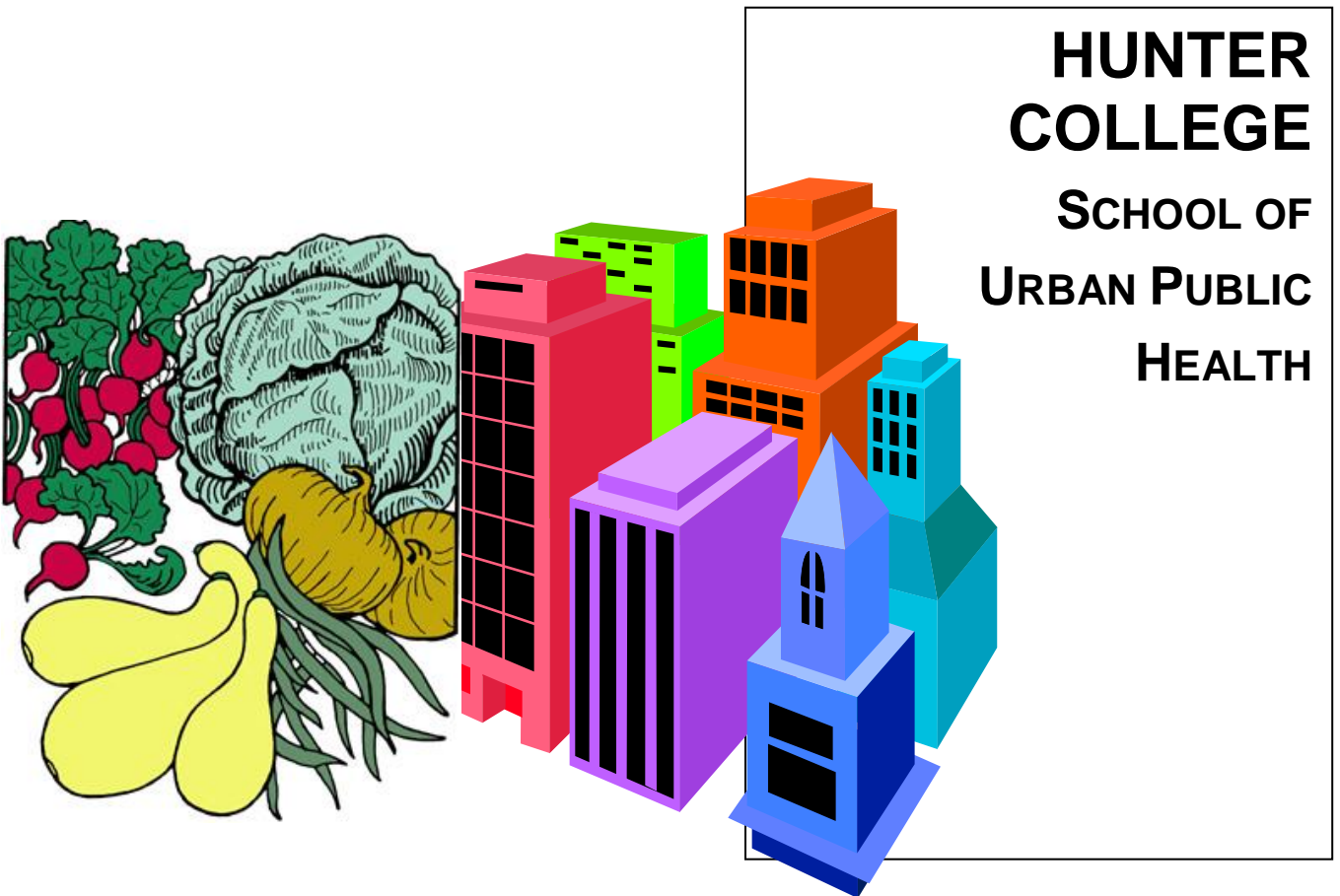


# **MS Nutrition**

## **Didactic Program in Dietetics (DP)**

### **Student Handbook**



## **PREFACE**

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

The Didactic Program in Dietetics (DP) 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 CUNY School of Public Health 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 SCHOOL OF PUBLIC HEALTH AT HUNTER COLLEGE**

The School of Public Health carries 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 Nutrition Program focuses on the nutritional well-being of individuals and populations through teaching, research and service. It is dedicated to providing the highest quality education in nutrition, food science, and public health nutrition while providing food and nutrition services to local communities and contributing to the profession through faculty research and scholarly activity.

## **MISSION OF THE DIDACTIC PROGRAM IN 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.

Dear DP Student,

Welcome to the Nutrition Program in the School of Urban Public Health at Hunter College. Students admitted to this program have completed all prerequisite courses required for the DP. This program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for education programs preparing students for careers as registered dietitians (RDs). The curriculum you will study is based on ACEND's 2012 Eligibility Requirements and Accreditation Standards (Foundation Knowledge, Requirements and Learning Outcomes for Entry-Level Dietitians) and results in a Master of Science (MS) degree. In addition to your MS degree, upon completion of the DP program, you will receive a verification statement testifying that you have met the academic requirements needed to apply to an accredited Dietetic Internship (DI) Program. At the end of the internship, you will receive another verification statement assuring that you have met the supervised practice requirements. Then you will be eligible to take the examination administered by The Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics. When you pass, you will be a Registered Dietitian (RD). We encourage graduates who become RDs to maintain full membership in the Academy which is the world's largest organization of food and nutrition professionals.

Within this *MS Nutrition DP Student Handbook* you will find specific information related to the DP. It is very important that you be familiar with all of it. Please sign the form below to confirm your knowledge of the DP and indicate your willingness and agreement to abide by the policies pertaining to the DP.

There are two copies of this letter in the handbook. Please tear out and return one entire page, with appropriate signatures, to the DP Director within two weeks of the first day of classes.

Thank you for your cooperation!

Khursheed P. Navder, PhD, RDN, FAND  
DP Director

-----  
My signature below indicates my intent to participate in the DP. I am in possession of the information pertaining to the DP and am aware of its contents. I agree to abide by the policies pertaining to the DP set forth in this handbook.

\_\_\_\_\_  
Student Signature/Date

**SIGN AND TEAR OUT THIS COPY AND SUBMIT TO PROGRAM DIRECTOR**

**THIS PAGE INTENTIONALLY LEFT BLANK AS BACK TO THE PAGE STUDENTS  
ARE TO SIGN, TEAR OUT, AND RETURN TO PROGRAM DIRECTOR**

Dear DP Student,

Welcome to the Nutrition Program in the School of Urban Public Health at Hunter College. Students admitted to this program have completed all prerequisite courses required for the DP. This program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for education programs preparing students for careers as registered dietitians (RDs). The curriculum you will study is based on ACEND's 2012 Eligibility Requirements and Accreditation Standards (Foundation Knowledge, Requirements and Learning Outcomes for Entry-Level Dietitians) and results in a Master of Science (MS) degree. In addition to your MS degree, upon completion of the DP program, you will receive a verification statement testifying that you have met the academic requirements needed to apply to an accredited Dietetic Internship (DI) Program. At the end of the internship, you will receive another verification statement assuring that you have met the supervised practice requirements. Then you will be eligible to take the examination administered by The Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics. When you pass, you will be a Registered Dietitian (RD). We encourage graduates who become RDs to maintain full membership in the Academy which is the world's largest organization of food and nutrition professionals.

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\_\_\_\_\_  
Student Signature/Date

**RETAIN THIS COPY IN YOUR HANDBOOK**

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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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## MS-Nutrition (DP)

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 in dietetics)* 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 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.

## Statement of Accreditation

The Hunter graduate Nutrition program curriculum meets the DP requirements established by ACEND, the credentialing arm of the Academy of Nutrition and Dietetics (hereafter referred to as the Academy), and qualifies students to continue their professional preparation for the RD credential.

The contact information for ACEND is: The Academy of Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995

Tel. (800)-877-1600 ext 5400, E-mail: [acend@eatright.org](mailto:acend@eatright.org), [www.eatright.org/ACEND](http://www.eatright.org/ACEND)

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## **How the DP Program fits into the RD credentialing process**

Students admitted to this program have completed prerequisite courses required for the DP. 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 nutritionist/ dietitians (CDN) status to those who meet the qualifications. The Hunter MS and BS-MS Nutrition programs meet 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.

## **Mission, Goals, Outcomes and Target Measures of the DP at Hunter**

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, and public health principles and practice,
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, and public health principles and practice.

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, or further advanced degrees, 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 Dietetic Educators of Practitioners Dietetics 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 three program goals for the MS DP. Table 1 lists all the expected outcome measures for each goal.

<b>Table 1. DP Goals, Expected Outcomes, and Target Measures for the MS-DP (2010-2017)</b>	
<b>Expected Outcomes</b>	<b>Target Measures</b> (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 planned for completion) <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	Over a 5-year period, at least <b>85%</b> of DP alumni will rate the their

have been well prepared by the DP curriculum for the practice of dietetics	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 the academic year they complete the program <i>DP 1.3.2</i>
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 to a DI</i> will be accepted <i>DP 1.3.2</i> (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 <i>DP 1.3.2</i>
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 <i>DP 1.3.3</i>
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 <i>DP 1.3.2</i>
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 <i>DP 1.3.4</i>
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 <i>DP 1.3.4</i>
<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 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 DP 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 DPs. The Hunter program was granted Developmental Accreditation by the then Commission on Accreditation for Dietetics Education (CADE) in 2000, when CADE started accrediting DPs. The DP 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 DP 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 DP) and not receiving a graduate degree upon program completion. To accommodate the influx of highly motivated post-baccalaureate students, we found ourselves teaching our undergraduate DP courses at almost the graduate level.

In 2008, the DP director initiated discussions with the Hunter administration around the advisability of creating an MS-DP program. Our plan to elevate the DP to the master’s level was consistent with concurrent trends in the other allied health sciences that require more than a bachelor’s degree for entry into these various professions (*cf.*, *e.g.*, the CUNY programs in physical therapy, audiology and the planned program in pharmacy). At the same time, our Hunter Urban Public Health Program (in which the Nutrition track resided) was also in the midst of undergoing major curriculum changes as it proposed to move from a *Program* to a *School* of Public Health (SPH) at Hunter College in 2010. As all programs were being required to show how they would meet requirements for the new SPH, the nutrition faculty felt that this was the right time for us to also make changes.

In 2009 a draft of the proposal to migrate the DP to the master’s level was presented to our advisory board and other stakeholders, and to the accrediting body. 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.

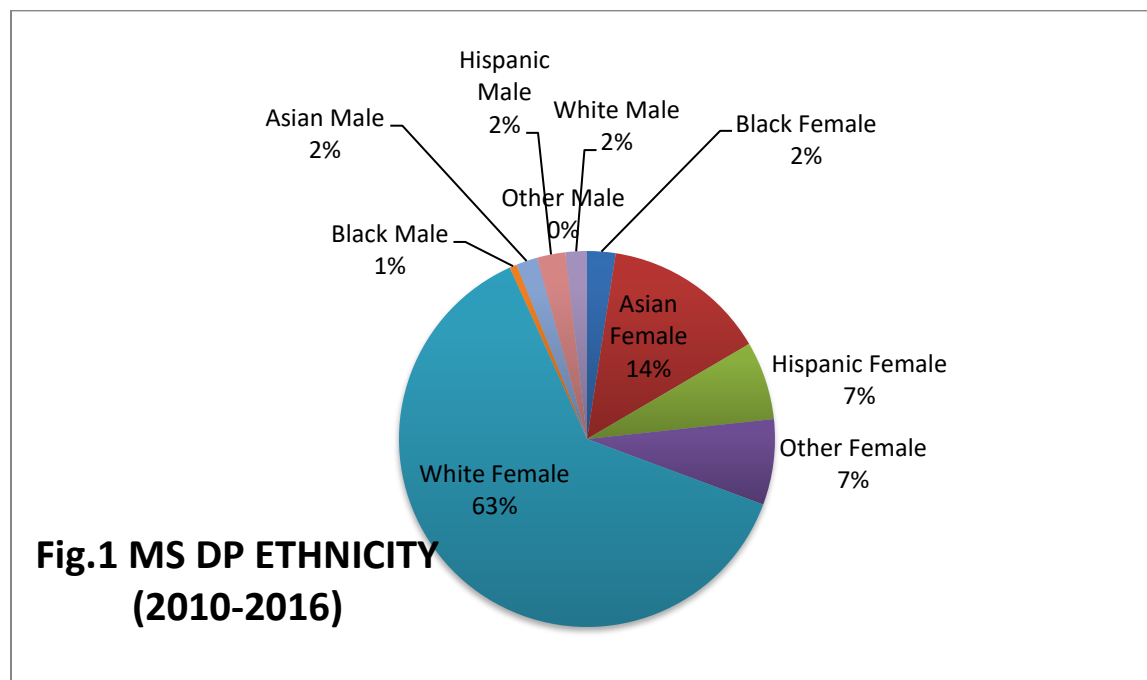
The graduate DP submitted a self-study report for continued accreditation in January 2012. A comprehensive, onsite evaluation of the DP was conducted in April 2012 to determine compliance with the 2008 Eligibility Requirements and Accreditation Standards (ERAS) of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for full accreditation. The ACEND Board accredited the DP for a 10-year period (2012-2022) at its October 2012 Board Meeting.

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

## **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.

Program	Status	2010	2011	2012	2013	2014	2015	2016
MS + BS-MS (DP)	Applied	35	72	62	99	84	66	77
	Accepted	30	40	34	34	41	46	44
	Enrolled	27	30	23	26	28	33	35
	Yield Rate (%)	90%	75%	68%	76%	68%	72%	81%

### 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

Table 3. DP Completion Rates							
	DP						
Year	2010	2011	2012	2013	2014	2015	2016
Enrolled	27	30	23	26	28	33	35
Program completion - within 150% usual time allowed by ACEND (6 semesters) <b>(DP goal ≥ 90%)</b>	26 (96%)	30 (100%)	23 (100%)	24 (92%)	27 (96%)		

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

Table 4. DI Application and Acceptance Rates of Hunter's DP Graduates					
	MS DP				
Admitted Year	2010	2011	2012	2013	2014
Graduation Year	2012	2013	2014	2015	2016
Number of graduates	26	30	23	26	27
Applied to DI <b>(Target ≥ 60%)</b>	23 (88%)	27 (90%)	22 (96%)	26 (100%)	23 (85%)
Of those who applied to a DI, percent and number accepted <b>(Target ≥ 75%)</b>	22 (96%)	26 (96%)	21 (95%)	24 (92%)	22 (96%)
Applied to a DI, but not accepted	1 (4%)	1 (4%)	1 (5%)	2 (7%)	1 (4%)
Did not apply to a DI	3 (12%)	3 (10%)	1 (4%)	0	4 (15%)

From the five cohorts of MS DP graduates, *the Supervised Practice Application Rate of 92% (121/132) exceeds ACEND's national benchmarks of at least 60% applying to internship programs. Out of those that applied, 95% (115/121) 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%.

Test Year	First Time Test Takers	Number Passing Within One Year of First Attempt	3-Year Pass Rate
2013	24	24	
2014	25	25	
2015	14	12	
<b>Total</b>	63	61	<b>97%</b>

## **MS-DP—Application Process for Graduate and Undergraduate Students**

### **DP Accepts Students from Two Different Tracks**

As indicated in Table 6, the MS-DP accepts students from two different tracks. Ninety percent of the DP students are graduate students who upon completion will be awarded the MS degree as well as the DP verification statement; and 10% percent of the DP 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.

Track	Degree Awarded	Credits	Prerequisites required to enter the track
Graduate students in the <b>MS-Nutrition</b> program	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
Undergraduate students in the <b>Accelerated BS-MS</b> dual degree prog	BS in NFS MS in Nutrition <i>(and the DP Verification Statement)</i>	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 semesters), microbiology w/ lab, statistics, foods I, and introductory nutrition

### **Graduate Students Apply to MS-Nutrition Track: 41 cr**

This option is for all students who have at least a baccalaureate (BA or BS) degree in areas other than dietetics or nutrition (all students must complete a set of prerequisite



courses prior to applying to the program). This track also includes students who have completed their undergraduate degree in nutrition or dietetics more than five years ago, or 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). *Since the MS is a DP, it is designed for students who have NOT previously completed a DP program.*

### **Entrance Requirements**

- A baccalaureate degree from a regionally accredited college or university.
- Completed the Academic Requirements for Entry into the MS-DP listed in Table 7 (33 credits)
- 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 no grade less than C in the remaining courses.
- Graduate Record Examination (GRE) scores (Hunter College does not have a minimum GRE requirement)

### **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 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 7. 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
Nutrition	3
Food Science I	3
Statistics	3
Psychology/ Sociology/Anthropology/Economics	3
<b>TOTAL</b>	<b>31-34.5 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 a 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 devising setting up a plan for completion of the prerequisite requirements.

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

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 8. 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.

## MS-DP Coursework

Table 8. MS DP Course Sequence	
Year/Semester	Course
<b>Year 1: FALL (12 credits)</b>	NUTR 705-Nutritional Biochemistry- 3 cr
	NUTR 715-Food Service and Management -3 cr
	NUTR 720-Community Nutrition Education -3 cr
	PH 750-Biostatistics -3cr
<b>Year 1: SPRING (10 credits)</b>	NUTR 725-Nutrition Research -3 cr
	NUTR 731-Advanced Nutrition I- 3 cr
	NUTR 756-Food Science & Environment Lec -3 cr
	NUTR 757-Food Science & Environment Lab -1 cr
<b>Year 2: FALL (10 credits)</b>	NUTR 732-Advanced Nutrition II -3 cr
	NUTR 734-Clinical Nutrition I -3 cr
	NUTR 733-Nutrition & Human Development -3 cr
	NUTR 747-Adv Nutrition & Assessment Lab -1 cr
<b>Year 2: SPRING (9 credit)</b>	NUTR 746-Nutrition and Disease -3 cr
	NUTR 735-Clinical Nutrition II -3 cr
	NUTR 760-Practicum -3 cr

### 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 the DP director for advising before they register for the following semester. Students should not register for courses unless advised by the DP Director during pre-registration period.

### Comprehensive Exam

All students in the MS-Nutrition Program 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 MS-DP. The exam is administered during the middle of the last (spring) term (right after the spring break), in one of the sessions of NUTR 760. 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 760. As the exam is a required but non-credited portion of NUTR 760, 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 760 will receive a letter grade for the course. Assuming all other graduation requirements are met, 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 administered at the end of the spring semester. 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 760 and, assuming all other graduation requirements are met, will be able to graduate on time at the end of the spring semester.

A student who does not pass the make-up exam will receive the grade of “Incomplete” in the course and will not graduate at the end of the spring semester. The student will be given the summer to prepare for a third administration of the examination in August. The form of the exam will be determined by the DP director. A passing grade will allow the student to graduate at the end of the summer and if already accepted into a dietetic internship, to enter the DI on schedule in the fall.

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 41 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 graduate 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 one week after graduation.

## **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), MS in Home Economics, University of Hamburg, Germany (1997)

**Areas of Interest:** Folate and Obesity

Dr. Fischer started her career as a teacher for Nutrition in the vocal 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 which 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, Univ 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 (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. 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. Additionally,

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. Steven’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, Steven 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 (on sabbatical 2016-2017)**

**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. <http://www.eatright.org/About/Code.aspx?id=7602&terms=Ethics>



## Professional Behavior and Expectations

*When you enter the Didactic Program in 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. You may use your own internet provider (such as AOL, Earthlink, Yahoo, Hotmail, and so on), and/or you may use your Hunter account. All Hunter students are provided with an e-mail 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 on-line.

You do not need to be on campus to gain access to the journals. You can search the main databases (ie. 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>
7. 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. Other nearby groups are the LI Dietetic Association and the Westchester/Rockland Dietetic Association. <http://www.gnyda.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 courtesies

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.

## **Student's Professional Liability Insurance**

Students are required to get Professional Liability Insurance for all practicum fieldwork (if we have official affiliation agreements, students are covered under the Hunter policy). See:

<http://www.proliability.com/professional-liability-insurance/students>

## **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

## **Nutrition Program Awards (given at graduation--faculty nominated)**

### **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 MS 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 MS Nutrition program (you will need to provide information on when and where you completed your Dietetic Internship, when you took the RRD exam, or where you are

working, etc), **we want students to log in using a non-Hunter email address that you will be able to maintain after graduation.**

## User Guide

### 1. Create User Account

- Go to NFS Application Login Page
- The URL is: [www.hunter.cuny.edu/Nutrition](http://www.hunter.cuny.edu/Nutrition). 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

- NFS Application Login Page is: [www.hunter.cuny.edu/Nutrition](http://www.hunter.cuny.edu/Nutrition). 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.
- **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

- It is necessary to enter Hunter College among the schools in your Education History as it will be used on later pages.
- Click Delete button to delete the school record. Note: if you have 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

- Please fill in the data about all the DP program courses you have completed within the NFS program
- 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. Practicum Information Page

- Please fill in the relevant Practicum and Research information.
- Click "Apply Changes" to save your data

## 9. Honors Page

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

## 10. Graduation/DI Page

- Please fill in the relevant information regarding your application and acceptance into Dietetic Internship, licensing and continuing education and/or employment history.
- Fields Applied to DI (Y/N), Job Situation, Continuing Education, Degree date are all required.

- Click "Apply Changes" to save your data

### **11. 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 which is the 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. In April of 2009 and 2010, only 50% 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.

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.

It's also important to check the website of the individual program. 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**

### **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 graduate 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.

**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."

**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. She will list all courses that are still to be completed (usually the last 3 classes that you are taking in your final spring semester). 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. 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 5:00 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 [dietetic internship website](#).

**\*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)

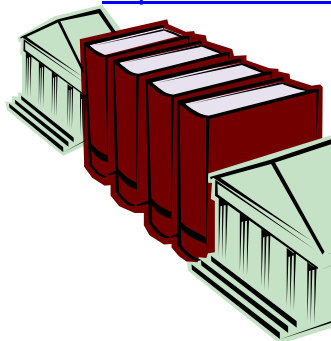
USDA Agricultural Research Service includes food composition databases.

<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 11 inch 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.*

*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)

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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)**

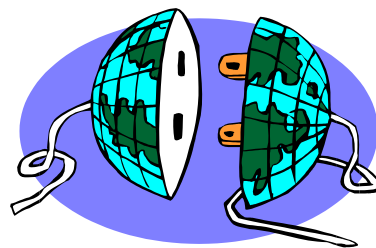
Gupta S. Skipping chemo: a lot of breast-cancer survivors are doing it, not always for good reasons. *Time* [serial online]. 2003;161(5):68. Available from: Ebsco Medline. Accessed October 4, 2004.

##### **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 American Public Health Association (APHA) (<http://www.apha.org>) . APHA has a reduced student membership fee. APHA is organized into 24 discipline-based Sections and 7 Special Primary Interest Groups (SPIGs). By joining at least one primary section in your specific discipline you will be able to share knowledge and experience with other public health students and professionals, develop new techniques and contribute to the growing body of scientific knowledge within your field.

Join and become active in the local chapter of APHA, the Public Health Association of New York City (PHANYC) PHANYC has an active Student Committee, involving students from several local public health schools and programs, and organizes events and activities of interest to students.

Join and become active in at least one professional organization within your discipline, such as:

*Community Health Education:*

Society for Public Health Education (SOPHE): <http://www.sophe.org/>

Greater New York SOPHE: <http://gnysophe.org/>

*Environmental & Occupational Health Sciences:*

American Industrial Hygiene Association, apx \$10/year: [www.aiha.org](http://www.aiha.org)

Metro NYC American Industrial Hygiene Association, apx \$10/year: [www.metnyaiha.org](http://www.metnyaiha.org)

Air & Waste Management Association, apx \$30/year: [www.awma.org](http://www.awma.org)

*Public Health Nutrition:*

American Dietetic Association membership for students is apx \$43/year, which includes a 1-year subscription to the monthly peer-reviewed *Journal of the American Dietetic Association*. You will also automatically become a member in the state dietetic association of your choice: <http://www.eatright.org>

Local memberships: ADA members who live or work in NYC are also encouraged to join the Greater New York Dietetic Assoc. Other nearby district groups are the LI Dietetic Association and the Westchester/Rockland Dietetic Association.

Society for Nutrition Education: Membership for students is apx \$9/year, which includes a 1-year subscription to the bi-monthly peer-reviewed *Journal of Nutrition Education and Behavior*: <http://www.sne.org>

Dietetic practice groups (DPGs): ADA members can build skills and stay current in their specialty area by joining one or more DPGs. Students may want to join one or more of these DPGs: Public Health Nutrition, School Nutrition, Vegetarian Nutrition, Hunger & Environmental Nutrition, Nutrition Education for the Public, and Nutrition in

Complementary Care: <http://www.eatright.org/healthorg.html#practice>

**6. Read at least two monthly professional journals regularly, one of which should be the *American Journal of Public Health*.** Choose at least one journal in your specialization track, such as:

*Environmental & Occupational Health Sciences:*

*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*

*Public Health Nutrition:*

*Journal of the American Dietetic Association*

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

**7. Be familiar with current debates on major public health and health 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

**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/>

## 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

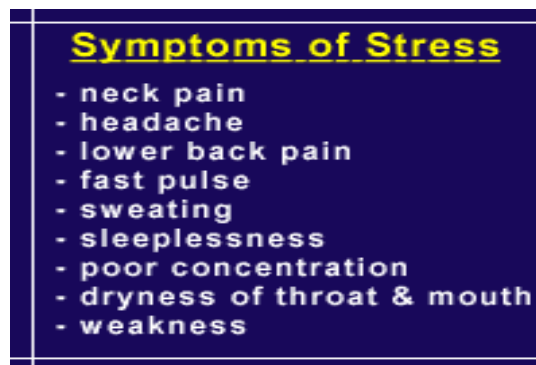
The faculty believe in providing opportunities that develop and enhance the professional growth of the student. Thus, as a matter of policy, students are encouraged to participate in professional meetings, conventions, projects, etc. The following activities are suggested: (1) student memberships in 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 Dietetic Association (LIDA) 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.



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:

- a) **Unofficial transcripts** from all post-secondary schools you attended (i.e., all the colleges you attended)
- b) **Personal statement** of your *long-term goals* and *short-term objectives*
- c) **List** of your strengths (giving examples) and areas that need developing
- d) **Resume** that includes information about your work and volunteer experiences
- e) **Brief description** of your involvement in key volunteer activities
- f) 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.
- g) **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.
- h) **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 Dietetic Internship Program**

Upon completion of the DP and DI, a student is qualified to write the Registered Examination for Dietitians. The successful examinee is recognized as a Registered Dietitian. Various challenging jobs are open to the RD or graduates who are eligible to sit for the RD 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 RD 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 regimens 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 RD – 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/>

**ADA Specialty Certifications**

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<http://www.cdrnet.org/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.idealists.org](http://www.idealists.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 program in nutrition 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))

Resident: \$20,872

Non Resident: \$38,052

Students are expected to become members of the Academy of Nutrition and Dietetics. The cost of student membership is \$50.00 per year.

Estimated costs for NYC

**Housing** – Cost are highly variable, if sharing a rental apartment with at least one roommate ~ \$14,000 /yr + Utilities. Most landlords also expect 1<sup>st</sup> and last month's rent up front.

**Books** – In addition to basic reference books that may have been purchased during undergraduate study, \$1,000.

**Transportation** – NYC Metrocard minimum of \$28 per week

**Food** – Depends on what you usually eat; average is about \$2,000 – 2,500/yr.

**Insurance** – Average cost \$1,400/yr

**Incidentals** - (Entertainment, apparel, other) – Average \$2,700/yr

In addition to tuition and fees, it is the responsibility of each student to pay for the following: medical and professional insurance/coverage, membership in professional organizations, and required uniforms (i.e. lab coat).

### **Withdrawal and Refund of Tuition**

A student may withdraw from the Hunter DP at any time and must inform the faculty advisor in advance. Once a student withdraws from the program, their space in the program is closed and no longer available to them. If a student wants to re-enter the program, he/she must apply as a new student following the same procedures as all other students. There is NO guarantee that the student will be readmitted.

Any student who chooses to withdraw from the program will receive a refund in accordance with the schedule outlined in the Bursar's website. If withdrawing before a sequential semester, the student must drop registration for any future semester in advance to avoid tuition and fee charges. 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>

## **Support Services**

The DP Program within the Nutrition Program in the School of Public Health ensures that all students have the appropriate support services available during the program.

### **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.

### **Library Support**

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**

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

### **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 Public Health.

### **Confidentiality of Student Records**

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, 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 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 health records.

### **Access to Confidential Records Procedure**

By filing a letter with the Department of Nutrition and Food Science a student 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 DP director. The Director will inform the students when and where records may be inspected.

## 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.**

**Grade posting on transcript:** Instructors typically have three weeks following the last day of final exam week to electronically submit grades within Cuny First (not Blackboard which is not official.) Monitor your transcript, and email your instructor and Program Director if you fail to receive a grade within the grading timeframe. Should you not receive a reply or see the grade, email the UPH Administrative Coordinator. In all correspondence, it is important to include your legal name, EMPLID number, course number, semester/year 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.

**Failing Grade:** If you receive, or believe you will receive, a failing grade (F), immediately email or speak to your UPH faculty advisor regarding degree continuance or a course repeat at Hunter or another institution (traditional or online.) If, due to very unique and rare circumstances, the grade will show as an incomplete vs an F, upon repeating the course, the final grade will be an average of the F and repeat grade. Note: if doing poorly in a course by midterm, converse if an official course withdrawal is recommended.

**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.

## 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.

If you find you are struggling during the early/mid part of a semester, do no delay in speaking to 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 it is critical your 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 your Dr. Navder. If your appeal is granted, the 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.**

## 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.

## Disciplinary Action

All students are expected to achieve and maintain the standards of performance, practice, conduct and proficiency as outlined above. When standards and policies are not being met, disciplinary action may be imposed. Disciplinary action is defined as a corrective measure or penalty action taken against a student for cause involving ineptitude, inefficiency or misconduct.

The DP Director will monitor students' conduct and performance via personal observation and feedback from faculty, students, and staff. When a problem is identified with a student's conduct or performance, the DP Director will first verbally counsel the student in an attempt to correct the problem. If the problem continues, disciplinary action will follow. For first offenses that are severe infractions and result in probation, suspension or dismissal disciplinary action will be administered versus verbal counseling. Some examples of behaviors warranting disciplinary action include: theft - actual/attempted theft of school or personal property of others; abuse of peers, faculty or staff, whether verbally or physically; and insolent/abusive/obscene language/behavior toward peers faculty, or staff, or intentional falsification, misstatement, or willfully forging or falsifying documents, or committing plagiarism, cheating; bribery; academic fraud

The DP Director will collect all facts leading to disciplinary infractions, including data and student/faculty interviews. Disciplinary actions of admonishment and first probation do not require Committee review. Second probation and dismissal penalties will be brought before the disciplinary committee. Incidents brought before the CUNY Disciplinary Committee will proceed as per the CUNY Student Disciplinary Procedures below.

The DP Director will present the student with a disciplinary memo. The original signed copy of the memo will remain in the student's folder. The copy with original signatures (DP Director and student) will be handed to the student. If the student refuses to sign the notice, the DP Director will sign and date that line with notation "student refusal to sign." If the student refuses to accept the notice, it will be mailed to the student's address of record return receipt requested.

A student may appeal admonishments and probation decisions to the Dean of the School of Public Health in writing.

### **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 will 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.

### **Academic Honesty**

The School of Public Health is committed to the highest standards of academic honesty. Acts of academic dishonesty of any type are unacceptable at the School. All acts of academic dishonesty are considered to be gravely serious offenses. Sanctions for academic dishonesty could include suspension or expulsion from Hunter College and/or The City University of New York.

Acts of academic dishonesty include plagiarism, cheating; bribery; academic fraud; sabotage of research materials; sale and purchase of academic papers, assignments, and tests; and the falsification of records. A student who engages in these or related activities, or who knowingly aids another who engages in them, is committing acts of academic dishonesty and will be subject to sanctions pursuant to CUNY Bylaws.

Cheating: Cheating includes, but is not limited to, one or more of the following:

1. Obtaining tests and/or assignment answers and/or responses from another individual(s), directly or indirectly, unless the instructor(s) of the involved course has provided explicit permission to do so in writing.
2. Directly or indirectly providing test and/or assignment answers and/or responses to another student unless the instructor(s) of the involved course has provided explicit permission to do so in writing. In relation to practicum or practical tests, this also includes providing information to any student concerning questions asked by the instructor(s) of the involved course.
3. Obtaining a test by means other than receiving directly from the instructor(s) of the involved course and/or distributing tests to other students unless explicitly authorized by the instructor(s) of the involved course.
4. In relation to any paper, diagnostic or therapeutic practicum report, or take-home assignment or test, obtaining any form of assistance from anyone other than the instructor(s) of the involved course unless that instructor has provided explicit permission to do so in writing.

5. In relation to assignments which the instructor(s) has designated as a group assignment, the student's inclusion of his or her name in submission of the group assignment when the instructor(s) of the involved course.

Plagiarism: Students are expected to give full, fair, and formal credit to any and all sources that have contributed to the formulation of ideas, methods, interpretations, and findings. The absence of such formal credit is an affirmation that the work is fully the writer's. The term "sources" includes published or unpublished materials; lectures and lecture notes; course papers, projects, and assignments; clinic diagnostic and therapeutic reports prepared by a supervisor or another student; examinations, theses, and dissertations. The representation that such work of another person is the writer's is plagiarism.

Be sure to document the source of any ideas or arguments by appropriate, clear, and specific citations. The source should be cited whenever one or more of the following occurs: (a) the student quotes any section(s) of the source verbatim; (b) the student presents in diagrams or tables, data which were gathered by someone else; (c) the student uses the results of a study or clinical diagnostic or therapeutic report done by someone else; (d) the student paraphrases the work or intellectual effort of someone else.

Because the intent to deceive is not a necessary element in plagiarism, careful note-taking and record-keeping are essential in order to avoid unintentional plagiarism.

**Academic Fraud and Falsification of Records: Academic fraud and falsification of records include, but is not limited to, one or more of the following:**

1. In relation to independent research studies, or research assignments or papers, which require the student to obtain data from subjects, the creation of data in the absence of, or in place of, the student's data collection, or modification of data obtained during the student's data collection such that the data misrepresent one of more subjects.
2. In relation to clinical observation reports or assignments which are based upon the student's direct observation of a clinical session, the submission of a clinical observation report or assignment which was not based upon the student's direct observation of the clinical session, or which was based upon partial rather than complete observation of a complete clinical session.
3. Falsification of supervisor signatures on clinical observation and/or practicum logs.

Because the intent to deceive is not a necessary element in falsification of records, careful recording of data and record-keeping are essential to avoid unintentional falsification of record.

In Cases of Academic Dishonesty, CUNY distinguishes between "academic" vs. "disciplinary" acts of academic dishonesty. The formal process involves reporting of all allegations of academic dishonesty to the Dean of Students Office, which will determine

whether the matter is academic or disciplinary (notwithstanding the aforementioned general categories of academic dishonesty).

Disciplinary matters generally include cheating or other allegations which involve factual questions as to whether the student complied with rules of conduct. Disciplinary matters are handled through the Dean of Students Office in accordance with the Student Disciplinary Procedures in the CUNY Bylaws.

Academic matters generally consist of allegations of academic dishonesty in which academic standards and/or expertise are involved. Allegations of academic acts will be referred by the Dean of Students, to the Chief Academic Officer, and the College's regular procedures in terms of grading and appeals will be followed. Grade appeals will be handled in accordance with the Hunter College Grade Appeals Procedures, copies of which may be obtained in the Senate Office, the Office of Student Services, or the Health Sciences office.

## **Sexual Harassment**

Sexual harassment is illegal. It is a form of sex discrimination in violation of Title VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendment, and the official policy of CUNY. It is the policy of CUNY to prohibit harassment of employees or students on the basis of sex. This policy is related to and is in conformity with equal opportunity policy of the University to recruit, employ, retain and promote employees without regard to sex, age, race, color, or creed. Prompt investigations will be made on a confidential basis to ascertain the veracity of complaints, and appropriate corrective action will be taken. It is a violation of policy for any member of the University community to engage in sexual harassment. It is a violation of policy for any member of the University community to take action against an individual for reporting sexual harassment. Hunter College adheres to CUNY Policy in condemning all forms of sexual intimidation and exploitation.

Sexual harassment does not fall within the range of personal, private relationships. It is an abuse of power to intimidate, coerce, or humiliate someone because of gender or sexual orientation. It is a breach of the trust that normally exists among members of the academic community. Sexual harassment creates confusion because the boundary between professional roles and personal relationships is blurred. The harasser does introduce a sexual element into what should be a collegial situation.

According to guidelines issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Opportunity Commission, behavior constitutes sexual harassment in an academic setting when:

1. The person engaging in such behavior explicitly or implicitly makes your submission to it a term or condition of your employment or academic standing.
2. The person's behavior is an attempt to interfere, or has the effect of interfering, with your work or academic performance, or creates an intimidating, hostile, or offensive working or learning environment.

Five levels of sexual harassment have been identified:

- a. Gender harassment: generalized sexist remarks and behavior that convey insulting, degrading, or sexual attitudes
- b. Seductive behavior: unwanted, inappropriate, and offensive physical or verbal sexual advances
- c. Sexual bribery: solicitation of sexual activity or other sex-linked behavior by promise of reward
- d. Sexual coercion: coercion of sexual activity or other sex-linked behavior by threat of punishment
- e. Sexual assault: assault or rape

Hunter College has a Sexual Harassment Panel, which educates the college community about sexual harassment; assists in the investigation of complaints of sexual harassment; and makes recommendation for corrective and disciplinary actions. (The Vice President for Student Affairs designates the Panel to investigate formal complaints by students; the Panel reports the results of its investigations to the Vice President for Student Affairs and makes recommendations for appropriate corrective action.) All complaints are promptly investigated, and anyone who engages in such behavior risks the possibility of disciplinary procedures. The individual bringing the complaint decides whether and how to pursue a resolution of the problem.

Any student or employee of the College may discuss complaints of sexual harassment with a member of the Sexual Harassment Panel for information on procedures for informal and formal resolutions of the problem. Further information on the Panel is available in the following locations -- Student Service, Women's Center, Women's Studies Program, Security, Employee Assistance Program, Lesbian and Gay Student Alliance, President's Office, School of Social Work, School of Public Health, Information Desk -- First Floor West Building, Provost's Office. The Sexual Harassment Panel has an office located in East Building, Room 1239. The telephone number is 650-3660 or 452-7110

## **No Smoking Policy**

General Statement: The Surgeon General of the United States has determined that smoking is the largest preventable cause of illness and premature death in the United States. Smoking (including the inhaling, exhaling and carrying of any lighted cigarettes, cigars, or pipes) is associated with the unnecessary death of more than 350,000 Americans a year. Moreover, research findings now indicate that exposure to Environmental Tobacco Smoke (ETS), also known as second-hand smoke and officially classified as an EPA Group A carcinogen, is linked to a variety of negative health consequences and is responsible for approximately 3,000 lung cancer deaths annually among non-smokers in the United States.

Policy: Smoking is prohibited inside all facilities or vehicles owned, leased, or operated by Hunter College. There will be no sale of cigarettes, cigars, or pipe tobacco at any facility, location, or vending machine owned, leased, or operated by Hunter College or its contractors.

Because residence hall rooms are students' homes, smoking is permitted in residence hall rooms, but only if it is accepted to all of the assigned occupants.

Disputes arising under this policy involving employees covered by collective bargaining agreements shall be resolved under the complaints and grievance procedures of their respective collective bargaining agreements. Complaints and disputes involving excluded employees shall be resolved under The City University of New York Smoking Dispute and Complaint Resolution Procedure.

### **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, students and interns. 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

### **2012 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 (KRD)/competencies are found below:

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

KRD 1.1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence based practice.

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

KRD 2.1: The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.

KRD 2.2: The curriculum must provide principles and techniques of effective counseling methods.

KRD 2.3: The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings

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

KRD 3.1: The curriculum must reflect the principles of Medical Nutrition Therapy and the practice of the

nutrition care process, including principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.

KRD 3.2: The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.

KRD 3.3: The curriculum must include education and behavior change theories and techniques.

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

KRD 4.1: The curriculum must include management and business theories and principles required to deliver programs and services.

KRD 4.2: The curriculum must include content related to quality management of food and nutrition services.

KRD 4.3: The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetic practice.

KRD 4.4: The curriculum must include content related to health care systems.

KRD 4.5: The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

**5. Support Knowledge: knowledge underlying the requirements specified above.**

KRD 5.1: The food and food systems foundation of the dietetics profession must be evident in the curriculum.

Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

KRD 5.2: The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.

KRD 5.3: The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.

## **Appendix B**

### [Academic Calendars](#)

