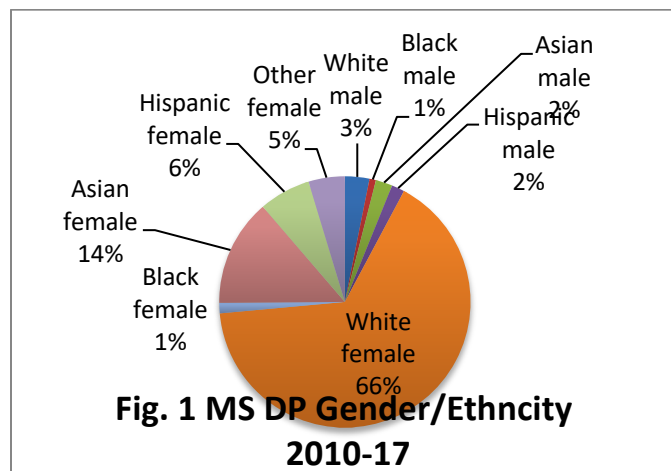
In 2017, ACEND established new Accreditation Standards, for all of its accredited programs, following its five-year cycle of review of these standards. Both DP and DI programs are in compliance with these new standards at this time.

In the same year, ACEND published Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics, Future Education Model (FG). This type of program allows students to acquire the competencies of an entry-level dietitian in a one-step approach, as opposed to the more traditional model of a two-step process requiring students to first complete a DP program and then apply to DI programs. Didactic learning and SEL are integrated in this program type. At the same time, the education is elevated to the graduate level, and new standards were developed to reflect the vision of the Academy for the Future Education Model. Applications for demonstration were invited in 2017.

Given the experience of the Hunter College Nutrition Program with a graduate-level DP program and a DI program that attracted a large number of students with graduate degrees, the faculty decided to apply to become an early adopter of the Future Education Model. The application was approved with a start date of Fall 2018.

## DP Demographics

Our MS DP accepts about 25-35 students each Fall. We are proud of the diversity our students bring to the profession (Fig. 1). One way to address health disparities is to “increase the proportion of under-represented U.S. racial and ethnic minorities among health professionals.” About 7% of our students are males, significantly higher than the estimated 5% of male RDs reported by AND.



## Applicants, Acceptances and Enrollments

Over the past four years (Table 2), our applications, have increased. Even though there was a slight decline this year, we expect the numbers of future applicants to continue to be robust because, as in the Executive Summary of this handbook, our program is the only public center for graduate dietetics education in New York City's borough of Manhattan.

<b>Table 3. Information on Applicants, Acceptances and Enrollments with Yield Rate</b>									
<b>Program</b>	<b>Status</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
MS + BS-MS (DP)	Applied	35	72	62	99	84	66	77	53
	Accepted	30	40	34	34	41	46	44	38
	Enrolled	27	30	23	26	28	33	35	27
	Yield Rate (%)	90%	75%	68%	76%	68%	72%	81%	71%

## DP Program Completion Rates

In these last few years (Table 3), 95% (56/59) of the students completed the MS DP program within 150% of usual completion time. Note: all our courses are offered only once a year

<b>Table 4: DP Completion Rates</b>							
<b>Graduation Year</b>	2012	2013	2014	2015	2016	2017	2018
<b>Enrolled in Cohort</b>	27 in Fall 2010	30 in Fall 2011	23 in Fall 2012	26 in Fall 2013	28 In Fall 2014	33 In Fall 2015	35 in Fall 2016
<b>Program completion - within 150% usual time allowed by ACEND (6 semesters) (DP goal ≥ 90%)</b>	26/27 <b>(96%)</b>	30/30 <b>(100%)</b>	23/23 <b>(100%)</b>	24/26 <b>(92%)</b>	27/28 <b>(96%)</b>	33/33 <b>(100%)</b>	34/35 <b>(97%)</b>

## DI Application and Acceptance Rates of Hunter's DP Graduates

<b>Table 5. DI Application and Acceptance Rates of Hunter's DP Graduates</b>						
Graduation Year	2012	2013	2014	2015	2016	2017
Number of graduates	20	29	22	27	27	30
Applied to DI <b>(Target ≥ 60%)</b>	20 (100%)	25 (86%)	22 (100%)	26 (96%)	23 (85%)	28 (93%)
Of those who applied to a DI, percent and number accepted <b>(Target ≥ 75%)</b>	19 (95%)	23 (92%)	19 (86%)	19 (73%)	22 (96%)	26 (93%)
Applied to a DI, but not accepted	1 (5%)	2 (8%)	3 (14%)	7 (27%)	1 (4%)	2 (7%)
Did not apply to a DI	0	4 (14%)	0	1 (4%)	4 (15%)	2 (7%)

From the six cohorts of MS DP graduates, *the Supervised Practice Application Rate of 92% (144/155) exceeds ACEND's national benchmarks of at least 60% applying to internship programs. Out of those that applied, 91% (128/141) of DP graduates were matched to a DI. With the nationwide shortage of DI slots, our acceptance rates are far better than the 50% national average.*

### RD Exam Pass Rate

The MS DP one-year from first attempt pass rate as per CDR summary report (Table 5) is 97%.

**Table 6. RD Exam Pass Rate--CDR Summary Report**

Test Year	First Time Test Takers	Number Passing Within One Year of First Attempt	First Year Pass Rate
2013	24	24	
2014	25	25	
2015	14	14	
2016	20	20	
2017	8	8	
<b>Total</b>	91	91	<b>100%</b>

## MS—Application Process for Graduate and Undergraduate Students

### MS NUTR Accepts Students into Multiple Tracks

As indicated in Table 7, the MS accepts students into multiple tracks.

10% percent of the MS students are our academically elite Hunter undergraduates who have been accepted into the MS via an accelerated 5-year BS-MS pathway. Upon completion of the BS-MS program, these students will receive both their BS and MS degrees as well as the DP verification statement.

<b>Table 7. MS NUTR Accepts Students from Three Different Tracks</b>			
Track	Degree Awarded	Credits	Prerequisites required to enter the track
Graduate students in the <b>MS-Nutrition</b> program (DP)	MS in Nutrition <i>(and the DP Verification Statement)</i>	41	The standard Hunter College graduate admissions requirements, plus 33 credits of pre-requisite courses: general chemistry w/lab, organic chemistry w/ lab, anatomy & physiology w/ lab (2 semesters), microbiology w/ lab, statistics, foods I, and introductory nutrition
Graduate students in the <b>Integrated MS-Nutrition</b> program (IPND)	MS in Nutrition <i>(and the DP and DI Verification Statements)</i>	53	The standard Hunter College graduate admissions requirements, plus 33 credits of pre-requisite courses: general chemistry w/lab, organic chemistry w/ lab, anatomy & physiology w/ lab (2 semesters), microbiology w/ lab, statistics, foods I, and introductory nutrition and 12 credits fro Supervised Practice
Undergraduate students in the <b>Accelerated BS-MS</b> dual degree prog (DP)	BS in NFS MS in Nutrition	137 (96 undergraduate cr + 41 graduate cr)	96 undergraduate credits w/ a minimum overall GPA of 3.5, including these 33 credits of pre-requisites coursework: general chemistry w/ lab, organic chemistry w/ lab, anatomy & physiology w/ lab (2

	<i>(and the DP Verification Statement)</i>		semesters), microbiology w/ lab, statistics, foods I, and introductory nutrition
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## Graduate Students Apply to MS-Nutrition Track DP (41 credits)

This option is for all students who have at least a baccalaureate (BA or BS) degree and have NOT completed a DP (all students must complete a set of prerequisite courses prior to applying to the program). This track also includes students who have completed an international degree. Also eligible are students with a BS in Nutrition and Food Science (NFS) from Hunter who are returning to complete their MS-DP (i.e did not follow the accelerated route, but took a break in their education).

- Completion of a Hunter Graduate application. Admission is for Fall semester only.
  - Application content:
    - Hunter Graduate online Application
    - Electronic transcript(s) from all institutions of higher learning attended (official transcript required if currently attending Hunter)
    - Statement of interest (500 words maximum)
    - 2 letters of recommendation
    - Resume
    - TOEFL scores, if applicable
- Undergraduate degree from an accredited university with GPA of at least 3.0 preferred (overall and major).
- Completion of all prerequisites (minimum 34 credits, see table 1 below) by the end of July preceding the Fall semester of expected entry. A 3.3 GPA in all required prerequisite coursework with a minimum grade of "B" for Introductory Nutrition and Food Science, and a minimum grade of "C" for all other courses. (see "Completion Requirements" for a complete list)
- An official transcript verifying an overall 3.0 GPA and a 3.3 GPA in all required prerequisite coursework with no grade less than B in food and nutrition, and a minimum grade of "C" for all other courses.
- Prerequisites may be taken at a two- or four-year accredited institution, either in a traditional setting or online.
- Graduate Record Exam (GRE). The ETS GRE code for Hunter is 2301.
  - Note: the GRE is not required for applicants with a graduate degree from an accredited U.S. or Canadian university.
- TOEFL exam if undergraduate degree is from a country where English is not the official language.
  - Minimum score: 600 (paper-based), 250 (computer-based), or 100 (internet-based). All completed applications are read, reviewed and the highest rated applicants are then ranked for matching.

Completed applications submitted to Hunter College by the application deadline, and demonstrating compliance with all application requirements, will be reviewed by the selection committee.

Applicants who meet admissions requirements will be ranked and accepted depending on available seats.

Students will be notified of their acceptance by mail to the address they indicate on their application.

Students must accept their offered seat by the deadline indicated in the letter. Failure to do so may result in the loss of placement.

## Undergraduate Students Apply to the Accelerated BS-MS Track (DP): 137 cr

This option is for third year NFS majors at Hunter (transfer students do not qualify) who are interested in completing their undergraduate degree and then continuing at Hunter to obtain a master's degree and verification statement. The BS-MS accelerated pathway is to encourage academically strong, motivated students to remain at Hunter for their graduate coursework and provides them the opportunity for educational acceleration to a graduate degree.

### Entrance Requirements

- Enrolled in the Hunter NFS major
- Completed specific academic prerequisite coursework (Table 7) by the end of spring semester of the junior year
- Minimum GPA of 3.5

Upper-division undergraduates who have been accepted into the NFS undergraduate major must inform the DP director of their interest in the BS-MS track. They must have completed 96 undergraduate credits with a minimum GPA of 3.5 to be considered. The DP Director and the nutrition program faculty will accept a maximum of five students who meet these stringent criteria. Applicants must not only show academic excellence and outstanding achievement, but must be active and self-motivated learners who have demonstrated effective writing skills, independence, initiative, and creativity while in the NFS major. Students will be notified of their acceptance in the spring semester of the NFS major and can register for the graduate DP coursework in the first semester (fall term) of their senior year. Accepted students will be admitted directly into the MS-DP, the GRE examination requirement is waived for them. Upon completion of the 41 credit graduate MS DP, these students will be awarded both the BS and MS degrees and the DP verification statement. This 137-credit, 5-year accelerated dual degree option is only for our extremely motivated, academically strong undergraduates.

<b>Table 8. Pre-Requisite Requirements for Entry into the MS-DP for both graduate and undergraduate students</b>	
<b>Prerequisite Courses</b>	<b>Credits</b>
General Chemistry	4-6
Organic Chemistry	4-4.5
Anatomy and Physiology I & II	8-9
Microbiology	3
Biochemistry	3
Nutrition	3
Food Science I	3
Statistics	3
Psychology/ Sociology/Anthropology/Economics	3
<b>TOTAL</b>	<b>34-37.5 credits</b>



Students may take up to 2 years to complete the prerequisites to enter the MS-DP. They may obtain the prerequisites during their baccalaureate degree or through post-baccalaureate study at an accredited community, four-year or graduate college (these classes can also be completed online). The DP director assists students by evaluating their transcripts, approving acceptable course substitutions, and developing a plan for completion of the prerequisite requirements.

### CHALLENGE EXAM INFORMATION & GUIDELINES

The self-study Challenge Exams are offered to establish competency and to fulfil the prerequisite Introduction to Food Science (NFS 13100) and Introduction to Nutrition (NFS 14100) requirements. Those taking the exam must purchase the course textbook, study the material independently, and pass the exam with a minimum 80% score. The cost of each exam is \$125.00

Note: There are no exam study guides or practice tests available, and the exam is not credit-bearing. The exam consists of 100 multiple-choice questions. Exam takers must score at least 80% (grade of 'B'). The exam is open to both Hunter and non-Hunter students. Students planning to apply to other schools should check with these schools if they will accept this exam in lieu of registering for these introductory courses.

### CHALLENGE EXAM DATES

The Hunter Nutrition Program administers the exams 3 times per year, in May, August, and December. To schedule to take the exam or for admissions inquiries, please email [Nutrition@Hunter.cuny.edu](mailto:Nutrition@Hunter.cuny.edu). On the day of the exam, please bring a check for \$125.00 made payable to "Hunter College Nutrition & Food Science" a #2 pencil, and a calculator.

### Challenge Exam Textbooks

Books can be purchased online, from the Hunter College Bookstore and at Barnes & Noble.

Nutrition I / Intro to Nutrition (NFS 14100)

Whitney, E.N., and Rolfes, S.R. Understanding Nutrition, 15th Edition, 2018

Study chapters 1-13 and be prepared for some mathematical calculation questions (you are allowed to use a calculator)

Intro to Food Science (NFS 13100)

McWilliams, M. Food Fundamentals, 10th Edition, Pearson Publishing Co., 2012

Study chapters 1-19 and be prepared for some mathematical calculation questions (you are allowed to use a calculator)

### Curriculum and Graduation Requirements of the MS DP Program

The MS-DP is a 4-semester (2-year) 41-credit post-baccalaureate degree curriculum. The total time limit for completing all degree requirements is 4 years (8 semesters). The time is calculated from your first semester in a matriculated program, excluding the Summer Session, to the end of your final semester. Courses exceeding the limit at graduation will not be included in degree credits unless approved by the Graduate Advisor AND Division Dean.

All graduate (MS) or accelerated undergraduate (BS-MS) students, enter the program after having completed the same prerequisites. Students begin the MS-DP program in the fall semester, and take the

MS-DP coursework in the prescribed sequence as outlined in Table 9. Most MS Nutrition courses are research and writing intensive. Some courses require collaborative work with fellow students and/or research with the external community. When planning your schedule, allow 6 to 9 hours of additional work per week beyond the class meeting time.

## DP Coursework

<b>Table 2. DP Course Sequence</b>	
<b>Year/Semester</b>	<b>Course</b>
<b>Year 1: FALL (15 credits)</b>	PH 75000 Biostatistics (3 cr)
	NUTR 71500 Food Service and Management (3 cr)
	NUTR 72000 Community Nutrition Education (3 cr)
	NUTR 73100 Advanced Nutrition I (3 cr)
<b>Year 1: SPRING (16 credits)</b>	NUTR 725-Nutrition Research (3 cr)
	NUTR 73200 Advanced Nutrition II (3 cr)
	NUTR 73400 Clinical Nutrition I (3 cr)
	NUTR 756 Food Science and Environment Lec (3 cr)
	NUTR 757 Food Science and Environment Lab (1 cr)
<b>Year 2: FALL (13 credits)</b>	NUTR 73300 Nutrition and Human Development (3 cr)
	NUTR 73500 Clinical Nutrition II (3 cr)
	NUTR 747 Adv. Nutrition and Assessment Lab (1 cr)
	NUTR 74800 Nutrition Assessment and Counseling (3 cr)
<b>Year 2: SPRING (9 credits)</b>	NUTR 74600 Nutrition and Disease (3 cr)
	NUTR 780 Capstone (3 cr)
	Completion of Capstone Research

\*Please note that all indications of hours are estimates that will be adapted to the student's performance in this competency-based education model.

### Pre-Registration

The progression of learning is carefully monitored and is built into the sequential curriculum. Students enter the program in the Fall and move as a cohort taking the same classes in the required prescribed sequence. Students meet with a faculty advisor before they register for the following semester.

### Comprehensive Exam

All students in the DP are required to take a comprehensive exam to demonstrate understanding of the course materials. The exam is constructed in a multiple-choice format, similar in style to the national registration exam for dietitians. A passing score on the comprehensive examination is required to complete the DP.

The exam is administered during the last (spring) term in one of the sessions of NUTR 780. It is a 2-hour, 150-question multiple-choice test. A score of 75% is the minimum passing grade. A passing grade on the exam is a requirement of NUTR 780. As the exam is a required but non-credited portion of NUTR 780, the grade in the course is independent of the grade on the exam.

A student who passes the exam and successfully completes all the other requirements of NUTR 780 will receive a letter grade for the course. Assuming all other graduation requirements are met, including supervised practice hours and assignments, the student will graduate at the end of the spring semester.

A student who does not pass the exam, will take a make-up exam in summer. Once again, a passing score of 75% is required. A student who passes the exam on the second try will receive a letter grade in NUTR 780 and, assuming all other graduation requirements are met, will be able to graduate at the end of the summer semester.

A student who does not pass the make-up exam will take time to study and will be given a third administration of the examination. The form of the exam will be determined by the DP director. A passing grade will allow the student to graduate.

A student who fails the comprehensive exam the third time will develop, with the DP director, a suitable plan of action. The plan must be approved by the senior associate dean for academic affairs.

## Assessment of prior learning and credit toward program requirements

Students may receive credits or course waivers in two ways

- 1) Graduate credit and course waiver based on previous, recent (5yrs) graduate coursework
  - (a) If a student has taken one of the **graduate** courses offered in the DP curriculum and earned a minimum grade of B (pass/fail NOT accepted):
  - (b) The student must supply a description of the course and course syllabus, notes, exams etc. from the other college or university.
  - (c) The DP Director will determine if courses are equivalent and acceptable. If the course appears substantially equivalent, the student may be required to take an examination administered by the DP Director. If the student scores  $\geq 80\%$  on the exam, the course requirement will be waived and credits transferred.

NOTE: **A maximum of four graduate level DP courses (12 credits)** may be transferred into the MS degree program.

- 2) A course waiver may be granted based on prior learning through experience
  - (a) A student with work experience in one of the practice areas covered by the DP course work, may elect to demonstrate their competency by challenge.
  - (b) An exam covering the material will be administered by the Program Director.
  - (c) If the student scores  $\geq 80\%$  on the exam, the course will be waived **without credit**.
  - (d) The student will be required to take replacement graduate level courses in order to meet the minimum 53 credit graduation requirement. No verification statement will be issued unless the student earns an MS degree in Nutrition from Hunter College.

## Degree(s) and Verification Statement Awarded

Upon completion of the MS curriculum, the DP students will be awarded the MS degree as well as the DP verification statement; and the undergraduate students in the BS-MS track will receive both, their BS and MS degrees as well as the DP verification statement.

Five verification statements with original signature are mailed to the students following the posting of their degree in CUNYFirst.

## Nutrition Faculty (Full Time)

### **Victoria Fischer, PhD, RD, CDN**

**Title:** Assistant Professor and Dietetic Internship Director (Joined Hunter 2016)

**Degrees:** PhD in Molecular and Cellular Pharmacology, Stony Brook University; MS in Clinical Nutrition, New York Institute of Technology (2004), BS and Teaching degree in Home Economics Education, University of Hamburg, Germany (1997)

**Areas of Interest:** Folate and Obesity

Dr. Fischer started her career as a teacher for Nutrition in the vocational education system in Germany, a career path that included an apprenticeship as chef. She subsequently moved to the United States and completed her Master's and DI. She worked as Clinical Dietitian at John T. Mather Memorial Hospital in Port Jefferson (NY). During this time she realized the urgent need for a liaison between researchers, dietitians and physicians, a non-physician medical nutrition professional who could translate nutrition research from bench to bedside. In order to acquire the skills needed for this task, she obtained a PhD in Molecular and Cellular Pharmacology.

Dr. Fischer is working with the New York Obesity Nutrition Research Center on adipocytes and metabolic changes associated with obesity. As a new faculty member at Hunter she is looking forward to investigating the role of folate in obesity.

### **May May Leung, PhD, RD**

**Title:** Assistant Professor and Undergraduate student advisor (Joined Hunter 2010)

**Degrees:** PhD in Public Health Nutrition, University of North Carolina at Chapel Hill (2010), MS in Nutritional Sciences, University of Massachusetts at Amherst (1999); BA Psychology, University of Michigan (1995)

**Areas of Interest:** Development and evaluation of school and community-based interventions to prevent childhood obesity; Research translation and dissemination of evidence-based obesity prevention interventions and policies; Engaging and empowering youth to promote health promotion changes

Dr. Leung's research includes the development and evaluation of innovative multimodal media interventions to prevent childhood obesity and the translation and dissemination of evidence-based interventions to prevent obesity at the community, environmental and policy-levels.

### **Khursheed Navder, PhD, RDN, FAND**

**Title:** Professor and Campus Director, CUNY School of Public Health; Didactic Program Director and Integrated Program in Nutrition and Dietetics Director (Joined Hunter 1988)

**Degrees:** PhD in Foods and Nutrition, Kansas State University (1988); MS in Food and Nutrition, SNDT University, Bombay, India (1985); BS in Nutrition, University of Rajasthan, India (1982)

**Areas of Interest:** Research in biochemical and metabolic regulations of lipid and alcohol metabolism; body composition; food product development.

In collaboration with researchers in the Body Composition Unit of the Obesity Research Center at St. Luke's-Roosevelt Hospital Dr. Navder has looked at ethnic differences in fat distribution patterns in children and neonates, and effect of maternal diet and obesity on fetal growth and offspring adiposity. In

addition, along with collaboration with researchers at the Alcohol Research Center at the Bronx VA Medical Center, she has studied the effects of dietary supplementation with soybean-derived polyenylphosphatidylcholine on alcohol-induced fatty liver, hyperlipemia, lipoproteins, lipoperoxides, low density lipoprotein oxidation, mitochondrial injury, and nitric oxide levels. She is a consummate nutrition educator, and has mentored numerous undergraduate and graduate students through independent studies and research projects. She is a firm believer in building a strong research foundation with students she mentors and encourages active student involvement on research projects in the courses she teaches. Students in her Advanced Food Science class employ sensory and instrumental analysis to study product development and food quality.

She has been active in Hunter College administration and has over 25 years of combined experience in nutrition research, curriculum development, and program management. Her knowledge and experience with various administrative entities, facilitated the creation of the ACEND accredited MS-DP and the 5 year accelerated BS-MS pathway, and the IPND Program. She is also actively involved in curriculum development for dietetics education at the national level.

She has played leadership roles within the Academy of Nutrition and Dietetics (AND), has served as the Chair of the Nutrition and Dietetic Educators and Preceptors (NDEP), a Dietetic Practice Group (DPG) of AND on a national ballot (2010-14), and is currently serving as a Commissioner with the Commission on Dietetic Registration (2014-17).

### **Charles Platkin, PhD, JD, MPH**

**Title:** Director of the New York City Food Policy Center and Distinguished Lecturer (Joined Hunter 2010)

**Degrees:** PhD (2009) and MPH (2004) in Public Health, Florida International University (2009); JD (1990), Fordham University School of Law; BS, Cornell University (1984)

**Areas of Interest:** Health Messaging and Behavior Change, Obesity in Adolescents and Adults  
Dr. Platkin is a nutrition and public health advocate, whose syndicated health, nutrition and fitness column, the Diet Detective, appears in more than 100 daily newspapers and media outlets. He is also the founder of DietDetective.com, which offers more than 500 articles and interviews on nutrition, food, and fitness.

He was the founder of Integrated Wellness Solutions (IWS). He was also the president and founder of Marinex, a forerunner in health consulting and media relations. Additionally, he was the General Counsel and Vice-President of News Communications, Inc., a publicly-traded newspaper and magazine company based in Manhattan that published The Hill in Washington, and Dan's Papers in the Hamptons, among others.

Dr. Platkin is the author of seven books. His first book, "Breaking the Pattern" was a bestseller in hardcover; it has been used by addiction clinics to assist patients with resolving drug and alcohol-related issues and more than 20 universities around the country as a text to teach behavioral change techniques to nutrition and dietetic counseling interns. His latest books are The Diet Detective's Count Down (Simon and Schuster, 2007), The Diet Detective's Calorie Bargain Bible (Simon and Schuster, 2008), The Diet Detective's Diet Starter Kit (Diversions, 2011), and The Diet Detective's All American Diet (Rodale, 2012).

Dr. Platkin is also the founder of The Health Lab ([www.thehealthlab.com](http://www.thehealthlab.com)). The Health Lab collaborates with innovators and entrepreneurs to create sustainable, commercially viable businesses that solve health-related problems. The goal is to fully support innovators who tackle an exceptional, untapped opportunity related to health and wellness.

### **Steven Trasino, PhD**

**Title:** Assistant Professor (Joined Hunter 2016)

**Degrees:** PhD in Nutrition Science, University of Maryland (2011); MS in Nutrition Science, Columbia University (2004)

**Areas of Interest:** Micronutrient and Phytochemical Metabolism in Obesity and Diabetes

Dr. Trasino, has examined the effects of pro-vitamin A carotenoids and vitamin A on metabolic pathways involved in obesity, and obesity related cancers and revealed a mechanism of how obesity driven hormones and lipid metabolites act to disrupt vitamin A metabolism in tumors cells. At Weill Cornell, he studied the role of vitamin A in the pathophysiology and treatment of obesity, diabetes and other metabolic disorders. At Weill Cornell, he was awarded a 5-year National Institutes of Health training grant in molecular pharmacology where he demonstrated that states of obesity lead to impaired utilization of dietary vitamin A, and a sub-clinical vitamin A deficiency undetectable by standard blood tests – a state coined “silent” vitamin A deficiency. These findings may have overarching consequences on how vitamin A requirements are determined and assessed in obese adults and children. Dr. Trasino’s research at Weill Cornell also demonstrated that dietary and synthetic vitamin A analogues possess potent anti-diabetic properties, with the potential to also mitigate fatty liver disease and diabetic kidney disease. As a new faculty member in the department of nutrition at Hunter College, Dr. Trasino will continue to pursue his research in the effects of obesity on the utilization and metabolism of vitamin A and other micronutrients.

### **Ming-Chin Yeh, PhD**

**Title:** Associate Professor and Undergraduate Advisor (Joined Hunter faculty in 2003)

**Degrees:** PhD in Public Health Nutrition, University of North Carolina at Chapel Hill (2000); MEd in Nutrition Education, Columbia University (1995); MS in Nutrition, New York University (1992); BS in Nutrition, Taipei Medical College, Taiwan (1989)

**Areas of Interest:** Intervention strategies to promote fruit and vegetable consumption in multi-ethnic populations, weight management for those who are overweight or obese

Dr. Yeh completed his post-doctoral training at the Yale University Prevention Research Center. His research involves developing innovative intervention strategies to promote fruit and vegetable consumption in multi-ethnic populations. Another research interest focuses on weight management for those who are overweight or obese. Recent publications appear in the International Journal of Obesity, American Journal of Health Promotion, Preventive Medicine, and Behavior Modification. He has also coauthored two chapters in The Encyclopedia of Primary Prevention and Health Promotion (Kluwer Academic; 2003).

## **Code of Ethics**

The Hunter College Nutrition program follows the Academy of Nutrition and Dietetics Code of Professional Ethics. All students need to be familiar with this document. Refer to the Academy of Nutrition and Dietetics website below for details on the code of ethics.

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

## Professional Behavior and Expectations

When you enter the Didactic Program in Nutrition and Dietetics, we expect that you will:

1. Be able to write and speak clear, coherent English so that others can understand you. If you have problems with writing or limited experience writing English, help is available through the Hunter College Reading/Writing Center on line at <http://rwc.hunter.cuny.edu/>. Their website will lead you to the Center's student and faculty guides, current workshop schedule, on-line handout file, and directions for e-tutoring (tutoring over e-mail). The Center is located on the fourth floor of Thomas Hunter Hall. The phone number is 212-650-3937. You may also get in touch with the Hunter College International English Language Institute (IELI) at <http://eslnyc.hunter.cuny.edu/en/index.asp> or 212-772-4290 or 212-772-4294.
2. Have access to a computer on a regular basis.
3. Maintain an e-mail account, check your e-mail **daily**, and reply promptly to messages. All Hunter students are provided with an email address. All official emails will be sent to the Hunter email address.
4. Create an email signature that includes your Name, your 8 digit CUNY First EMPLID and your program designated as "Program leading to MS Nutrition"
5. Possess basic computer skills, including word processing, the use of email, and finding information on the internet.
6. Be able to find *appropriate* references on nutrition and health topics in a library and online.

You do not need to be on campus to gain access to the journals. You can search the main databases (i.e. Medline, PubMed), from your home computer.

Simply go to the library home page: <http://library.hunter.cuny.edu/>

From the list, click "Databases". There you will find a listing of journal search engines. Click on the one you wish to use (PubMed for example). Then it will prompt you to insert your Hunter email ID and password. You can search for and get access to most of the journal articles for free.

*We expect that you will:*

7. Become familiar with recent developments and current controversies in nutrition.

This can be achieved by

- a) Following the national news and reading/viewing at least one of the following: national daily newspaper, national weekly newsmagazine, or daily news reports (carried by radio or television, or online). *The New York Times* science section on Tuesdays and the food section on Wednesdays are particularly good sources of information.

- b) Regularly viewing updates on the Academy of Nutrition and Dietetics website [www.eatright.org](http://www.eatright.org) .
  - c) Starting to read some of the Academy of Nutrition and Dietetics' position papers: [www.eatright.org](http://www.eatright.org) Click on the "Position Papers" tab.
  - d) Joining one or more nutrition listservs / discussion groups that are listed at: <http://www.stfx.ca/academic/human%2Dnutrition/resources.htm>
8. Become an affiliate member of the Academy of Nutrition and Dietetics and subscribe to the *Journal of the Academy of Nutrition and Dietetics*. You will also automatically become a member in the state dietetic association of your choice: [www.eatright.org](http://www.eatright.org). Students who live or work in NYC are encouraged to join the Greater New York Dietetic Association (<http://www.gnyda.org/>) Other nearby groups are the Long Island Academy of Nutrition and Dietetics (LIAND <https://www.eatrightli.org/index.html> , formerly Long Island Dietetic Association) and the Westchester/Rockland Dietetic Association. <http://www.eatrightwrda.org>

Academy student members may also want to join one or more dietetic practice groups (DPGs) to build skills, network, and stay current in a specialty area:

[http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/career\\_481\\_ENU\\_HTML.htm](http://www.eatright.org/cps/rde/xchg/ada/hs.xsl/career_481_ENU_HTML.htm)

## Classroom Etiquette

### Take responsibility for your education

Instructors are here to create a learning environment – whether or not you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to pass the course. Your tuition pays for a seat in the course, not a guaranteed good grade. What you do in that seat or how often you come to class and take that seat is entirely up to you!

Accept that instructors' classroom policies, procedures and teaching styles vary.

Some instructors enforce attendance policies vigorously; others are more lenient. Assignments and classroom discussions/events are at the discretion of the instructor. Each instructor has the freedom and authority to set his or her course policies and guidelines.

### Attend class

Students who attend class, listen to the instructor, ask questions, and take good notes are more likely to pass with a higher grade. If you must miss a class, contact your teacher ahead of time to let him or her know that you will not be there. DO NOT ask the instructor to repeat material you missed because you skipped a class.

### Be on time

Do not take it upon yourself to decide when class begins or ends. The instructor will start class on time and dismiss the class when appropriate. Walking in late disturbs everyone. At many places of employment, tardiness communicates lack of interest and lack of dependability. If you will



knowingly be late for class, please consider dropping the class (if the problem will be ongoing) or discuss this with your instructor ahead of time.

#### Come to class prepared – Turn your work in on time

Complete assigned readings before coming to class. Make sure to bring common classroom supplies such as a pencil, paper, textbooks, test materials, etc. along with completed homework. Students who attempt to complete their assigned homework in classroom at the last minute often earn lower grades and are more likely to miss deadlines. Instructors recognize those students who consistently cannot meet assignment deadlines. If an instructor is lenient on an “emergency” extension of an assignment due date, have the good sense to know that it is unreasonable to ask again (and again). \* This does not pertain to students who qualify for reasonable accommodations based on a documented disability.

#### Ask appropriate questions

It’s good to ask questions and make comments, but keep them related to the discussion at hand. Dominating class time with too many questions or comments prohibits other students from participating in discussions.

#### Practice common courtesy

Remember that in college, as is every other area of life, politeness and respect count.

- Do not have private conversations with your neighbors during class.
- Turn off cell phones and other electronic devices. The noise is distracting to other students.
- Do not send text messages during class. Despite what you think, instructors CAN see you typing.
- Respect all opinions. Others may have different ideas and opinions from yours, they may ask questions that you perceive to be “stupid,” but they deserve the same level of respect from you as you wish from them.
- Unpack before class/pack after. The sound of zippers on backpacks along with the rustling of papers and/or jackets also disrupts the classroom and indicates lack of respect.

#### Respect your instructor

Openly challenging the instructor’s knowledge or authority in the classroom is improper. If you have differences with your instructor’s information or teaching methods, you may want to discuss your issues with the instructor outside of the classroom in a non-confrontational manner.

If you are struggling with your coursework, seek assistance.

Your instructors are willing to assist you. However, there are many other ways to get help: Tutoring is available through the academic learning center, proofreading and paper critiquing is available at the writing center.

## Acceptable Language and Tone

Profane language is unacceptable, at all times in the classroom.

Do not whine or complain. This action reflects on you poorly!

Conduct yourself as you want to be remembered. Know that you will ask the faculty for letters of recommendation at some point. Will your poor classroom behavior get in the way of getting the kind of letter you are hoping for??

## NFS Listserv

Please make sure to subscribe by doing the following---

[Click here](#) and follow the instructions for subscribing to NFS-L. If you subscribe successfully, you should receive a 'welcome' message within minutes.

If not successful, contact the Hunter Computer Tech area (ICIT) at (212)-772-4946.

## Scholarships and Awards

The best place to begin your search for nutrition scholarship awards is with the [Academy of Nutrition and Dietetics Foundation](#), which is the largest provider of nutrition scholarships to deserving students at all levels of study. The number of scholarships varies from year to year, each with a value range of \$500 to \$10,000 each. A limited number of departmental grants may be available. These are need based and can only be awarded to those who show demonstrated need on a FAFSA.

## Nutrition Program Awards

These awards are given at graduation. Candidates are nominated by faculty. Recipients are selected by the Nutrition Program faculty.

### **Irene Von Cseh Award**

Established in 1989 to encourage students to achieve high standards in scholarship, and to inspire them to achieve even greater accomplishments in the field of nutrition. Dr. Von Cseh is a former faculty member and alumnus of Hunter College.

### **Dorothy Epstein Graduate Fellowship**

Established in 1988, the award is granted to an outstanding student who shows promise for future excellence in research, teaching or coursework in nutrition.

### **Vivian Schulte Award**

Established in 1962, the award conferred each semester was created to aide *graduate or undergraduate* students of Nutrition and Food Science in the completion of academic work.

### **Deborah Blocker Award**

Established in 2006 in honor of Dr. Deborah E. Blocker for her many years of service to Hunter College. This scholarship is awarded annually to a *minority* student who shows promise in excelling in the field of Nutrition and Food Science.

## Nutrition Program Database

As a student of the DP accredited program, you are *required* to maintain an up-to-date record in the **Hunter College Nutrition and Food Science Information System**. It is your responsibility to make sure that your information in the Nutrition Database is accurate. Since you will be required to upload information even *after* you have graduated from the Nutrition Program (you will need to provide information on when you took the RD exam, or where you are working, etc.), it is important that you use a NON HUNTER email address that you will use post graduation to create your account. The DP is required by ACEND to collect such data, and it is in the interest of students and practitioners that such data be as complete and accurate as possible.

### User Guide

#### 1. Create User Account

- Go to NFS <http://www.hunter.cuny.edu/nutrition-grad>
- : Bookmark this page. You will access this page at least once a semester and will need to update your information even after you graduate.

#### 2. New User Registration and Password Reset

##### A. Click on Register as New User

- Fill out the Last Name, First Name and Email Address on the form (**use a non-Hunter email that you will continue to use even after you have graduated**)
- The system will send you an email containing a link to the **Confirm Email and Set Password** page
- Follow the link and create your password
- Upon completion you will be redirected back to the **NFS Login** page

##### B. Click on Forgot my Password if you need to reset or have forgotten your password,

- The system will reset your password and will send you a link to the
- **Confirm Email and Set Password** page
- Follow the link and create your new password
- Upon completion you will be redirected back to the **NFS Login** page

##### C. **Set Password**

- A password must be between 8 and 20 characters long and contain at least one lower case character, at least one upper case character and at least one number.

#### 3. NFS Login Page

- [Go to Database Login Page](#). Enter your newly created User Email and Password

- The system will verify your credentials and take you to the first page in the application – **Student Personal Information** page

#### 4. Student Personal Information Page

- Please fill in all the fields. The fields marked with the round bullet are required.
- The email address entered here **MUST** be identical to that used for your login
- Your date of birth and your mother's maiden name are required for completion of your verification statement
- Consideration for departmental grants is only possible if you indicate completion of the FAFSA (this field is optional)
- **You MUST click "Apply Changes" before leaving a page, or else your data entry will not be saved.**
- The navigation between the pages is solely through clicking on the tabs on top.

#### 5. Student Education History Page

- Please fill in the data on **ALL** schools where you have taken the prerequisite courses
- Only School Name and city and state part of address are required. The other fields are optional.
- Click Add School button to create as many records as necessary
- Please enter Hunter College in your Education History even if you did not take pre-requisites here. It will be required for updating your coursework during the program.
- Click Delete button if you need to delete a school record. Note: if you have entered any coursework done at the school you will need to delete the associated records first. (See **Student Coursework Tracker** section).
- Click Pencil and Paper icon next to the School Name on the Student Education History Report screen to edit the school record if necessary
- Click "Apply Changes" to save your data

#### 6. Student Pre-Requisite Tracker Page

- Please fill in the data about all the prerequisite courses you have completed prior to matriculation into the NFS program
- Please select the School Name from the list. The drop down list of schools is formed based on the Education History Information you have supplied on the previous page(s). If you need to add another School, press Go Back and Add School buttons.
- Please fill in Course Title, and Discipline and Course Number fields. For example at Hunter they could be General Chemistry, CHEM and 101 correspondingly.
- Please provide the Grade, Number of Credits and Year Taken information.
- Click Delete Checked button to delete the checked course record(s) if necessary.
- Click "Apply Changes" to save your data

#### 7. Student DP Course Tracker Page

- DP courses will be entered following their completion each semester. If you have already completed Biostatistics (summer) Please enter it now.

- You will be presented with the list of all the required courses. You need to enter only grade and year the course was taken If the course was taken at Hunter. If it was taken elsewhere, overwrite the pre-filled values as appropriate. Enter the name of school, discipline, course number, course title, credits earned, grade and year.
- Use Go Back button to return to Education History page in case you need to add another school or Hunter itself.
- Click Delete Checked button to delete the marked course record(s) if necessary.
- Click "Apply Changes" to save your data

#### 8. Honors Page

- **Enter Kappa Omicron Nu or any other awards that you have received**
- Click "Apply Changes" to save your data

#### 9. Graduation Page

- Please fill in the relevant information regarding your licensing and continuing education and/or employment history.
- Fields Job Situation, Continuing Education, Degree date are all required.
- Click "Apply Changes" to save your data

#### 10. Professional Certifications

- Please check all that apply and Click "Apply Changes" to save your data

## Dietetic Internship Application Process Guide for MS-DP Students

Completion of the MS Didactic Program in Dietetics (DP) is only the first step required to become a Registered Dietitian (RD). The second step is the completion of an ACEND-accredited supervised practice program called a dietetic internship (DI). A DI must provide at least 1200 hours of supervised practice and is usually completed in 6-24 months depending on the availability of a part-time schedule or requirement of graduate credit. The third and final step to becoming an RD is successful completion of the National Registration Examination for Dietitians. It is very important to complete this step as soon as possible after finishing your dietetic internship.

To become an RD, you:

1. Must have at least a bachelor's degree
2. Must have completed an ACEND-approved DP coursework requirements to receive a "DP Verification Statement"
3. Must have completed an ACEND-approved DI. Individuals completing the DI program are verified by the program director and receive a "DI Verification Statement"
4. Apply to the Commission on Dietetic Registration (CDR) by sending in both the DP and DI Verification Statements and become eligible to take the registration examination for dietitians

#### Dietetic Internships

Students planning to become RDs need to complete an Academy of Nutrition and Dietetics approved or accredited DI after graduation from the Hunter MS-DP and prior to taking the National Registration Exam.

You can increase your chances of being a successful applicant to a DI even *before* you enter the MS-DP by working to obtain and maintain the best possible GPA (in your pre-requisite courses), and acquiring extensive volunteer experience. Once in the DP, do well in your MS courses, become active in the Hunter Nutrition Club and other organizations, and work closely with the Nutrition faculty on research projects. (Also see Suggestions to Improve Your Chances at Getting a Dietetic-Internship Position: Student Guidance Document at <http://www.eatright.org/ACEND/content.aspx?id=4294967916>).

After you complete DP requirements you will then need to apply for and be accepted into an ACEND-accredited DI. Receiving an appointment to a DI is very competitive, and completion of the Hunter DP does not guarantee a spot in the DI at Hunter or elsewhere. Since 2009 between 49%-52% of students participating in the computer match nationally were placed into a dietetic internship (see supply and demand of DI at <http://www.eatright.org/ACEND/content.aspx?id=4294967919>.)

It has become more critical for students to plan early for the application process and to use resources such as visiting the DI fair (plan to do this during your FIRST Fall semester in the program; the fair is usually held on a Sunday in November), attending the Hunter and other DI information sessions.

### **Steps involved in applying to a DI**

The first step in the actual process of applying to dietetic internships is to carefully review the list of DI programs at the Academy website (see: <http://www.eatright.org/ACEND/content.aspx?id=10760>). This site offers information details on DI programs available by state. It also includes the following detail about the DI program: Annual Enrollment, Enrollment Time, Program Length, Emphasis, Estimated Total Tuition as well as other important details.

A more detailed list or “Applicant’s Guide” is available on the MS Nutrition Community Blackboard page

Students are encouraged to start considering dietetic internship options a *year* prior to completing the Didactic Program in Dietetics coursework. Then, students can focus on submitting internship applications to the programs of most interest to them at the beginning of the last semester of academic coursework. Suggested steps to take in applying for dietetic internship programs are given below.

also It is important to check the websites of the individual programs. Many programs have more detailed information available on-line from a web link on the Academy website and in the applicant guide. Applicants can also e-mail or write to the internship program director to request descriptive materials and application forms. Make sure to present yourself professionally in all written and verbal communications

Start preparing application materials as directed by each specific internship program at least several months in advance. You may apply for as many internship programs as you wish. Most applicants find that five or six programs are the maximum they have time to prepare materials for since preparing and

organizing application materials can take a great deal of time. Follow application procedures carefully. Each program has its own application procedure defined, and most deadlines are clearly stated on the DI programs websites.

## **Overview of the DI Application Process ( this will be reviewed at a meeting during the third semester of the program)**

### **Application Phase**

All DI Applicants Must Complete a 2-step Process

- **Dietetic Internship Centralized Application System (DICAS)**
- **Computer Matching on D&D Digital**

#### **Application Phase Using DICAS**

- Obtain current application materials from selected DIs at least 6 months prior to the computer match in April and November annually. Please note that while almost all dietetic internships now use DICAS, some still require a paper application (check the Academy website to see a list of these DIs. The paper application forms are not available on the Academy of Nutrition and Dietetics website or from Academy staff. You must get all required application information from the DI programs).
- If required, apply to take Graduate Record Examination (GRE).
- Obtain the Declaration of Intent to Complete form or a Verification Statement from your Didactic Program Director.
- Request references from advisor/faculty/employers and order official transcripts as needed for each DI application.
- Complete each DI application according to instructions provided with the application and submit the materials to the DI director by the designated deadline date. Questions about completing applications should be referred to the DI Director or your DP Director.
- You will also need to mail postmarked by the deadline date, a copy of the official transcript from each college and university you have attended to the following address: DICAS Transcript Department, PO Box 9118, Watertown, Massachusetts 02472

**Make sure to also review carefully the following links on the Academy of Nutrition and Dietetics**

- [Programs Participating in Dietetic Internship Centralized Application System](#)
- [FAQ: Top 10 Questions about Computer Matching for Dietetic Internships \(DIs\)](#)
- [Availability of Dietetic Internship Positions](#)
- [Suggestions to Improve Your Chances at Getting a Dietetic-Internship Position](#)
- [Computer Matching: Applicant Responsibilities](#)
- [Video for Dietetic Internship Centralized Application System](#)

## Detailed Elements of the DICAS Application

1. You can navigate to the DICAS system directly at <https://portal.dicas.org>. You will need to create a new account if you have not already set one up.
2. When logged in, please note that there are instructions for every section at the top right hand corner of each page.

A standard application typically includes a cover letter, a curriculum vita, transcript(s), letters of recommendation, verification by your director program, and possibly supplemental materials requested by a specific internship site (It is important to again emphasize that each site has its own application requirements and deadlines, and thus not all applications will look the same).

**General Application:** This is the “meat” of the application and includes questions about your background, education, and experience. It includes four essay questions.

**Cover Letter:** The cover letter provides an introduction to your application and, most importantly, an opportunity for you to describe your interest in, and fit with, a particular site. It also gives you the opportunity to address site-specific issues or questions. The DICAS Online permits you to submit an individualized cover letter for each site to which you are applying.

**Resume:** A standard professional resume/ curriculum vita (CV). The resume/CV may be developed in a word processing program (e.g., Microsoft Word) and then uploaded directly to the DICAS Online. The Content of a typical resume/CV includes:

- Identifying information
- Education
- Training
- Clinical experiences; Practicum; Psychotherapy experiences
- Supervision experience/Research experience
- Publications, grants, professional presentations
- Teaching experience
- University and professional service
- Related work experience
- Volunteerism
- Awards/Honors
- Professional memberships, leadership positions held
- References

It's not suggested that each of these headings must be included in your CV. The above list of items is included for your information.

**Transcripts:** Includes transcripts from all institutions that you have attended, whether a degree was obtained or not. You are required to mail one official copy of each transcript to the DICAS to the following address: DICAS Transcript Department, PO Box 9118, Watertown, Massachusetts 02472. DICAS will



verify, scan, and attach them to each application. Please do this early. Undergraduate and non-degree transcripts can be requested in the Fall. Hunter transcripts should be requested as soon as third semester grades have posted.

**References:** Most sites request three letters of recommendation, although a few have a different requirement. The DICAS Online service allows your recommenders to upload their letters directly to the service. You will need to send DICAS request to faculty/employers from whom you are requesting letters of recommendation. See section below “How to Get a Good Letter of Recommendation.”

Please ask your reference writers to confirm that they have received the DICAS request. They often go to SPAM.

**Supplemental Materials:** These are any additional materials that may be requested by a program, such as testing batteries and/or reports, undergraduate transcripts, etc. The DICAS Online service allows you to upload supplemental materials for each site that requires such materials.

**Verification by Your DP Director:** You will request a “Declaration of Intent” form to be completed by your DP Director. It will list all courses that are still to be completed (usually the last 3 classes that you are taking in your final spring semester). When you email your request, please include the list of courses you have yet to complete. Send DICAS request to DP Director early (by 2<sup>nd</sup> week of January to your Hunter DP Director) to verify the Declaration of Intent (Students who have already completed their MS DP will request a Verification Statement)

Again, a good resource of information is the applicant video found on <http://www.eatright.org/CADE/content.aspx?id=186>

Reference: <https://portal.dicas.org/dicasHelpPages/instructions/general-instructions/>

### **Computer Matching Phase**

Dietetic Internships (DI) select applicants for appointments through a matching process. Applicants must register with [D&D Digital](#) for computer matching to be considered for placement.

- Applicants must register on the [D&D Digital Web site](#) at <http://www.dnndigital.com/>, pay the \$50.00 computer matching fee with a credit card and submit their prioritized list of selected dietetic internships online to D&D Digital before the designated deadline dates (Refer to Dates for the Computer Matching Process for each appointment period).
- Applicants should call D&D Digital prior to the deadline if they do not receive an e-mail with login information.

Computer matching occurs using the applicant's prioritized list and the programs' prioritized lists. Applicants find out personal results for matching from the D&D Digital website at 6pm central time on the stated Match date. Individuals who have been matched with a program must follow the procedures outlined by that program to accept or decline the appointment by the appointment date.

For additional questions on computer matching email: [dnd@sigler.com](mailto:dnd@sigler.com)

### **Computer Matching: Applicant Responsibilities\*\***

All complete computer matching information, including computer matching dates with deadlines, is on the [Academy/ACEND website](#).

Reference: <http://www.eatright.org/ACEND/content.aspx?id=192>

## **Appointment Phase**

- Applicants who receive a computer match DI appointment are responsible for accepting or rejecting the match by telephone or fax by 6:00 pm (of the program's time zone) on Appointment Day.
- Applicants who submitted a Declaration of Intent to Complete form with their DI applications must obtain a signed DP Verification Statement from their DP Program Director and official transcript documenting completion of the DP and the degree before they may begin the DI.

### **Important Applicant Responsibilities**

Participants in the computer matching process are expected to adhere to the results of the match and accept a match that may occur. It is unethical to decline a match in order to pursue appointment to another program.

### **Applicants Who Do Not Match**

Programs with open positions will be posted on the D&D Digital Web site the day following Appointment Day. Applicants who **do not receive a computer match** must not contact any program with open positions until the day following Appointment Day. In addition, please do not ask your Didactic Program Director to inquire about programs with open positions until the day programs with open positions are posted. This allows the DI programs time to confirm acceptance from their matched applicants and determine the process they will use to fill open positions.

Please note that programs with remaining openings may be distance programs that require applicants to have preceptors in place. It may be in your best interest to have tentative sites in place even if you do not intend to apply to distance programs in the first round.

Applicants who do not match during the second round are encouraged to consider programs that use the November DICAS process as well considering preparing for and taking the DTR exam in the late summer/fall.

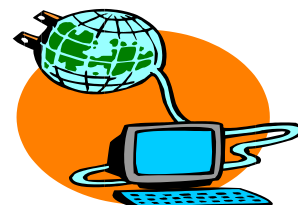
All students who do not match will receive an email from CDR requesting information to prepare registration for the DTR exam

## The Hunter College DI Program

To find out more about the DI program at Hunter College\* attend the Open House offered by Dr. Fischer in mid-November (exact date announced via the NFS listserv) and review the [Hunter DI Program](#)

**\*NOTE: Being enrolled in the MS-DP program at Hunter College DOES NOT guarantee admission to the Hunter DI Program.**

## Resources for Nutrition & Health



American Public Health Association has many useful and interesting articles and links posted. <http://www.apha.org/>

CDC covers epidemiological data through WONDER and NCHS; advises travelers on health precautions; lists job opportunities; publishes condition based health information; and lists distance learning programs offered through the Public Health Training Network (PHTN). [www.cdc.gov](http://www.cdc.gov)

Environmental Protection Agency (EPA) produces environmental information on a wide range of topics and links to other related organizations. [www.epa.gov](http://www.epa.gov)

FedWorld is a gateway to over 100 federal government Internet sites. [www.fedworld.gov](http://www.fedworld.gov)

Food and Drug Administration (FDA) provides professional and public information on drugs, food-borne illnesses, new devices, and links to related pages. [www.fda.gov](http://www.fda.gov)

National Health Information Clearinghouse of the Office of Disease Prevention Health Promotion, DHHS offers information on ODPHP clearinghouses, publications (including Healthy People 2010), and proceedings for the Partnerships for Networked Consumer Health Information Conferences. <http://www.health.gov/nhic/>

US Dept Health & Human Services home page. <http://www.hhs.gov/>

National Institutes of Health (NIH) links to all its constituent institutes which provide health education materials on diverse topics, including AIDS, aging, child health, communication disorders, cancer, genetics, and others. [www.nih.gov](http://www.nih.gov)

- National Center for Alternative and Complementary Medicine <http://nccam.nih.gov/>

National Institute of Diabetes and Digestive and Kidney Diseases  
<http://www2.niddk.nih.gov/>

Health Resources and Services Administration <http://www.hrsa.gov/>

National Heart Lung and Blood Institute <http://www.nhlbi.nih.gov/>

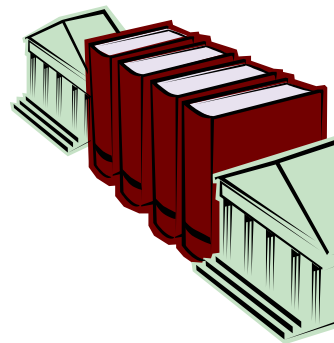
Maternal and Child Health Bureau <http://www.mchb.hrsa.gov/>

NIH Office of Rare Diseases  
<http://rarediseases.info.nih.gov/default.aspx>

Weight Control Information Network  
<http://win.niddk.nih.gov/index.htm>

Women's Health Initiative <http://www.nhlbi.nih.gov/whi/>

- NIH Office of Dietary Supplements  
<http://dietarysupplementdatabase.usda.nih.gov/index.html>



National Library of Medicine (NLM) provides free access to MEDLINE using Internet Grateful Med, full text practice guideline documents, health services research resources, and environmental-toxicology information resources. [www.nlm.nih.gov](http://www.nlm.nih.gov)

New York Online Access to Health disseminates a wealth of topical health information, links to medical databases and Internet resources, and statistical data for NY in English and Spanish. <http://www.noah-health.org/>

PubMed for Medline searches of journals in the National Library of Medicine.

<http://www.ncbi.nlm.nih.gov/PubMed/>

US Dept. Agriculture (USDA) home page contains important nutrition, child, and family information. [www.usda.gov](http://www.usda.gov)

USDA Agricultural Research Service includes food composition databases.

<http://www.ars.usda.gov/Aboutus/docs.htm?docid=6300>

International Food Composition Tables Directory

[http://www.fao.org/infoods/directory\\_en.stm](http://www.fao.org/infoods/directory_en.stm)

American Medical Association provides articles from current issues of JAMA and other information.  
[www.ama-assn.org](http://www.ama-assn.org)

[www.RD411.com](http://www.RD411.com) provides resources and information by RDs for RDs on a variety of topics.

Cornell Cooperative Extension <http://www.cce.cornell.edu/>

Just Food, Community Supported Agriculture (CSA) in NYC [www.justfood.org/csa/](http://www.justfood.org/csa/)

The American Botanical Council (ABC) – promotes science based use of herbs. They publish Herbalgram newsletter. There is also a link to an English Language version of some of the German Commission E Monographs.

<http://abc.herbalgram.org>



## Format for Term Papers and Citations

Students enrolled in the MS courses use the Journal of the Academy of Nutrition and Dietetics style for papers, unless otherwise specified by the professor. The *Journal* follows the guidelines of the American Medical Association *Manual of Style* (9th ed.)

Paper and font. Type everything double-spaced on one side of a sheet of 8½ x 11inch paper, with 1-inch margins on all sides. Use 10-point or 12-point font size.

Pagination. Number pages consecutively.

Footnotes are discouraged, except in tables.

Tables are arranged on a separate page for each. Use a self-contained title that is understandable without reference to the text.

Figures should be either neatly drawn or laser printed from a computer, with the legends on the same page. Label graphs on the figure, itself.

References. You are responsible for the accuracy and completeness of all references and for correct text citation using Zotero

*Optional:*

Appendices and extensive tables are attached after the References.

Supplementary material. Enclose a copy of your relevant work and any nonstandard questionnaires.

## References

The *Journal of the Academy of Nutrition and Dietetics* (formerly the *Journal of the American Dietetic Association*) follows the American Medical Association style for references. One exception is that reference citations in JAND must list *all* authors' names; use of "et al" is not acceptable. Abbreviate periodical titles according to *Index Medicus*; (<http://www.nlm.nih.gov/tsd/serials/lji.html>) If a title does not appear in *Index Medicus*, provide the complete title. For more complete coverage, please consult the AMA Manual of Style: A Guide for Authors and Editors. (Ref R119.A 533 1998). Numbers in parentheses refer to section of the AMA Manual.

## PRINT SOURCES

**BOOK MORE THAN ONE AUTHOR** (list all authors if six or less, otherwise list first three followed by "et al.") (AMA 2.12.7 and 2.12.29)

Whitney EN, Cataldo CB, Rolfes SR, et al. *Understanding Normal and Clinical Nutrition.* 5<sup>th</sup> ed. Belmont, Calif: West/Wadsworth; 1998.

**ANTHOLOGY OR COMPILATION** (AMA 2.12.7 and 2.12.29)

Armitage JO, Antman KH, eds. *High-dose Cancer Therapy: Pharmacology, Hematopoietins, Stem Cells.* Baltimore, Md: Williams & Wilkins; 1995.

**A WORK IN AN ANTHOLOGY** (AMA 2.12.30)

Degner LF, McWilliams ME. Challenges in conducting cross-national nursing research. In: Fitzpatrick JJ, Stevenson JS, Polis NS, eds. *Nursing Research and its Utilization: International State of the Science.* New York, NY: Springer; 1994:211-215.

### **NEWSPAPER ARTICLE (AMA 2.12.37)**

Di Rado A. Trekking through college: classes explore modern society using the world of Star Trek. *Los Angeles Times*. March 15, 1995:A3.

### **MAGAZINE ARTICLE**

Gupta S. *Skipping chemo: a lot of breast-cancer survivors are doing it, not always for good reasons.* *Time*. February 3, 2003;161(5):68.

### **JOURNAL ARTICLE WITH CONTINUOUS PAGINATION (AMA 2.12.12-27)**

Moldofsky H. Sleep, neuroimmune and neuroendocrine functions in fibromyalgia and chronic fatigue syndrome. *Adv Neuroimmunol*. 1995;5:39-56.

### **JOURNAL ARTICLE WITH NONCONTINUOUS PAGINATION (AMA 2.12.15)**

Boissoneau R, Schwahn BM. Participatory management: its evolution, current usage. *AORN J*. November 1989;50(5):1079, 1082-1084, 1086.

### **NONPRINT SOURCES**

#### **INTERVIEWS/LETTERS/E-MAIL (AMA 2.12.47)**

Do not include "personal communications" in the list of references. The following forms may be used as *parenthetical references in the text*. Include the date of the communication and whether it was in written or oral form. Highest academic degrees should also be given. For example:

In a conversation with J.P Smith, MD (August 2004) . . .

According to a letter from J.P. Smith, MD in August 2004 . . .

Kramer's findings were the same (J.M Kramer [jmkramer@umich.edu], e-mail, August 6, 2004).

#### **VIDEOTAPE OR DVD (AMA 2.12.44)**

*Obsessive-compulsive Disorder: Pharmacotherapy and Psychotherapy* [videotape]. Washington, DC: American Psychiatric Press; 1995. Alger I, ed; Treatment of Psychiatric Disorders Video Series.

### **ELECTRONIC PUBLICATIONS**

#### **NEWSPAPER ARTICLE FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)**

Harmon A. In new tests for fetal defects, agonizing choices for parents. *New York Times* [online]. June 20, 2004;A1, A19. Available from: Ebsco Medline. Accessed September 16, 2004.

### **MAGAZINE ARTICLE FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)**

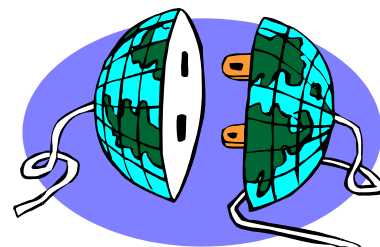
Gupta S. Skipping chemo: a lot of breast-cancer survivors are doing it, not always for good reasons. *Time* [serial online]. 2003;161(5):68. Available from: Ebsco Medline. Accessed October 4, 2004.

### **JOURNAL ARTICLE WITH CONTINUOUS PAGING FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)**

Taylor K. Researching the experience of kidney cancer patients. *Eur J Cancer Care* [serial online]. 2002; 11:200-4. Available from: Ebsco Medline. Accessed October 19, 2004.

### **JOURNAL ARTICLE WITH NONCONTINUOUS PAGING FROM A SUBSCRIPTION SERVICE (AMA 2.12.46)**

Kemp JP, Kemp JA. Management of asthma in children. *Am Fam Physician* [serial online]. 2001;63:1341-8, 1353-4. Available from: Ebsco Medline. Accessed June 4, 2001.



### **WEB SITES (AMA 2.12.46)**

#### **NO AUTHOR**

Terre Haute Center for Medical Education. The THCME Medical Biochemistry page. Available at: <http://web.indstate.edu/thcme/mwking/home.html>. Accessed August 24, 1999.

#### **AUTHOR**

Lynch T. DSN Trials and Tribble-ations Review. Psi Phi: Bradley's Science Fiction Club Web site. 1996. Available at: <http://www.bradley.edu/campusorg/psiphi/DS9/ep/503r.htm>. Accessed October 8, 1997.

## Suggested Strategies for Meeting Expectations of Masters Students

### **Skills**

1. **Be able to carry out mathematical operations (including algebra and statistics) and apply them to public health.** Be able to perform and apply quantitative operations to basic public health problems. Understand basic concepts from algebra and statistics, and be able to carry out operations accurately with numbers up to 1 billion, whether by hand or electronically. Be able to represent numbers in fraction, decimal and exponent form. Own and be familiar with the use of an electronic hand calculator. Consider enrolling in an undergraduate (or non-credit) mathematics/stats course if your background in mathematics is weak or if you received low GRE quantitative scores.



2. **Possess computer skills, including word processing, Excel, the use of electronic mail, and internet research.** For training, see the Office of Instructional Computing and Information Technologies (ICIT) at <http://www.hunter.cuny.edu/icit> Students who need more extensive help to achieve basic computer literacy should enroll in a non-credit course in computers
  
3. **Be able to express oneself orally and in writing as required to describe and analyze social and scientific issues for both academic and general audiences.** Help and workshops are available through the Hunter College Reading and Writing Center at <http://rwc.hunter.cuny.edu/> Students with writing problems, low GRE verbal scores, or limited experience writing in English should consider enrolling in undergraduate (or non-credit) writing courses. Some students have found it helpful to pair up with a “buddy” to proof and critique one another’s written work.
  
4. **Maintain membership in at least one professional organization.** Join and become active in The Academy of Nutrition and Dietetics (<http://www.eatright.org>) AND has a reduced student membership fee. AND also offers over 25 Dietetic practice groups ( DPG) and 10 Member Interest Groups (MIG) which provide the opportunity to engage with other professionals on topics of special interest.

Join and become active in your local association including Greater New York Dietetic Association (GNYDA) , Long Island Dietetic Association (LIDA) and Westchester/Rockland Dietetic Association (WRDA)

5. **Read at least two monthly professional journals regularly, one of which should be the *Journal of the Academy of Nutrition and Dietetics*** Other journals of interest include:

*American Journal of Public Health*

*Journal of Occupational and Environmental Health*

*Environmental Health Perspectives*

*Environmental Research*

*American Journal of Industrial Medicine*

*Community Health Education:*

*Health Education and Behavior*

*Health Education Research*

*Health Promotion Practice*

*Most of these journals are available in print and/or electronic format through the Hunter College library*

- 6. Be familiar with current debates on major nutrition, public health and health/food policy issues**, such as health care coverage, food safety, and racial disparities in health. You can do this by following the national news and reading at least one of the following:

National daily newspaper (All major dailies are available free-of-charge online)

National weekly newsmagazine

- 7. Be able to find a variety of appropriate references related to health in a library.** You should be able to conduct a systematic search of the professional literature and lay publications.

## Find Your Way at the Schools of Social Work and Public Health Library

*Things you need to know...*

1. Your Hunter ID is your One Card. Use it to check out library books, make photocopies, print, pay fines, or to access your library account. More info:

<http://www.hunter.cuny.edu/icit/services/onecard>

2. Looking for books, DVDs and more? Search in the online library catalog, CUNY +.

CUNY+ is a listing of all the materials held by the Hunter College Libraries, as well as other CUNY schools. You can find CUNY+ under "Find" on the library website:

<http://library.hunter.cuny.edu/>

3. Need a book that Hunter doesn't own? You can request and borrow books from other CUNY schools using CLICS: CUNY Libraries Inter-Campus Service. Find out more:

<http://library.hunter.cuny.edu/services/CLICS>

4. You can check out laptop computers for personal use in all the Hunter Libraries. For further information, forms and policies visit: <http://library.hunter.cuny.edu/help/laptopuse>

5. The library has study rooms available. Rooms can be reserved for two hours. Reservations must be made in person, not over the phone, and can be made one week in advance.

6. Sometimes instructors will put course materials on reserve in the library. Materials can be on electronic reserve (online) or physically at the library. Learn more about reserves: <http://hunter.docutek.com/eres/>

7. The Hunter College Libraries are staffed with friendly, knowledgeable librarians who are happy to help and can save you loads of time. You can contact a librarian in person at the reference desk, on the phone (212) 396-7656, via email, or IM with *Ask A Librarian* which is accessible through the main library page. The librarians of the Schools of Social Work and Public Health Library are:

Prof. Philip Swan (Head Librarian) [pswan@hunter.cuny.edu](mailto:pswan@hunter.cuny.edu) (212) 396-7658

Prof. Meg Bausman (Social Work Librarian) [mbausman@hunter.cuny.edu](mailto:mbausman@hunter.cuny.edu) 396-7659

Prof. Mason Brown (Public Health Librarian) [mbr0010@hunter.cuny.edu](mailto:mbr0010@hunter.cuny.edu) 396-7660

Prof. John Pell (Public Health Librarian) [jpell@hunter.cuny.edu](mailto:jpell@hunter.cuny.edu) 396-7660

8. All of the Hunter College Libraries have wireless Internet access. Bring your own laptop, or check out one of ours. Learn more here:

<http://www.hunter.cuny.edu/icit/services/hunters-wireless-network>

9. You can access our electronic resources online anytime, anywhere, as long as you have an Internet connection. Find out how: <http://library.hunter.cuny.edu/find/accessfromhome>

10. All the Libraries provide computers with adaptive software, as well as wheelchair accessible workstations.

11. For current Library hours: <http://library.hunter.cuny.edu/about/hours>

12. Keep up to date with Library news and events, leave comments, and learn about new library resources by reading our Blog: <http://library.hunter.cuny.edu/blog/>

## Information about weather emergencies

...and other factors that may impact your attendance at rotation sites or coursework is available from:

In severe weather conditions, you can stay informed about possible school closings and schedule changes by subscribing to [CUNY Alert](#).

Changes in operations will be also posted at [www.hunter.cuny.edu](http://www.hunter.cuny.edu) and broadcast through the CUNY Central Administration on the following radio stations:

- [WADO 1280 AM \(Spanish-language\)](#)
- [WBLS 107.5 FM](#)

- [WCBS 880 AM](#)
- [WFAS 1230 AM](#)
- [WFAS 103.9 and 106.3 FM](#)
- [WINS 1010 AM](#)
- [WLIB 1190 AM](#)
- [WOR 710 AM](#)

Students and personnel at the Hunter College Campus Schools follow the procedures issued by the [New York City Department of Education](#). During emergencies, the [CUNY central website](#) will also provide information to the University community.

## Networking

We have all heard about networking, and how much having a great network of people around you can be a great boost to your career. If you already have a collection of business cards and contact information, that is a good start. Who you know can be important, but perhaps even MORE important is who knows YOU. A good place to network is at professional meetings and conferences. Don't just stick with the people you know. Ask questions of the speakers, or organizers, or wait staff. People usually like to talk about what they do, or like, or even what they don't like.



## Professional Meetings and Activities

The faculty believe in providing opportunities that develop and enhance the professional growth of the student. Thus, as a matter of policy, students are encouraged to participate in professional meetings, conventions, projects, etc. The following activities are suggested: (1) student memberships in local, state, and national professional organizations; (2) preparation, display, and presentation at professional meetings; (3) participation in National Nutrition Month activities; and (4) attendance and participation at any function in which new knowledge or the quality of professionalism is enhanced.

In promoting the above philosophy, students are encouraged to attend professional meetings of the Greater New York Dietetic Association and New York State Dietetic Association. If you live in Long Island or Westchester or Rockland Counties, look into the Long Island Academy of Nutrition and Dietetics

(LIAND, formerly LIDA – Long Island Dietetic Association) or the Westchester/Rockland Dietetic Association (W/RDA).

The faculty encourages students to also attend other nutrition-related meetings and seminars, which are offered at times other than those that require the student to be in class or clinical experience. These are typically announced on the NFS listserv.

## Stress Management Resources

The many and varied demands of graduate school can cause students to feel stressed. Managing the daily stress level is ultimately up to each individual, but there are many resources available to help with this.



<u>Symptoms of Stress</u>
- neck pain
- headache
- lower back pain
- fast pulse
- sweating
- sleeplessness
- poor concentration
- dryness of throat & mouth
- weakness

Balancing the demands of college and personal life can be challenging; The Hunter College Personal Counseling Services is available to help students handle this stress and pressure successfully and constructively. At times, just talking can make a difference; while other times, more intervention is needed. **The Office of Personal Counseling Services** strives to help students manage the demands of life through confidential and individualized personal counseling services. Licensed counselors are available to assist students in overcoming personal, academic, and/or crisis situations that could negatively impact their progress and success at Hunter College. Walk-in hours are Monday – Friday, 9:00 am – 5:00 pm in Room 1123 East Building. For further office hours and or for appointments, please visit 1123 East Building or call (212) 772-4931.

### How to Reduce Stress

Many stresses can be changed, eliminated, or minimized. Here are some things you can do to reduce your level of stress:

Become aware of your own reactions to stress.

- Reinforce positive self-statements.
- Focus on your good qualities and accomplishments.
- Avoid unnecessary competition.
- Develop assertive behaviors.
- Recognize and accept your limits. Remember that everyone is unique and different.
- Exercise regularly.
- Eat a balanced diet daily.
- Talk with friends or someone you can trust about your worries/problems.
- Learn to use your time wisely:
- Evaluate how you are budgeting your time.
- Plan ahead and *avoid procrastination*.
- Make a weekly schedule and try to follow it.
- Set realistic goals.
- Set priorities.
- Practice relaxation techniques. For example, whenever you feel tense, slowly breathe in and out for several minutes.

#### Stress Management Resources On-line

<http://health.discovery.com/centers/stress/index/stressindex.html>

<http://www.nlm.nih.gov/medlineplus/stress.html>

<http://www.mayoclinic.com/health/meditation/MM00623>

<http://blogs.yogajournal.com/audio/savasana.mp3>

## How to Get a Strong Letter of Recommendation

*This is the policy of the Nutrition Program regarding letters of recommendation.*

You must get permission from your professor each and every time you want to list him or her as a reference. The question to ask your professor is: *Do you know me well enough to write a good letter of recommendation for me? or Would you be comfortable making a strong recommendation to graduate school or for a dietetic internship?* If the answer is less than enthusiastic, consider your other options. Only ask those professors to write letters who know you well and in whose classes you:

- received high marks, and/or

- made exemplary progress, and/or
- carried out a particularly noteworthy project

The ideal letter comes from a professor who can describe specifically what sets you above the rest, and is able to cite specific examples of your successes rather than vague generalities. The recommender should be able to provide examples of your analytical ability, communication skills, thoroughness, how you follow through on projects and ideas, your reliability, and how you work with others and individually.

Occasionally a professor will suggest that you ask someone else to write a letter. This happens most frequently when the faculty member doesn't know the student well enough to write anything significant, or the professor has too many doubts about the student's abilities or performance to write a strong reference.

If the faculty member is willing to write on your behalf, you must allow a *minimum of 2 to 3 weeks for a letter to be produced*. Some faculty members can write letters in less time. But during particularly busy periods, as much as a month may be required. Please be sure to take this into consideration when requesting recommendation letters. You should never wait until the last minute. Ask how long it will take so you can factor that information into scheduling the application process.

In general, the nutrition faculty at Hunter who act as references want the following information provided together in a single packet:

- Unofficial transcripts** from all post-secondary schools you attended (i.e., all the colleges you attended)
- Personal statement** of your *long-term goals* and *short-term objectives*
- List** of your strengths (giving examples) and areas that need developing
- Resume** that includes information about your work and volunteer experiences
- Brief description** of your involvement in key volunteer activities
- Some faculty members will want **samples of the written work you submitted** that *includes their comments and your grade for the assignment*. This will help them highlight what makes you a strong candidate.
- Signed waiver form**. Many letter writers will only write a letter if they know it will not be read by the student. If you don't want to waive your right to read the letter and you're nervous that the letter writer won't write you a good letter of recommendation, then that's an indication you should consider asking someone else to write on your behalf.
- Stamped addressed envelope** for each reference that will be mailed directly to the program you are applying to. Note that DICAS and many graduate programs now require that letters be submitted electronically.

**Be sure to write your recommenders a note of thanks.** And let them know what happens.

Additional suggestions:

For more ideas about asking for letters of reference, click on <http://www.boxfreeconcepts.com/reco/#Recommendation%20Overview>

Read what advisors at colleges throughout the country suggest:

Skidmore: <http://www.skidmore.edu/administration/career/handoutsWeb/acrobatFiles/professorref.pdf>

UC Santa Cruz: [http://lals.ucsc.edu/undergraduate\\_program/downloads/letter\\_of\\_recommendation.pdf](http://lals.ucsc.edu/undergraduate_program/downloads/letter_of_recommendation.pdf)

Berkeley (Cal): <http://career.berkeley.edu/grad/GradLetter.stm>

Univ of Oregon: <http://darkwing.uoregon.edu/~novkov/advising/recmemo.html>

Kenyon: <http://documents.kenyon.edu/english/howtogetgoodlet.doc>

Univ of Texas (Dallas): <http://www.utdallas.edu/bbs/psycareers/6th/goodlettersofrecommendation.doc>

While we're at it, *here's what not to do*:

Professors' Pet Peeves: How to receive a less than enthusiastic letter of recommendation. Click on <http://psych.hanover.edu/handbook/peeves2.html>

If you want to learn how your postings on social networking sites may be used against you, [Click here: Naughty Past Posted Online Jeopardizes Student's Future - Yahoo! News](#)

## Career Opportunities in Dietetics and Nutrition for Graduates of the Didactic Program in Nutrition and Dietetics

Upon completion of the DP, a student is qualified to write the Registered Examination for Dietitians. The successful examinee is recognized as a Registered Dietitian Nutritionist. Various challenging jobs are open to the RDN or graduates who are eligible to sit for the RDN exam.

THE CLINICAL DIETITIAN, provider of food and nutrition services in health care settings, is a vital member of the medical team in hospitals, outpatient clinics, research laboratories and private practice. Responsibilities may include:

- Nutrition screening and assessment
- Nutrition care planning and implementing using state of the art techniques for parenteral and enteral nutrition care
- Patient/family and staff nutrition education /counseling
- Functioning on health care team



As years of experience accumulate, the clinical dietitian may assume additional responsibilities such as a chief clinical dietitian who plans, organizes, implements, and maintains optimal clinical nutrition services and supervises clinical dietitians and dietetic technicians.

THE ADMINISTRATIVE DIETITIAN in health care facilities, school food service programs, cafeterias and restaurants:

- Coordinate food service system or clinical management
- Administer personnel
- Designs and implement employee training programs
- Plan food systems and departmental budgets

THE COMMUNITY DIETITIAN/NUTRITIONIST assumes a vital role in public health agencies, day care centers and health and recreation clubs. In these types of positions, the RDN may be become involved in developing nutrition/health programs and in coordinating and establishing linkages among various community health programs. Responsibilities may include

- Nutrition counseling
- Patient education
- Implementation of community programs
- Supervision of staff and program activities

THE BUSINESS DIETITIAN works as a professional resource for corporations in product development, food styling and menu design; as the sales professional or purchasing agent representing food, equipment or nutrition product accounts; and as a food nutrition or marketing expert in public relations and the media.

THE EDUCATION DIETITIAN teaches the science of nutrition and food service systems management in colleges, universities and hospitals; conducts nutrition and food service systems research, and writes nutrition and food service systems articles, books, columns and newsletters.

THE CONSULTANT DIETITIAN, practicing independently, advises the food and pharmaceutical industries; speaks at professional seminars; authors food nutrition and diet books; counsels patients in nursing homes, medical and dental centers; plans food service systems; and tailors nutrition regiments within fitness programs for athletes dancers and others.

THE SYSTEMS DIETITIAN is a position created in the field of dietetics by the advancement of computer technology. Computerized dietary analysis has become a routine task in many health care facilities and catering departments. The systems dietitian may

- Assist in analyzing and identifying current and future needs
- Produce technical specification for items to be purchased
- Assist in evaluating and selecting the best software system available
- Assist in supervising activities and follow up the implementation plan and supervising the commissioning of the system.

*Beyond the RDN – More Credentials to Consider*

*New York State – Certified Dietitian / Nutritionist (CDN)*

<http://www.op.nysed.gov/dietlic.htm>

*Certified Diabetes Educator – CDE*

<http://www.diabeteseducator.org/>

<http://www.ncbde.org/>

*Certified Nutrition Support Dietitian – CNSD*

<http://www.nutritioncare.org/>

<http://www.nutritioncare.org/nbnsc/>

***AND Specialty Certifications***

*Board Certified Specialist in Gerontological Nutrition (CSG)*

*Board Certified Specialist in Sports Dietetics (CSSD)*

*Board Certified Specialist in Pediatric Nutrition (CSP)*

*Board Certified Specialist in Renal Nutrition (CSR)*

*Board Certified Specialist in Oncology Nutrition (CSO)*

*Certificate of Training in Adult Weight Management*

*Certificate of Training in Childhood and Adolescent Weight Management*

## **Finding a Nutrition Job... ONLINE**

*HELPFUL JOB SEARCH URLS FOR NUTRITION PROFESSIONALS INCLUDE:*

[http://www.sodexo.com/group\\_en/careers/your-future/so-sodexo.asp](http://www.sodexo.com/group_en/careers/your-future/so-sodexo.asp)

[www.call24online.com](http://www.call24online.com)

[www.healthcareerweb.com](http://www.healthcareerweb.com)

[www.nationjob.com/medical](http://www.nationjob.com/medical)

[www.aramark.com](http://www.aramark.com)

[www.chronicle.com/jobs](http://www.chronicle.com/jobs)

[www.monster.com](http://www.monster.com)

[www.hotjobs.com](http://www.hotjobs.com)

[www.nutritionjobs.com](http://www.nutritionjobs.com)

[www.careersinfood.com](http://www.careersinfood.com)

[www.idealist.org](http://www.idealist.org)

## Policies and Procedures

The policies and procedures detailed on the following pages are meant to supplement, and not replace, those outlined in both the **Graduate College Bulletin** and the **School of Public Health Student Handbook**.

### Statement of Nondiscrimination and equal opportunity

The Nutrition Program supports the policy of equal opportunity and Affirmative Action as set forth by Hunter College and the Board of trustees of the City University of New York. The Department of Nutrition and Food Science of The CUNY School of Public Health will treat all qualified students equally, without regard to age, gender, sexual orientation, alienage or citizenship, religion, race, color, national or ethnic origin, disability, veteran or marital status.

### Estimated Costs

All tuition and fees are determined by the City University of New York (CUNY) Board of Trustees and are subject to change without notice. Students are encouraged to visit the Bursars website at <http://www.hunter.cuny.edu/bursar/tuition-fees> for most recent information about in-state, out-of-state and international student tuition.

Students must pay tuition and fees in full at the time of registration. Without full payment students will not be considered registered and will not be admitted to class. Financial arrangements for the payment of tuition and fees must be made by the student prior to registration. Information on grants, scholarships and loans can be found in the graduate catalogue.

**Estimated tuition and fees** (INCLUDES tuition charges and mandatory fees (student activity fee, consolidated service fee and technology fee. <http://www.hunter.cuny.edu/bursar/tuition-fees>

### Student Regulations and Rights

These statements are abridged. Complete CUNY statements regarding policies and procedures appear in the *Student Regulations and Rights* in the current Undergraduate Catalog and in the Office of the Dean of the CUNY School of Urban Public Health.

### Grades and Completion of Courses

As required by Hunter, graduate students must maintain an overall GPA  $\geq 3.0$  to remain in good academic standing. Grades range from A through F. Pass/Fail is available for Fieldwork only. **There is no credit/no credit option for graduate level coursework.**

**Incompletes:** Incompletes are the exception rather than the rule. You are expected to complete all course work and attain a grade by the end of each semester. If an extenuating circumstance prevents you from completing required coursework, you must request an incomplete (INC) from your instructor **prior to the last scheduled class session**. Extensions are granted at the instructor's discretion. If granted, ask

your instructor to prepare a **written contract** stating the exact nature of the work to be completed, the deadline for completion, and the consequences for non-compliance. Such contracts must be signed and dated by you (the student) and the instructor, with a copy filed with the UPH office. (Note: This policy does not apply to Fieldwork incompletes) Upon completion of the required coursework, your instructor will use a paper **Change of Grade Form** (COG) to submit your final grade. Allow 2-3 weeks for the grade to appear on your transcript. Email your instructor (cc the UPH Administrative Coordinator) if the changed grade is not posted.

Following the last day of the each semester, instructors have **3-4** weeks to electronically submit grades. Monitor your transcript within the month after classes and email your instructor and Program Director if you fail to receive a grade. In the event you do not receive a reply, email the UPH Administrative Coordinator. In all correspondence, it is important to include your legal name, EMPLID number, semester/year of the course and the instructor's name. **Note:** Those graduating within the given semester **MUST** have all grades posted no later than the day **BEFORE** Commencement in order to graduate. Take necessary action at last two weeks before Commencement.

## Academic Standing, Probation and Disbarment

### Early Warnings

The DP director is notified by the course instructor if a student is struggling in a particular class and is doing work averaging a C or below, or if a student's work shows a sudden decline, or if a student stops attending. The DP director gets in touch with the student and alternative are discussed (official withdrawal, a grade of incomplete).

If your cumulative GPA falls below 3.0, you will be placed on academic probation at which time you may be disbarred from further study.

As an DP student, you are required to maintain a cumulative GPA of 3.5 or higher.

If you find you are struggling during the early/mid part of a semester, it is your responsibility to speak with your instructor and advisor or Program Director. Program Directors understand unexpected life situations may have consequential impact on a student's academic success. Though not encouraged or expected of graduate students, Hunter allows students to officially withdraw from classes within the first ten weeks of each semester with instructor approval (see Academic Calendar). The resulting W grade is not calculated into one's GPA. On the other hand, an unofficial withdrawal after the College's official withdrawal deadline will result in a grade of F – effectively leading to probation and/or disbarment. In view of the severe consequences, we again say it is critical you speak with your instructor and faculty advisor well before the official withdrawal deadline. Note: there is no tuition refund should you withdraw from a course.

At the end of the semester

**If your GPA falls below 3.0 you are required to immediately:**

- Email and meet/speak with your faculty advisor

If your DP Director believes you can meet and maintain academic requirements, s/he may request one semester of continued probationary study with conditions. Stipulated conditions must be met to continue toward the Master's. Failure to meet conditions will result in dismissal from the graduate program. You must provide a contract of the probation status agreement to the UPH Office for your student file and regularly inform your advisor of your progress.

**Probation and Registration:** The Registrar automatically bars those on academic probation from future registration and will drop courses for those who registered early for a future semester. To be approved for continued study, you must email the Dr. Khursheed Navder, Program Director. The email should include the grounds for your grade and a statement to justify continued study. Send a cc of this email to your Advisor. If your request is approved, the Dr. Navder will send a written request to the Registrar requesting clearance for re-registration with a probationary status. In the future semester, you must obtain a minimum 3.0 GPA or you will be disbarred from the program.

**Disbarment:** In the event you have two consecutive semester under a 3.0 GPA, Hunter, you will be officially disbarred from further study and all future registrations will be dropped. Should you wish to appeal this decision, complete and give the [Academic Dismissal Removal Form](#) to you Dr. Navder. If your appeal is granted, Dr. Navder will stipulate conditions which must be met for continued study. UPH will forward the Academic Dismissal Removal Form to the Registrar who, upon concurrence, will clear you for one semester future registration under "continued probation".

### Leave of Absence & Readmittance to Hunter

You must request a leave of absence in writing. Inform your faculty advisor and submit a [Request for Leave of Absence Form](#) to the UPH Academic Office. At least two months in advance of your return, submit a [Readmission Form](#) to Admissions to reactivate your Hunter record for registration. If any courses on your record are older than 4 ½ years, you must also [attach a time extension form](#).

**To register your returning semester, call, meet with or email your faculty advisor during early [registration advisement](#), or well before late registration to reserve space in your preferred classes. You will be unable to register if you fail to submit the required readmission form.**

### Maintenance of Student Records

#### **Policy:**

Student records, including transcripts and Verification Statements, will be kept indefinitely in an electronic format.

#### **Procedure:**

An electronic file will be created for each student at the time at which they start the Program. Application materials previously received from each student will be reviewed and placed into their respective files. Materials will specifically be inspected for presence of all academic transcripts with degrees conferred as appropriate, and completion of all prerequisites and admission requirements. If complete information has not yet been received, incoming students will be contacted and requested to provide this. Students will not be allowed to start the program until they have provided all the required documents to the Program Director of the SEL.

This procedure will be communicated to prospective students in the program's application materials, and to incoming students in the introductory materials sent to them prior to their arrival at the program. It will be reiterated in the Program's Handbook they are introduced to on the first day of orientation. The current version of the handbook will be available from the program website.

The following documents will be retained on file for all Students in the Program:

- Official Transcript(s) with degree(s) conferred
- Application materials and contact information

As applicable to the student's course of study:

- Insurance information
- Health verification and documentation
- Background check results
- Rotation schedules
- Evaluations
- Verification Statements
- Name/Address Verification Form

## Confidentiality of Student Records

### **Policy Statement:**

Board of Trustees guidelines and the Federal Education Rights and Privacy Act (FERPA) of 1974 permit only specific information concerning current and former students to be made available to those parties who have a legitimate interest in the information.

No information from the student's personnel record, other than name, job title and an inclusive date of study is to be released without written consent of the student or a court order. The personnel record may be examined only by the student and by faculty/preceptors of the Didactic Program in Nutrition and Dietetics who are or could become responsible for supervision of the student.

Student records that are protected include all reports of disciplinary action (including records of oral and written warnings), all performance evaluations and supporting documentation, and attendance and employee health records.

### Access to Confidential Records Procedure

By filing a letter with the Nutrition Program, a current or former student may request that any or all of the above information not be released without the student's prior written consent. This letter may be completed, withdrawn or modified at any time.

Students may have access to their records by submitting a request in writing to the Program Director. The Director will inform the students when and where records may be inspected. Faculty/preceptors are permitted to review the personnel records of their students.

**Note:** It is the responsibility of all preceptors to inform their students of this policy and to adhere to it. It is the responsibility of the Didactic Program in Nutrition and Dietetics Director to administer this policy.

### Student Photo Identification

#### Policy:

An initial Photo ID will be issued to all enrolled students free of charge. The student photo I.D. will allow entrance and use of the college library and other facilities. All students are required to show their Hunter College Photo ID at all times when entering the college and transacting college business. Although Hunter College maintains an open school policy, students entering the campus are required to present their current ID to gain access. A replacement ID will be available at a nominal fee. Appropriate identification will be required before issuing a student I.D.

#### Procedure:

Students obtain their ID card, the Hunter OneCard, in the beginning of the semester in the West Building Lobby entrance of the building at 68<sup>th</sup> Street, or in the Hunter West 203 Lobby at other times in the semester. Regular hours are Monday through Friday 9 am to 5 pm (excluding holidays). All students must have their current semester bursar receipt in addition to another form of photo identification.

Newly admitted students receive their first I.D. free of charge during their first semester.

See <http://www.hunter.cuny.edu/it/it-services/onecard> for more information.

### Didactic Program in Nutrition and Dietetics Courses

The following courses will be taken by all Dietetic Students. Together, they constitute the Didactic Program in Nutrition and Dietetics (DP). (See also curriculum above)

COMPONENT	
Prerequisite Courses (min credits)	General Chemistry w/lab, 4 credits Organic Chemistry w/lab, 4 credits Anatomy and Physiology I w/lab, 4 credits



	<p>Anatomy and Physiology II w/lab, 4 credits  Microbiology, 3 credits  Biochemistry (3 credits)  Intro to Nutrition*, 3 credits  Intro to Food Science* I, 3 credits  Intro Statistics or higher, 3 credits  Econ, Psych, Anthro, <i>or</i> Sociology, 3 credits  <b>TOTAL 34 prerequisite credits (students can take courses with a higher credit value)</b></p> <p>*Can be taken as self-study for no credit with a challenge exam given by Hunter Nutrition 3x per year. Science prerequisites require a minimum grade of C. Nutrition/Food Science prerequisites require a minimum grade of B or 80% for the challenge exam.</p>
Program Courses ( total 41 credits, courses 3 credits each unless otherwise noted)	<p>PH 75000 Biostatistics or equivalent  NUTR 72500 Nutrition Research  NUTR 71500 Food Service and Management  NUTR 72000 Community Nutrition Education  NUTR 73300 Nutrition and Human Development  NUTR 73100 Advanced Nutrition I  NUTR 73200 Advanced Nutrition II  NUTR 73400 Clinical Nutrition I  NUTR 73500 Clinical Nutrition II  NUTR 74600 Nutrition and Disease)  NUTR 74700 Advanced Nutrition &amp; Assessment Lab (1 credit)  NUTR 74800 Nutrition Assessment &amp; Counseling  NUTR 75600 Food Science &amp; Environment  NUTR 75700 Food Science &amp; Environment Lab (1 credit)  NUTR 78000 Capstone <i>plus</i> Comprehensive Exam (3 credits)</p>
Research	<p>Research for the capstone project, varies in time requirement, typically around 300 hours minimum</p>

***A Verification Statement is granted only upon completion of all required credits.***

### Withdrawal & Refund of Tuition

**Policy:**

Any student who chooses to withdraw from the program or from a course will receive a refund in accordance with the schedule outlined in the Bursar’s website.

**Procedure:**

As of June 1994, three diverse refund policies were implemented for CUNY students. They are: CUNY, Federal Pro Rata refund and Federal other than Pro Rata refund. The latter two refund

policies apply only to Federal Financial Aid recipients. Students should refer to the Bursar's website for deadlines and explanations of these procedures. <http://www.hunter.cuny.edu/bursar/tuition-fees/refunds>

### Deadlines for Program Course Completion

All course assignments and activities should be completed by the end of the second spring session. Under extenuating circumstances, a DP student may be allowed to complete assignments after the last day of that spring session, with permission from the Program Director.

### Evaluation of students for achievement of knowledge and skills

#### **Policy:**

Student progress shall be monitored by course directors, and insufficient progress or performance of a student in a specific course shall be communicated to the Program Director when it becomes evident. Summative and formative evaluation of student performance is evaluated at the end of each semester.

#### **Procedure:**

Learning goals for each course are defined in the syllabus, along with learning outcomes measures. Course directors evaluate student progress throughout the semester, following their respective course plan. Any concerns about insufficient progress or performance of a student is discussed with the Program Director at or around the monthly Nutrition Program Faculty meeting or as soon as it becomes evident. The Faculty member and the Program Director will determine possible remedial action to be taken, including use of the College's support services like the Writing Center, and recommendation of tutoring services as applicable.

Evaluation of the overall performance of each student is performed at the end of each semester, when grades are entered. The Program Director will each student's record with respect to grades below 80% that require that a course be retaken.

Evaluation of overall student learning in a course takes place each semester via surveys requesting evaluation by students, review of grades and samples of graded assignments, and review of final grades.

### Program Completion Requirements of the Didactic Program in Nutrition and Dietetics

#### **Policy:**

Students pass all program coursework with a grade of B- or better (80% or better), and comply with all policies, procedures and standards of professional behavior for graduation from the program.

#### **Procedure:**

Students will complete a minimum of 41 credits of the Program Coursework established by the Didactic Program in Nutrition and Dietetics of the Nutrition Program in the CUNY School of Urban Public Health.

Performance in the Program coursework will be assessed throughout the semester per the respective syllabi. Student who do not achieve at least 80% in the overall course evaluation (B- or better) may repeat the course once when it is next offered. **If they still do not pass the course, they will be dismissed from the program.**

Students must consistently demonstrate compliance with policies, procedures and standards of professional behavior throughout the studentship to complete the program. Any lapse in compliance will be addressed with the student and corrective action will be taken. The first instance of non-compliance with policies, procedures or standards of professional behavior will result in a verbal warning, the second instance in any of the categories designated will result in a written warning, and the third instance in any area of compliance will result in termination.

#### Verification Statement & Registration Exam

Upon successful completion of all Program requirements, students will be provided five) Verification Statements. Original Verification Statements are required for entry into Dietetic Internship Programs and may be required for transfer of AND Membership status from Student to Active member, licensure/certification and employment. Students should retain a personal file copy for future use. Additional Verification Statements will be available from the Program Director upon request.

**Students who have not completed all Program requirements will not be given Verification Statements.**

#### Conduct

##### **Policy:**

All students are expected to abide by the policies and procedures of the Hunter College Nutrition Program, its affiliates, rotation sites, and the Academy of Nutrition and Dietetics (AND).

##### **Procedures:**

Upon entry to the Program, each DP student will be introduced to the Student Handbook, which includes policies and procedures for conduct, ethics, program operation, and student performance. Students are expected to read and follow the policies, procedures and performance requirements of the Hunter College Didactic Program in Nutrition and Dietetics, the affiliations, Hunter College and the Academy of Nutrition and Dietetics.

##### **Policy:**

All students shall conduct themselves in a respectful and professional manner in all settings throughout the Program.

##### **Procedures:**

Whereas students are entering into the work environment of their preceptors for the purpose of learning from them, and meeting the competencies required by the studentship, it is incumbent upon them to treat every preceptor as a valued teacher, regardless of the rotation or work site.

Students are expected to be respectful of the policies and norms of behavior in each work setting. (For example, the usual way to answer the office telephone, the locations where it is acceptable to eat or drink, lunch and break times, etc.)

Students should accept any and all assignments from preceptors, provided such assignments are not illegal or dangerous. Bearing in mind that "scutt" activities (such as filing or making photocopies) performed by students can free up more of the preceptor's time for more substantive discussions and teaching at a later point in the day.

Students should refrain from personal telephone conversations and/or texting while on duty at any rotation site.

Students should avoid engaging in office politics and unprofessional discussions or gossip.

### Support Services for Dietetic Students

#### **Policy:**

The Didactic Program in Nutrition and Dietetics Program within the Nutrition Program of the CUNY School of Urban Public Health ensures that all dietetic students have the appropriate support services available during the program.

#### **Available Support Services:**

Reference texts, manuals, curricula, documents, and relevant articles are held in the Nutrition Program of the CUNY School of Urban Public Health and/or the library and are available for study and review by the students.

Educational technologies can be obtained through the Office of Instructional Computing and Information Technology (OCIT).

### Counseling and Wellness Services

Wellness Services at Hunter College offers a range of clinical services, as well as health-related activities, information, and resources that are responsive to the needs of students.

If you find yourself struggling with your mental or physical health this semester, please feel free to approach me. I try to be flexible and accommodating, and I am committed to helping connect you to support services available. [Counseling and Wellness Services](#) are available to all students in need of help in Room 1123, East Building, Hunter College, email: [PersonalCounseling@hunter.cuny.edu](mailto:PersonalCounseling@hunter.cuny.edu), (212) 772-4931.

Library Support is found here <https://library.hunter.cuny.edu/ask-a-librarian>

Reference texts, manuals, curricula, documents, and relevant articles are held in the library and are available for study and review by the students

Technology Support is found at (212) 650-3624 or e-mail [studenthelpdesk@hunter.cunyy.edu](mailto:studenthelpdesk@hunter.cunyy.edu)  
Educational technologies can be had through the Office of Instructional Computing and Information Technology (OCIT)

### Conflict Resolution Procedure for Students

#### **Policy Statement:**

All dietetic students have the opportunity through a conflict resolution process to resolve Didactic Program in Nutrition and Dietetics Program-related problems. The conflict resolution process refers to the means by which the Nutrition Program facilitates acceptable relations between students and Didactic Program in Nutrition and Dietetics faculty. The process is a coordinated effort by all involved and its outcome is focused on improved understanding.

#### **Conflict Resolution Procedure:**

The students are encouraged to voice their concern to the course director or rotation preceptor.

If the issue is not resolved with the course director or preceptor, or the conflict involves the course director or preceptor, the DP student is encouraged to discuss the issue with the department chair or the supervisor of the preceptor, as applicable. If still unresolved with the course director's or preceptor's supervisor, the student is encouraged to discuss the issue with the Director of the Didactic Program in Nutrition and Dietetics.

If moving beyond the Director of the Didactic Program in Nutrition and Dietetics is necessary, a final appeal in the form of a written grievance may be made to the Dean of the School of Urban Public Health.

If this appeal fails to resolve the issue, and the issue involves noncompliance of the Program with ACEND Standards, the student may file a complaint with ACEND.

## Filing and Handling Complaints

All students have the opportunity to file complaints and a conflict resolution process to resolve these problems is in place.

The Nutrition Program facilitates acceptable relations between students, faculty and staff. The process is a coordinated effort by all involved and its outcome is focused on improved understanding.

When a concern arises, the student is encouraged to voice his/her concern to the individual (fellow student, staff or faculty member) involved. If the issue is not resolved, the student is encouraged to discuss the issue with the Dr. Navder.

## Institutional Policies

[See this link for institutional policies](#) related to:

Accessibility

Academic Integrity/Plagiarism

Course Withdrawals & Grading including the credit/no credit option

Grade Incompletes

Grade Appeals

Sexual Misconduct

## CUNY Student Disciplinary Procedures

Complaint Procedures: Any charge, accusation, or allegation which is to be presented against a student, and, which if proved, may subject a student to disciplinary action, must be submitted in writing in complete detail to the office of the dean of students promptly by the individual, organization, or department making the charge. The chief student affairs officer of the college or his or her designee will conduct a preliminary investigation in order to determine whether disciplinary charges should be preferred. That officer advises the student of the charge(s) against him or her, consult with other parties who may be involved or who have information regarding the incident, and review other relevant evidence. Following this preliminary investigation, the student affairs officer takes one of the following actions: dismiss the matter if there is no basis for the allegation(s) or the allegation(s) does not warrant disciplinary actions, refer the matter to conciliation, or prefer formal disciplinary charges.

Conciliation Conference: The conference shall be conducted by the counselor in the office of the dean of students or a qualified staff or faculty member designated by the student affairs officer.

Appeals: An appeal from the decision of the faculty-student disciplinary committee may be made to the president who may confirm or decrease the penalty but not increase it. His/her decision shall be final except in the case of dismissals or suspension for more than one term. An appeal from a decision of dismissal or suspension for more than one term may be made to the appropriate committee of the board. Any appeal under this section shall be made in writing within 15 days after the delivery of the decision appealed from. This requirement may be waived in a particular case for good cause by the president or board committee as the case may be. If the president is a party to the dispute, his/her functions with respect to an appeal shall be discharged by an official of the university to be appointed by the chancellor.

Committee Structure: Each faculty-student disciplinary committee shall consist of two faculty members and two student members and a chairperson. A quorum shall consist of the chair and any two members. Hearings shall be scheduled at a convenient time and efforts shall be made to insure full student and faculty representation

### Non-Retaliation

Any student who reports suspected fraudulent activity, in good faith, shall be protected against any retaliation for making such a report. The reporting member of the campus community shall refrain from confrontation with the suspect, further examination of the incident, or further discussion of the incident with anyone other than the student's supervisor or others involved in the resulting review or investigation. Persons found to be making frivolous claims under this Policy will be disciplined, up to and including expulsion from the System for a student.

### Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 states that not otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.\* Enforcement and remedy of grievances are under the jurisdiction of the Office of Civil Rights. The 1990 Americans with Disabilities Act (ADA), greatly expands the provisions of the Rehabilitation Act, extending its jurisdiction to employment, covering businesses that employ 15 or more persons, public services (including transportation and public accommodation), work settings that employ more than 15 persons, and telecommunications services. Enforcement is under the jurisdiction of the Department of Justice.

The function of the ADA/504 Coordinator at Hunter is to make sure that the provisions of the laws are fully implemented, to advise on issues of reasonable accommodation, and to hear complaints. The Section 504 Coordinator for the Disabled is located in the West Building, Room 1425A, and can be reached at 772-5061.

## **Americans with Disabilities Act - What it means for Students**

The Americans with Disabilities Act gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Employment (and academic program) discrimination is prohibited against "qualified individuals with disabilities." This includes applicants for employment, employees, and students. An individual is considered to have a "disability" if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

These must substantially limit major life activities such as seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working. An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, mental retardation, or a specific learning disability is covered, but an individual with a minor, non-chronic condition of short duration, such as a sprain, broken limb, or the flu, generally would not be covered.

The second part of the definition protecting individuals with a record of a disability would cover, for example, a person who has recovered from cancer or mental illness.

The third part of the definition protects individuals who are regarded as having a substantially limiting impairment, even though they may not have such an impairment. For example, this provision would protect a qualified individual with a severe facial disfigurement from being denied employment because an employer feared the "negative reactions" of customers or co-workers.

A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he holds or seeks, and who can perform the essential functions of the position with or without reasonable accommodation. Requiring the ability to perform "essential" functions assures that an individual with a disability will not be considered unqualified simply because of inability to perform marginal or incidental job functions.

Applicants to the program who have a disability must meet all **the same qualifications** as those without a disability.

Reasonable accommodation is any modification or adjustment to a job or the work environment that will enable a qualified applicant or employee with a disability to participate in the application process or to perform essential job functions. Reasonable accommodation also includes adjustments to assure that a qualified individual with a disability has rights and privileges in employment equal to those of employees without disabilities.

***Employers (educators, preceptors) are not required to lower quality or quantity standards as an accommodation***; nor are they obligated to provide personal use items such as glasses or hearing aids.

***An employer is only required to accommodate a "known" disability of a qualified applicant or employee.*** If the individual does not request an accommodation, the employer is not obligated to provide one except where an individual's known disability impairs his/her ability to know of, or effectively communicate a need for, an accommodation that is obvious to the employer. If a person with a disability requests, but cannot suggest, an appropriate accommodation, the employer and the individual should work together to identify one.

The individual with a disability requiring the accommodation must be otherwise qualified, and the disability must be known to the employer. In addition, an employer is not required to make an accommodation if it would impose an "undue hardship" on the operation of the employer's business. "Undue hardship" is defined as an "action requiring significant difficulty or expense" when considered in light of a number of factors. These factors include the nature and cost of the accommodation in relation to the size, resources, nature, and structure of the employer's operation.

An employer is not required to reallocate essential functions of a job as a reasonable accommodation.

**Students who need accommodation of a disability must inform the DP Director of their disability, and provide medical documentation of this, prior to beginning the program, along with their request for "reasonable accommodation" that, if given, will allow them to successfully complete all course requirements.**

Adapted from: ADA Questions and Answers, U.S. Dept of Justice.

<http://www.ada.gov/publicat.htm#Anchor-14210>



## Appendix A

### 2017 ACEND DP CORE KNOWLEDGE FOR THE REGISTERED DIETITIAN/COMPETENCIES

Accreditation Council for Education in Nutrition and Dietetics (ACEND) accreditation standards regarding core knowledge for the registered dietitian (KRDN)/competencies are found below:

#### **Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.**

**KRDN 1.1** *Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.*

**KRDN 1.2** *Use current information technologies to locate and apply evidence-based guidelines and protocols.*

**KRDN 1.3** *Apply critical thinking skills.*

#### **Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.**

**KRDN 2.1** *Demonstrate effective and professional oral and written communication and documentation.*

**KRDN 2.2** *Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.*

**KRDN 2.3** *Assess the impact of a public policy position on nutrition and dietetics practice.*

**KRDN 2.4** *Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.*

**KRDN 2.5** *Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.*

**KRDN 2.6** *Demonstrate an understanding of cultural competence/sensitivity.*

**KRDN 2.7** *Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.*

**KRDN 2.8** *Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.*

**Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.**

**KRDN 3.1** *Use the Nutrition Care Process to make decisions, identify nutrition- related problems and determine and evaluate nutrition interventions.*

**KRDN 3.2** *Develop an educational session or program/educational strategy for a target population.*

**KRDN 3.3** *Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.*

**KRDN 3.4** *Explain the processes involved in delivering quality food and nutrition services.*

**KRDN 3.5** *Describe basic concepts of nutritional genomics.*

**Domain 4. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.**

**KRDN 4.1** *Apply management theories to the development of programs or services.*

**KRDN 4.2** *Evaluate a budget and interpret financial data.*

**KRDN 4.3** *Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.*

**KRDN 4.4** *Apply the principles of human resource management to different situations.*

**KRDN 4.5** *Describe safety principles related to food, personnel and consumers.*

**KRDN 4.6** *Analyze data for assessment and evaluate data to be used in decision- making for continuous quality improvement.*