DIDACTIC PROGRAM
IN DIETETICS and NUTRITION
Student Handbook
2014 - 2015

Montana State University
Department of Health and Human Development
Food and Nutrition
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Welcome
Welcome to the Didactic Program in Nutrition and Dietetics (DPND) in the Department of Health and Human Development (HHD) at Montana State University (MSU). Dietetics is one of two options offered in the Food and Nutrition BS Degree Program; the other option is Nutrition Science. Additionally, HHD offers an option in Sustainable Food Systems as part of the Inter-college Sustainable Food and Bioenergy Systems Degree Program. Declaring Food and Nutrition: Dietetics Option as a major will enroll you in the MSU Didactic Program in Nutrition and Dietetics (DPND).

Section A: MSU Didactic Program in Nutrition and Dietetics
This handbook is provided to help answer questions about the MSU DPND. It will explain how the DPND program is involved in the preparation for becoming a Registered Dietitian/Registered Dietitian Nutritionist (RD/RDN). The information will assist in planning a course schedule and in preparing for graduation and post-graduation goals.

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Accreditation Status
The MSU DPND is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (Academy), 120 South Riverside Parkway, Chicago, IL 60606 -6995. 800 -877 -1600, ext. 54000. Accreditation by ACEND ensures that graduates of the DPND are eligible to apply to accredited Dietetic Internships.

What is a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN)?
A Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN) is an individual who has completed the following requirements:
* Minimum of a bachelor’s degree from a US regionally accredited institution
* Academic requirements from an ACEND-accredited DPND
* A Dietetic Internship from an ACEND-accredited program
* Successfully passed the Registration Examination for Dietitians administered by the
Commission on Dietetic Registration (CDR), the credentialing agency for the Academy
* Maintained continuing professional education requirements

**What is a Licensed Dietitian/Nutritionist?**
Some states require that dietitians be licensed by a State Licensing Board to be qualified to practice dietetics in that state. In many states the requirements for licensure are similar to those for dietetic registration. RDs in Montana apply to the Board of Medical Examiners (BOME) to become a Licensed Nutritionist (LN). For more information, access the BOME website: http://bsd.dli.mt.gov/license/bsd_boards/med_board/nut.asp

**Where do RD/RDNs work and what are their average salaries?**
Registered Dietitians are employed a wide variety of clinical, food service and community settings.

*Examples of Career opportunities for RD/RDNs include:*
- Clinical Dietitian/Nutritionist (in a health care setting, including acute and long term care and facilities specializing in rehabilitation and eating disorders)
- Public Health or Community Nutritionist
- Consultant Dietitian in Private Practice
- Sports Dietitian
- Nutrition Specialist (for food industries)
- Restaurant Manager
- Supermarkets
- Food Service Director
- Pharmaceutical/Medical Sales Representative
- Corporate Wellness
- Public Policy Development
- Non-profit Advocacy Groups/Organizations
- National and International Health Organizations
- Research

**Registered Dietitian/Registered Dietitian Nutritionist Salaries:**
The median hourly wage and total cash compensation per year at the 50th percentile for full-time registered dietitians in Montana was $24.88 per hour and $50,500.00 per annum according to the Academy of Nutrition and Dietetics Compensation and Benefits Survey of the Dietetics Profession 2013. Salaries vary based on the type of position, geographic location, and supply of RDs.

**Mission Statement of the MSU Didactic Program in Nutrition and Dietetics (DPND)**
To prepare graduates to be successful in obtaining accredited supervised practice programs and to become competent entry level registered dietitians who have the potential to succeed in clinical, food service and community settings. Our program promotes an understanding of sustainable food systems in relationship to health and fosters a strong commitment to community service.

**Program Goals & Objectives of the MSU DPND**
Goal #1: The program will prepare graduates capable of succeeding in accredited dietetic supervised practice programs and/or graduate programs and employment in nutrition and dietetic related fields.

- Objective 1: Over a 5 year period, 85% of students enrolled in the professional courses in the third year of the bachelor-level DPND are expected to complete program/degree requirements within 150% of the time planned for completion (3 years).
Objective 2: Over a 5 year period, 60% of DPND graduates are expected to apply to supervised practice programs in the academic year they complete the program.

Objective 3: Over a 5 year period, the supervised practice program placement (match) rate will exceed 70% for the Dietetics Program Graduates who apply the academic year they complete the program.

Objective 4: Over a 5 year period, the pass rate of first time test takers will be at least 80% on the national RD exam.

Objective 5: Over a 5 year period, on the 1 year post graduation survey, 80% of the MSU Dietetics Program graduates accepted into an internship will rate the quality of their education and on how well prepared they were for a supervised practice at least a 3 on a scale of 1 to 4.

Objective 6: Over a 5 year period, on the 1 year post graduation survey, 80% of the MSU Dietetics Program graduates accepted into graduate school will rate the quality of their education and on how well prepared they were for graduate school at least a 3 on a scale of 1 to 4.

Objective 7: Over a 5 year period, 80% of the supervised practice directors or graduate program major professors will rate the quality of the MSU Dietetics Program graduates preparedness for a supervised practice and/or graduate school at least a 3 on a scale of 1 to 4.

Objective 8: Over a 5 year period, on the 1 year post graduation survey, 80% of the MSU Dietetics Program graduates who do not apply or are not accepted to an internship or graduate school will rate the quality of their education and on how well prepared they were for their employment in a nutrition or dietetics related filed at least a 3 on a scale of 1-4.

Goal #2– The program promotes an understanding of sustainable food systems in relationship to health and fosters a strong commitment to community service.

Objective 1: Over a 5 year period, 80% of senior level students at their exit interview will rate their education in sustainable food and its relationship to health at a 4 on a scale of 1-5.

Objective 2: Over a 5 year period, 80% of graduates on the one year survey will rate their education in sustainable food systems and its relationship to health as a 3 on a scale of 1-4.

Objective 3: Over a 5 year period, 80% of the graduates responding to the Alumni survey will rate their preparedness for applying sustainable food systems knowledge in their current or future employment settings as a 3 on a scale of 1-4.

Objective 4: Over a 5 year period, 80% of senior level students at their exit interview will report being involved in one or more community service activities independently or as part of the student dietetic association during their academic career at MSU.

Objective 5: Over a 5 year period, 80% of graduates responding to the Alumni survey will report being involved in their communities and professional organizations.

*Program Outcomes data are available upon request from the Didactic Program Director.
Core Knowledge Requirements for the RD
The Core Knowledge Requirements for the entry level RD (KRDs) were established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) in the 2012 Accreditation Standards for Didactic Programs in Dietetics. These requirements have been used to develop MSU dietetic student learning objectives that assist in measuring student progress in the dietetics curriculum. See Appendix A of the handbook.

Curriculum for the MSU DPND
The curriculum for the MSU DPND program (Food and Nutrition Major: Dietetics Option) can be found in the 2014-2015 Suggested Course Sequence for BS in Food and Nutrition (Dietetics option) in Appendix B of the handbook. The DPND program requires 120 credits to obtain a baccalaureate degree from Montana State University and follows the same graduation requirements as the University. In addition to the required DPND courses; additional core courses are needed to fulfill the University Core 2.0. See http://www.montana.edu/core2/ for more information about MSU’s core classes.

How Do I Apply to MSU and become a Food and Nutrition major?
The admissions criteria for the dietetics program at Montana State University are the same as for any student applying to Montana State University. On the MSU home page, select “Undergraduate” under the Admissions heading for complete information on admission requirements including financial matters, how to set up a campus visit and a variety of facts about MSU and Bozeman. To complete an application, select “Admission Requirements” and fill in the information listed. On the form, identify Food and Nutrition, dietetics option as the major and option. Acceptance to MSU is provided by a letter that contains information on orientation and advising. New freshman attend one of several orientation sessions in the summer before they are to start school. Transfer students are given information to contact the program director to set up an appointment to review previous classes and set up a tentative schedule.

What are the costs of the MSU DPND Program?
Average tuition for full time students varies each academic year. Tuition rates and estimated expenses for books and housing are listed for both Montana residents and out-of-state students at: http://www.montana.edu/catalog/expenses/exp2.html. A summary of the Montana University System Residency policy can be found at http://www.montana.edu/registrar/Residency.php.

Additional costs for the DPND may include:
- Nutrition classes with labs require additional fees per semester (NUTR 227, NUTR 395, NUTR 401, and NUTR 426) $225-250
- Academy of Nutrition and Dietetics Membership is recommended. ($50.00 for students)
- Transportation costs for travel for Service Learning Projects; volunteer or shadowing experiences ($25-$100 depending on distance from MSU).

MSU & DPND Policies, Student Support Services

MSU Withdrawal and Refund of tuition and fees Policy
Drop/Add- Students dropping courses during the first fifteen class days are currently given a full refund for those courses. Fees for courses dropped after the fifteenth class day will not be refunded. The drop refund policy is subject to change. For summer term, please see the refund schedule located here.

The health, dental, and athletic activity fees will not be refunded to students dropping to a credit load of less than seven credits if services have been provided.

University Withdrawal- Fees except those listed below will be refunded based upon the following schedule, unless otherwise required by the Higher Education Act of 1965 as amended. The Office of
Student Success records will establish the date used for refunding. Refunds will not be granted for withdrawals after the completion of the term.

Non-refundable fees are: registration fee, ID fee, orientation fee, late fee, tuition payment plan fees, social fees, foreign student fee, dorm deposit, new student fee, and transfer student fee.

If health and/or dental services have been provided, NO refunds of those fees will be given.

If health and/or dental services have NOT been provided, the refund amount will be based upon the following schedule:

<table>
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<tr>
<th>Days of Instruction</th>
<th>Percent Refunded</th>
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<tbody>
<tr>
<td>Registration Day</td>
<td>100</td>
</tr>
<tr>
<td>1-5</td>
<td>90</td>
</tr>
<tr>
<td>6-10</td>
<td>75</td>
</tr>
<tr>
<td>11-15</td>
<td>50</td>
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**MSU Scheduling and Program Calendar** [http://catalog.montana.edu/academiccalender/](http://catalog.montana.edu/academiccalender/)

**Fall 2014**
- Orientation & Registration: Aug 20-22
- **Classes Begin**: Aug 25 (Monday)
- Labor Day Holiday: Sept 1
- Election Day: Nov 4
- Veterans’ Day Holiday: Nov 11
- Thanksgiving Day Holiday: Nov 26-28 (Wed-Fri)
- Classes End: Dec 5
- Final Exams: Dec 8-12
- **Semester Ends**: Dec 12
- **Commencement**: Dec 13 (Saturday)

**Spring 2015**
- Orientation & Registration: Jan 12-13
- **Classes Begin**: Jan 14 (Wednesday)
- Martin Luther King Day Holiday: Jan 19
- President’s Day Holiday: Feb 16
- Spring Break: March 9-13
- University Day: April 3
- Classes End: May 1
- Final Exams: May 4-8
- **Semester Ends**: May 8
- **Commencement**: May 9 (Saturday)

**Summer 2015**
Classes Begin
Memorial Day Holiday
Second 6-week Session Begins
Independence Day Holiday
Semester Ends

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<tr>
<th>Event</th>
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<tr>
<td>Classes Begin</td>
<td>May 18 (Monday)</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 25</td>
</tr>
<tr>
<td>Second 6-week Session Begins</td>
<td>June 29</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 3</td>
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<tr>
<td>Semester Ends</td>
<td>Aug 7</td>
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Class Schedules: For the specific schedule of a class, go to [www.montana.edu](http://www.montana.edu), select: “My Info” from the bottom tool bar and then “Schedule of Classes”. Individual classes can be looked up for a specific term and rubric to show the days and times that a class will be offered for that semester.

Protection of privacy of student information and access to personal files (FERPA) The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records.

They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

2. Students should submit to the Registrar, Dean, Head of the Academic Department, or other appropriate official, written request that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

3. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights.

Students may ask the University to amend a record that they believe is inaccurate or identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

4. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to University officials with legitimate educational interests. A University official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Higher Education; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another University official in performing his or her tasks. A University official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without a student's consent to officials of another school in which a student seeks or intends to enroll.
5. The right to refuse to permit the designation of any or all of the following categories of personally identifiable information as directory information, at which is not subject to the above restrictions on disclosure:
   a. name, campus address, home address, telephone listing and campus e-mail address.
   b. state of residence
   c. age, date, and place of birth
   d. sex and marital status
   e. name of advisor
   f. name and address of parent(s)
   g. major field of study, including the college, division, department, or program in which the student is enrolled
   h. classification as a freshman, sophomore, junior, senior, or graduate student, or by number referring to such cases
   i. participation in officially recognized activities and sports
   j. weight and height of members of athletic teams
   k. dates of attendance and graduation, and degrees received
   l. the most recent educational institutional attended
   m. honors and awards received, including selection to a Dean's list or honorary organization, and the grade point average of students selected
   n. photographic, video or electronic images of students taken and maintained by the University

Any student wishing to exercise this right must inform the University Registrar in writing no later than the 10th class day of the semester, of the categories of personally identifiable information which are not to be designated as directory information with respect to that student.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by MSU to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

   Family Policy Compliance Office
   U.S. Department of Education
   600 Independence Avenue, SW
   Washington, DC 20202-460

**DPND Student Complaint Policy** If a MSU Food and Nutrition major, dietetics option has a complaint related to the program accreditation standards the following steps should be taken in the order given:

1) Student should contact the Program Director and meet to discuss the complaint about the program accreditation standard(s). If not resolved;

2) Student should contact the Health and Human Development Department Head and meet to discuss the complaint about the program accreditation standard(s). If not resolved;

3) Student should contact the Dean of the College of Education, Health and Human Development and meet to discuss the complaint about the program accreditation standard(s). If not resolved;

4) Student should contact the Provost of Montana State University and meet to discuss the complaint about the program accreditation standard(s). If not resolved;
5) If a student has followed the proper procedure at the University level and still believes that the matter has not been properly handled, the student has the right to file a written complaint about the program accreditation standard(s) with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Parkway, Chicago, IL 60606 -6995. 800 -877 -1600, ext 5400.

**DPND Code of Integrity** outlines the expectations for professional behavior in the following areas: Self-Presentation, Original Work, Attendance and Class Conduct, Time Management, Emergencies, Recommendations, and Feedback/Evaluation: A copy of the MSU Food and Nutrition Code of Integrity is in Appendix C of the handbook.

**Verification Statement Policy**
A Verification Statement confirms that all Didactic Program in Nutrition and Dietetics requirements have been completed and the student is eligible to apply to an ACEND accredited Dietetic Internship.

To earn a Verification Statement from MSU, a student must have completed a minimum of 30 credits at Montana State University and satisfactorily completed all of the required coursework for the DPND (Food and Nutrition Major-dietetics option).

In addition the following DPND courses must be taken at MSU:
- NUTR 321: Nutrition in the Lifecycle (3 credits) or NUTR 351: Nutrition and Society (3 credits)
- NUTR 401: Nutrition Assessment & Counseling (3 credits)
- NUTR 421/422: Macronutrient Metabolism (3 credits)/Micronutrient Metabolism (3 credits)
- NUTR425/426: Medical Nutrition Therapy I / Medical Nutrition Therapy II (5 credits)
- NUTR 494: Seminar (1 credit)
- NUTR 499: Capstone for Dietetics (1 credit)
- SFBS 451R: Sustainable Food Systems (3 credits) or SFBS 445 Culinary Marketing: From Farm to Table (3 credits)

Once all of the DPND course requirements are completed and the Registrar has cleared the student for graduation, the DPND Director will issue six original copies of the Verification Statement. Suggested uses for the Verification Statements:
- To include in a permanent file
- To submit with the Academy of Nutrition and Dietetics membership application
- To submit to a Dietetic Internship Program once accepted into a dietetic internship.
- To submit with application for state licensure/certification

**Verification Policy for Post Baccalaureate Students**
If you already have a Bachelor’s degree in another field, you must have your college transcript(s) evaluated by the DPND Director to determine the additional classes that are needed to be satisfactorily completed in order to obtain a Verification Statement. Certain courses must be taken at Montana State University to obtain a Verification Statement from MSU. See the Verification Policy above. Declaring a second degree in Food and Nutrition (dietetics option) while completing the remaining DPND classes allows you to be eligible for financial aid.

Post baccalaureate students wishing to pursue a Master’s Degree while completing DPND requirements to earn a Verification Statement must first apply and be admitted to the Graduate Program in Nutrition and Exercise Science or to an MSU graduate program in a related area. College transcript(s) must be evaluated by the DPND Director to determine the additional classes that are needed to be satisfactorily completed in order to obtain a Verification Statement. (See Verification policy above)
additional semester or two are needed in order to complete both graduate requirements and DPND requirements.

**Assessment of prior learning Policy.** Prior coursework for transfer students must be submitted to Montana State University and the DPND Director for review. A prospective student will be notified of courses that will transfer and be provided with a plan of coursework required to complete the MSU DPND. The DPND at Montana State University does not accept prior work or volunteer experience in lieu of coursework.

**Standard of Work for the MSU DPND** All students must receive a grade of “C” or better in all courses required for the DPND. A student who receives below a “C” in a required course must repeat the course and obtain a “C” or better in order to progress.

**Student Progress:** Dietetics students must progress with a “C” or better in all the required classes in the MSU DPND curriculum (See Appendix B). If a student is experiencing difficulty progressing in the dietetics curriculum, the Program Director will meet with the student to discuss available MSU resources and services (see Office of Student Success Office of Dean of Students and Office of Financial Aid Education below) that may be helpful and the student’s potential for success in the dietetics field.

**Office of Student Success**  [www.montana.edu/success](http://www.montana.edu/success)

Students who visit the office learn to take an active role in owning and directing their education and future. The Office of Student Success is located at 177 Strand Union Building and can be reached by calling 406.994.ROAR (7627), or by emailing success@montana.edu.

The Office of Student Success offers several programs and services aimed at helping students achieve success at MSU. These programs and services include:

First Year Initiative (FYI) - Through the FYI program, the Office of Student Success strives to make contact with all first year students through orientation information sessions, one-on-one advising meetings with Student Success Advisors, workshops, free tutoring program (SmartyCats Tutoring), and several grand scale campus events such as Legend of the Bobcat and the ChampChange Auctions. For more information visit [www.montana.edu/success/fyi.php](http://www.montana.edu/success/fyi.php).

Second Year Initiative (2YI) - Some students may have experienced a few bumps in the road during their first year at MSU. 2YI is here to help second year students navigate past any new or continuing rough spots. 2YL shows students how to “dial-in” to the numerous campus resources available to support their academic careers. For more information visit [www.montana.edu/success/2yi.php](http://www.montana.edu/success/2yi.php).

Student Success Advisors - Student Success Advisors are expert learning strategists who meet one-on-one with students to teach them the tools they can use to improve their academic performance. Topics covered in meetings include:

- guidance on how to become organized
- time management
- how to improve grades
- how to prioritize and meet deadlines
- other areas that help keep students on the path to graduation

**Student Early Alert System** When faculty members are concerned about an individual student’s classroom performance, attendance, or course progress, they can submit the student’s name to our office through the Early Alert System. The Office of Student Success personally connects each referred student with their Student Success Advisor who will provide each student with tools to improve their
performance and help them formulate a success plan for the remainder of the semester. Advisors can also answer questions about how academic performance may affect financial aid, living arrangements, and academic standing and get students pointed towards the right resources to address those concerns and achieve greater success at MSU.

**SmartyCats Tutoring** - The Office of Student Success offers FREE one-on-one and small-group tutoring to MSU students through the SmartyCats Tutoring Program for numerous courses including Calculus, Statistics, and Anatomy & Physiology. SmartyCats Tutors are an invaluable resource for students who need extra help in passing courses required for their programs and career goals. SmartyCats Tutors help students clarify points from lectures, labs, discussions, and assigned readings. Drop-in tutoring sessions for key courses are also available at convenient campus locations throughout the semester and prior to finals. To learn about the free tutoring program, please visit [www.msusmartycats.com](http://www.msusmartycats.com).

**Office of the Dean of Students**  
[www.montana.edu/wwwds](http://www.montana.edu/wwwds)

The Dean of Students office acts as an advocate for students, consults and works with individual students and student groups, and works with other campus offices in creating a sense of community at MSU. The Office of the Dean of Students is located in Student Union Building (SUB) room 174. Call 406-994-2826 for more information.

Assistance is available on a “drop-in” basis or by appointment. Services offered by the office include:

- Consulting with students to help mitigate conflicts on campus
- Supporting MSU’s fraternities and sororities
- Supporting MSU’s parent and family relationship program
- Coordinating conduct hearings
- Providing general information or assistance
- Administering and interpreting the Student Conduct Code

**Office of Financial Education**  
[www.montana.edu/financialeducation](http://www.montana.edu/financialeducation)

The Office of Financial Education provides resources to MSU students and MSU Alumni to help them gain financial independence and learn techniques to achieve their life goals. Within the office, we educate and support our students to ensure that they can manage debt and develop sound budgeting skills. As an office we are committed to aiding and educating students to ensure that they understand and develop solid financial habits and empower them to make financially sound decisions. To achieve our goal we offer students opportunities to improve their financial management skills through: one-on-one financial coaching, workshops and events, and informative resources.

**Other MSU Support Services**

**Swingle Student Health Center**

The Swingle Student Health Center is located at the east end of the Strand Union Building. The Student Health Service provides a wide range of out-patient medical care and health promotion services for MSU students and spouses. In addition to routine health care, the Student Health Service has a clinical laboratory, x-ray, pharmacy, and nutrition services. The Student Health Service is accredited by the Accreditation Association for Ambulatory Health Care and is a member of the American College Health Association. All MSU students who carry seven or more credits are charged the health fee each semester and are eligible for care at the Student Health Service. Students carrying fewer than seven credits and non-student spouses may also receive care at the Student Health Service if they pay the health fee. For more information call 406-994-2311.
The VOICE Center  www.montana.edu/voice

This program is part of MSU Health Promotion with the goal of providing free confidential support, advocacy, and referral services to survivors of rape, sexual assault, relationship violence, and stalking. Trained student advocates and professional staff work with faculty, other campus professionals, and the Bozeman community to provide campus-wide advocacy and education. Services include walk-in hours as well as a 24-hour crisis line. Students of any age or gender are invited to stop in or call for information: 406-994-7069.

Counseling and Psychological Services  www.montana.edu/wwwcc

Counseling & Psychological Service (CPS) provides free, confidential counseling to eligible MSU students. CPS sees approximately 900 students each year for a variety of concerns, including adjustment difficulties, academic struggles, depression, anxiety, relationships, substance use, eating disorders, current/past trauma or abuse, problematic behaviors, identity concerns or sexual health/sexuality issues and couples/relationship counseling.

CPS is staffed by licensed psychologists and counselors, as well as advanced graduate students. On campus for over 20 years, the agency is accredited by the International Association of Counseling Centers and the training program is accredited by the American Psychological Association. For more information, see their website at www.montana.edu/wwwcc.

Career, Internship & Student Employment Services  www.montana.edu/careers

The Career, Internship, & Student Employment Services (CISES), located in the lower level of the Strand Union Building (177 SUB), offers a full range of career planning and employment services to students, alumni, the campus community, and employers. A primary goal of the office is to help students identify purposeful and fulfilling career paths and to gain experience and career skills which will clarify goals and facilitate entry into the job market. Students concerned about choice of major or career, have questions on career options, need job searching, or have graduate school questions should visit the office. To learn more about CISES, visit www.montana.edu/careers or call 406-994-4353.

Disabled Student Services  www.montana.edu/wwwres/disability

Disabled Student Services personnel determine eligibility for specific disability accommodations, assure the provision of approved accommodations, and provide direction, advice, and referral services for persons with verified disabilities. Students seeking accommodations for a disability must request services through Disabled Student Services, 180 Strand Union Building. Students may also contact the office by phone, 406-994-2824, by TDD, 406-994-6701, by fax, 406-994-3943, or by email, DRV@montana.edu or byork@montana.edu.

Re-entry Student Services  www.montana.edu/wwwres/reentry

Non-traditional-age students (25 and over) can find direction, support, and assistance in this office. Consumer information is available. Re-entry Student Services is located in 180 Strand Union. Students may also contact the office by phone, 406-994-2824, by TDD, 406-994-6701, by fax, 406-994-3943, or by email, DRV@montana.edu or byork@montana.edu.

The Veteran Support Center  www.montana.edu/wwwres/veteran

The Veteran Support Center provides service and assistance for veterans, dependents, and members of the guard and selected reserve who receive educational benefits from the U.S. Department of Veterans’ Affairs (DVA). DVA educational benefits recipients must have school enrollment certified each term by the MSU certifying official. Applications for the MUS Honorable Discharged Veteran Fee Waiver (see Special Exemptions for full fee waiver information) are also reviewed by the certifying official for approval. The Veteran Support Center is located in 185 Strand Union Building. Students may also contact the office by phone, 406-994-2824, by TDD, 406-994-6701, by fax, 406-994-3943, or by email, vets@montana.edu or byork@montana.edu.
Women's Center  www.montana.edu/wwwwomen

The Women’s Center is open to all students, faculty, staff, and community members considering returning to school, and facilitates student and academic success at MSU through involvement with educational co-curricular programs and services. Located in room 372 of the Strand Union Building, the Center is open 9 a.m. to 4 p.m., Monday through Friday, when school is in session. Services and resources include: weekly Sack Lunch Seminars, events celebrating National Women’s History Month, the Women and Their Futures film series, the Shannon Weatherly Memorial Lecture Series, a quarterly newsletter, a lending library with resources addressing women’s and gender concerns, career and scholarship information, and various other resources and programs. The Women’s Center also offers volunteer and internship opportunities.

Diversity Awareness Office  www.montana.edu/diversity

The Diversity Awareness Office (DAO) provides information and support to the university community in the areas of multicultural awareness and community building, prejudice education, and practical resources relating to diversity issues. The DAO sponsors, produces and promotes events that encourage and foster diversity awareness around issues of gender, class, religion, sexual orientation, and ethnicity. Awareness of diversity is examined through lectures, movies, discussion groups and social events. The DAO provides a safe supportive environment in which students can begin to understand the diversity they experience on campus as well as the larger global community. For more information, please visit www.montana.edu/diversity or visit us in Strand Union Building room 368.

Strand Union (SUB)  www.montana.edu/sub

The Strand Union Building (SUB) is truly the center of campus activity at MSU. Focused on serving the needs of students, faculty, staff and guests to the university, the SUB offers two student managed, student staffed service centers: the Ask Us Desk and the Rec Center. The Ask Us Desk is the information center for the building, connecting people to campus information, handling lost and found, stamps sales, affordable fax services, and is a Tickets West ticket sales outlet. Visit www.montana.edu/askus for MSU events and schedules, and other information.

The Strand Union Administration Office, located in room 223 (directly behind the Ask Us desk), houses the offices of the Director, the Marketing Manager and the SUB Administration Office Manager. Visit www.montana.edu/sub or call 406-994-3082 for more information.

Computer Services

The Information Technology Center operates microcomputer facilities for student use in Reid, Roberts, and Cheever Halls. A wide variety of software packages are available, including word processing, spreadsheets, database managers, and drawing and design packages.

University Printing Services  www.montana.edu/cpa/printshop

Located in the basement of Culbertson Hall, University Printing Services provides copying and a large variety of specialized printing services for all university departments, faculty, staff, students, and university organizations. University Printing Services strives to provide the highest quality printing and copying in a timely fashion at a price below on- or off-campus services. See www.montana.edu/cpa/printshop for more information.

Copying Service

The Renne Library has a copy service in the basement and coin-operated copiers in lobby areas. Copy Cats and University Printing Services also offer complete copy services. Links: www.montana.edu/copycats and www.montana.edu/cpa/printshop.
Graphic Services

Complete professional graphic design, typesetting, print production, photography, and darkroom services are available from MSU Creative Services, 427 Culbertson Hall, a branch of University Communications. Graphics and web design, scanning, and color output services are also available from Strand Union Graphics.

Audio Video Listening and Viewing

The Renne Library has facilities for listening to audio cassettes, phonograph records, and compact discs, as well as viewing video cassettes and slides.

Campus Post Office  www.montana.edu/wwwmail

A full-service post office is located in Culbertson Hall on Harrison Street. All services are available Monday through Friday from 8:30 a.m. to 4:00 p.m. Stamp sales and a letter drop-off are available at the Ask-Us desk in Strand Union; weekday pickup is at 8:45 a.m. and 2:00 p.m. A USPS mailbox with 3:00 p.m. Monday - Saturday pickup is located outside the Strand Union south entrance. Priority Mail, stamp sales, and a letter drop are also available at Cards ‘N’ Copies, which has a 2:00 p.m. weekday pickup.

Testing Services  www.montana.edu/wwwed/centers/testing

The Testing Service coordinates the scheduling and administration of national testing programs such as the College-Level Examination Program (CLEP), the ACT, the Proficiency Examination Program (PEP), the General Educational Development Program (GED), the Graduate Record Examination (GRE), Law School Admission Test (LSAT), Medical College Admission Test (MCAT), and the Graduate Management Admission Test (GMAT). The Testing Service proctors the High School Days scholarship test, correspondence course exams, and exams for professors and resource students with disabilities who qualify for special test considerations. Contact Testing Services at (406) 994-6984.

What scholarships are available to dietetics students?

Scholarship opportunities are available to students enrolled in the MSU College of Education, Health and Human Development. The online application for HHD majors (including Food and Nutrition majors) is available at: www.montana.edu/ehhd/html/scholarshipinfo.html. Specific criteria for each scholarship are listed to help determine which scholarships to apply for.

Scholarships are available through the Academy of Nutrition and Dietetics Foundation for Academy student members who will be juniors or seniors in the dietetics program. For information about scholarships and eligibility, please see the Academy Foundation website http://www.eatright.org/foundation/

Scholarships are available for students interested in Food Systems Management who have completed 750 hours of industry related work experience. For information about scholarships and eligibility, please see the Educational Foundation of National Restaurant Association (http://www.nraef.org/scholarships/).

After earning a BS degree in Food and Nutrition (Dietetics Option) from MSU, will I be a Registered Dietitian (RD)?

No! Satisfactory completion of these 3 steps is required to obtain the RD credential.

1. Satisfactory completion of a DPND is only the first step required to become a Registered Dietitian (RD)/Registered Dietitian Nutritionist (RDN).
2. The second step is the completion of an ACEND-accredited Dietetic Internship. Eligibility for the internship includes the completion of the DPND, and a minimum of a Bachelor’s degree. Receiving an appointment to a dietetic internship is very competitive, and completion of the MSU DPND does not guarantee placement in a dietetic internship. From April of 2009 to April of 2014, only 50-51% of students participating in the computer match nationally were placed into a dietetic internship.

3. The third and final step to becoming an RD/RDN is successful completion of the National Registration Examination for Dietitians. There are many study guides and programs available to help applicants prepare for success in this final step.

Section B: Dietetic Internship

Early Preparation to Become a Competitive Applicant for a Dietetic Internship

Begin preparing early to make yourself a competitive applicant for selection to a Dietetic Internship program. Achieving the following goals are critically important:

- GPA ≥ 3.0 (To be competitive, your GPA should be at least 3.2 - 3.4)
- Evidence of leadership and professional commitment, e.g., student membership in the Academy is highly recommended. In addition, the Montana Student Dietetic Association offers many leadership and volunteer activities.
- Good communication skills—evidence by portfolio writing samples, resume and personal statement.
- Work experience examples: work experience in hospitals, long term care facilities, university food service or any other experience in a food, nutrition and/or dietetic related area.
- Volunteer experience examples: Food Bank, Senior Center, Head Start, TEAM Nutrition, WIC program or any other volunteer experience in a food, nutrition and/or dietetic related area.
- Positive reference letters—usually at least two should come from DPND faculty, while a third could come from a supervisor of paid or volunteer work.

Where can I obtain information about dietetic internship programs?

During your sophomore and junior years start thinking about where you might apply to allow time to investigate and determine the dietetic internships programs that best fit your interests, abilities and budget.

The Academy of Nutrition and Dietetics (Academy) provides the most up-to-date information about internship programs. Access the Academy’s website (http://www.eatright.org) to obtain a listing of all of the accredited programs, and the cost, length of internship, internship director, and area of specialization of each program. A direct link is available to each individual program’s website which provides detailed information about the dietetic internship.

Once you have selected the dietetic program(s) to which you would like to apply, you should visit each program’s website to find out the requirements for applying.

How do I apply for a dietetic internship program?

The Academy has developed an online application process for dietetic internships. This system, the Dietetic Internship Centralized Application System (DICAS), allows applicants to submit all of their application materials online and allows internships to access the information from DICAS. A $40.00 fee is required for the first internship application and $20.00 for each additional application. DICAS can be accessed at https://portal.dicas.org/.

Since not all programs may be using the online application, it is essential to check the individual program’s website to determine the method of application.
How much does enrollment in a dietetic internship program cost?

Costs vary widely; check each program’s required expenses. Most accredited dietetic internships associated with regionally accredited university graduate programs qualify for government-sponsored loan programs. Check the individual internship program’s website to determine if financial aid is available for that program. There are programs that are not eligible for financial aid.

Montana Dietetic Internship (MDI). In 2010, MSU attained the Candidacy for Accreditation Status to host the Montana Dietetic Internship in Montana. The 2015-2016 program cost for this internship program is $15,300 (in-state) and $18,500 (out-of-state) and additional living expenses and transportation costs need to be considered. For specific details about MDI, access: www.montana.edu/hhd/postbaccalaureate/. Students who graduate from the MSU Didactic Program in Nutrition and Dietetics are eligible to apply early to MDI through a pre-select process.

Computer Matching for Dietetic Internships

Most dietetic internship programs participate in computer matching with D&D Digital Systems. In this process applicants rank order the dietetic internships to which they are applying, and then the dietetic internship programs rank order the applicants who apply to their programs. Applicants must prioritize their choices of dietetic internships for computer matching and pay a $50.00 fee to D&D Digital Systems by the required deadline. Applicants can complete both of these tasks at the D&D Digital Systems website: http://www.dnddigital.com/.

- The deadline for a Spring Match occurs in February and for a Fall Match in September (on the same dates that DICAS internship applications are due).
- Please note, the D&D Digital Systems matching is totally separate from the DICAS system and needs to be completed in addition to the DICAS application.
- Do not prioritize any dietetic internship on your D&D Digital Systems account that you would not accept.
- D & D Digital is not required for the early preselect application to MDI, but would be required for non-preselect positions.

Notification of Appointment to a Dietetic Internship

Once the matching process has been completed, each applicant is notified on a specific day at the D&D Digital Systems website (http://www.dnddigital.com/AND/index.html) regarding the outcome of an appointment to an dietetic internship.

- Applicants who were selected and receive a match need to accept the match directly with the dietetic internship program that selected them.
- Applicants who were not matched (appointed) in the first round of applications are then given the opportunity to contact Dietetic Internships with unmatched openings. The list of unmatched openings is posted at the D&D Digital Systems website. In DICAS Second Round is known as Clearing House. Your DICAS application may be submitted electronically to dietetic internships with openings ($20/application).

Section C: Options other than a Dietetic Internship

Graduate School and Employment in a dietetics related field

An undergraduate degree in Food and Nutrition provides a strong knowledge base in the sciences, including nutrition, as well as in communication and problem solving. Apply to take the Graduate Record Exam (GRE) if you are interested in graduate school. Master’s degree programs in nutrition, health science education, exercise and sports science and communication might be considered. Food and Nutrition graduates may also pursue opportunities in nutrition education (through WIC), sales (including pharmaceutical, food and equipment sales), foodservice management and public policy/health fields.
These offer excellent nutrition related experience to assist students who might want to delay applying to an internship and save up for the cost of an internship.

**Dietetic Technician, Registered**
DPND graduates are also eligible to take the national examination to become a Dietetic Technician, Registered (DTR) without completing the supervised practice experience. The CDR website contains information about requirements for becoming a DTR: [www.cdrnet.org](http://www.cdrnet.org). DTRs work independently or as a team member under the supervision of registered dietitians in a variety of employment settings including health care, business and industry, community/public health, food service and research.
Appendix A

Core Knowledge Requirements for the RD
(2012 ACEND Accreditation Standards for Student Learning Objectives)

Domain 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.

Domain 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.

Domain 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.

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

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 dietetics 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.

**Domain 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

### 2014-2015

**Suggested Course Sequence for BS in Food and Nutrition (Dietetics option)**

<table>
<thead>
<tr>
<th>Freshman Fall</th>
<th>Credits</th>
<th>Freshman Spring</th>
<th>Credits</th>
<th>Yearly total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHMY 141</td>
<td>4</td>
<td>ANTY 101D or SOCI 101IS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>FSC 101IS or PSYX 100S</td>
<td>3 (4)</td>
<td>BIOB 160</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>M 121Q</td>
<td>3</td>
<td>CHMY 143</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Writ 101W or Core IA/IH/D</td>
<td>3</td>
<td>Core IA/IH/ D or Writ 101W</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>US101US or Com 110US</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>16 credits</td>
<td></td>
<td>14 credits</td>
<td>30 credits</td>
</tr>
</tbody>
</table>

| Sophomore Fall          | | Sophomore Spring          | |
|-------------------------| |---------------------------| |
| BMGT 205 or WRIT 201 or | 3 | ACTG 201                  | 3 |
| WRIT 221                 |   |                          |   |
| CHMY 211                | 5 | BIOH 201                  | 5 |
| NUTR 221CS              | 3 | BIOM 103IIN or BIOM 250   | 3 |
| STAT 216Q or BIOB 318   | 3 | NUTR 226                  | 3 |
|                         |   | NUTR 227                  | 2 |
| Total                   | 14 credits |                          | 16 credits | 30 credits |

| Junior Fall          | | Junior Spring          |
|----------------------| |------------------------|
| BIOH 211             | 4 | BCH 380                | 5 |
| FCS 359              | 3 | FCS 371                | 3 |
| NUTR 321             | 3 | NUTR 395               | 3 |
| NUTR 322             | 3 | NUTR 401               | 3 |
| NUTR 351             | 3 |                        |   |
| Total                | 16 credits |                          | 14 credits | 30 credits |

| Senior Fall          | | Senior Spring          |
|----------------------| |------------------------|
| CTHH 317             | 3 | Core IA/IH/D           | 3 |
| Core IA/IH/D         | 3 | NUTR 422               | 3 |
| NUTR 421             | 3 | NUTR 499               | 1 |
| NUTR 425             | 3 | SFBS 451R              | 3 |
| NUTR 426             | 2 | Electives              | 5 |
| NUTR 494             | 1 |                        |   |
| Total                | 15 credits |                          | 15 credits | 30 credits |

| Total                | 120 credits |                          |   |   |

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Appendix C

**Code of Integrity**
For Food & Nutrition Students and Faculty
At Montana State University

Self Presentation
I will present myself in a manner that demonstrates self respect as well as respect for my peers and professors, or students.

Your attire and behavior can convey a professional attitude. Unique dress is not discouraged, although *unprofessional dress* (e.g. exposed body parts etc.) can be distracting to others and send unintended messages. Consider presenting yourself in a way that communicates:

- I am a mature person
- I respect myself
- I respect my audience, peers, professors, students etc.
- I am serious about conveying professional or academic messages
- I have important things to contribute to discussions
- I have confidence in my inner qualities.

If you are proud of what you have to say or contribute, then let the way you present yourself convey that. Consider what you want your audience or peers to focus on, or what you would like others to remember about you.

Original Work
I will submit or present work that is my own, or cite my sources appropriately. Refer to the MSU Student Conduct Code and Academic Integrity Guidelines: [http://www2.montana.edu/policy/student_conduct/](http://www2.montana.edu/policy/student_conduct/).

Developing original ideas or ways of describing them in words is a critical part of success in higher education. Homework assignments, papers, presentations, and exams are all opportunities to practice and hone these skills. Using others’ work is crucial in certain situations (e.g., reviewing literature or writing a research paper). Doing so effectively requires use of an accepted citation format. Copying and pasting information from Web sites into a paper is plagiarism, unless the text is in quotes and cited. In summary, give credit where credit is due, do not present someone else’s work as your own, and when giving credit to a source, do so in an appropriate way.

Attendance and Class Conduct
I will be present in class both physically and mentally. I will make contributions to class that are respectful and relevant to my own learning process and the learning processes of others. My behavior will be professional and appropriate, and not disruptive to class.

Each class period is an irreplaceable interactive learning opportunity. Listening attentively, taking notes, and actively participating in discussions or other activities accelerate learning and also convey interest and respect in others, including professors and classmates, or students.
Conversely, arriving late, leaving the room in the middle of class, walking out early, studying for other classes, using a cell phone or text messaging, sleeping, etc. is disruptive, distracting, and can hinder others’ ability to teach or learn. Habitual inappropriate conduct can damage class moral. Being “present” will make class time more valuable and lessen the amount of time needed afterwards to relearn or study course material. Being present also allows you to ask important questions when they are relevant and useful, and to contribute in a way that benefits you, your classmates, and the professor. In summary, manage your time and plan other commitments so that you attend your classes faithfully. Come to class with an uncluttered mind so that you can think clearly, focus on understanding what is being communicated, and contribute effectively.

Time Management
I will respect others’ time and will follow through on all scheduled time commitments.

Time is valuable to both professors and students. Program participants are responsible for being on time for class meetings, group meetings, and other scheduled appointments. In the unfortunate event of being late or missing a meeting or appointment, one can restore integrity by acknowledging the breach and apologizing to others affected. Program participants are also responsible for maintaining an adequate level of availability for communication outside of class. This includes maintaining or using office hours, and checking voice mail and email messages regularly, and responding promptly or within a reasonable time frame.

Emergencies
I will fulfill my academic obligations to the best of my ability. If a personal emergency is preventing me from fulfilling my academic obligations, I will take appropriate action.

In some cases, personal emergencies may jeopardize a participant’s ability to fulfill academic commitments successfully by preventing class attendance, causing one to miss due dates for assignments, meetings for group projects, exams etc. Such cases call for clear and early communication with the program director to determine the best course of action. While special consideration and accommodation can be made for students who have temporary unfortunate circumstances, longer term or habitual emergencies may require requesting a leave of absence from the program.

Recommendations
For Students:
If applicable, I will be recommendable for an Dietetic Internship, employment, graduate school, or other opportunity. I will seek recommendations humbly and respectfully.

For Faculty:
I will write honest and objective recommendations for deserving students with appropriate attention to deadlines.

Becoming a student worthy of a professor’s recommendation requires time and effort. Writing effective recommendations similarly requires time and effort, as well as genuine interest in supporting specific students. Professors are not required to endorse students, and in doing so risk their own professional integrity. However, a successful recommendation process can be
mutually beneficial, by assisting deserving and competent graduates in gaining appointments in competitive internships, acceptance into academic programs, or obtaining professional positions.

To facilitate success in the recommendation process, students are advised to do the following:

- Justify a professor’s recommendation with the quality of your work, professionalism, and character.
- Choose individuals to be references who are well acquainted with you and your abilities.
- Request a recommendation in a timely fashion, respectfully, and without presumption.
- Assume that the recommendation will be confidential.
- Acknowledge the time and energy taken to write and submit a recommendation letter with a written thank you to your references.
- Keep in touch with your references and inform them about your progress and whereabouts (you may need additional letters in the future).

Feedback/Evaluation

I will actively engage in the program’s evaluation processes, to promote its continued improvement and success for present and future participants.

Multiple opportunities exist to provide and obtain feedback in this academic program. For faculty, examples include a professor’s comments on student assignments, and faculty-student communications. For students, examples include mid-semester surveys, end of semester teacher or advisor evaluations, one on one meetings, exit interviews for seniors, and follow up surveys for alumni. Students can help professors continuously improve the overall program or the teaching and management of specific courses. Professors can help students improve writing, speaking, understanding, or other academic or professional skills.

Providing constructive insight by professors or students requires respect for the process and trust that its purpose is to foster development and progress towards goals. Feedback is destructive and useless when its purpose is to injure, punish, or embarrass.

Accepting and utilizing constructive feedback from others is another important piece of the evaluation process. Once again, trusting that feedback is being provided to help you reach your goals is very important, as is a little humility. In summary, providing constructive feedback is a professional responsibility. Be grateful for the constructive feedback you receive, and use it well.

I have read, understand, and will abide by this code of integrity:

Student Signature: ____________________________ DATE: __________

Faculty Advisor Signature: ____________________________ DATE: __________