Student General Information Handbook

Dietetics & Nutrition Department
207 Caudell Hall
1300 Elmwood Avenue
Buffalo, NY 14222- 1095
716-878-5913

Rev. December 2013
Welcome to Buffalo State
State University of New York

The only SUNY College located in a metropolitan area, Buffalo State offers unparalleled educational, cultural and recreational opportunities. Our more than 11,000 students already enjoy the tremendous advantages awaiting you at Buffalo State, both on the 115-acre campus and throughout the community. Buffalo State College is the largest four-year college in the State University of New York system, with more than 166 academic programs in the arts, sciences, education, and professional programs. Small, diverse classes are taught by professional, dedicated faculty members. The campus is safe, accessible, and attractive with excellent arts, athletics, and research facilities. A multitude of student organizations and clubs facilitate leadership and involvement in campus life. Buffalo State's location and reputation provide access to outstanding internship and employment opportunities with local firms. An exceptional value, Buffalo State is a leader in providing top-quality, affordable education in Western New York.

Dietetics and Nutrition Department (716) 878-5913
http://www.buffalostate.edu/depts/dietetics

Admissions (716) 878-4017
Admissions@buffalostate.edu
http://www.buffalostate.edu/admissions/visiting.xml
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Rev. June 2012
The Dietetics and Nutrition Department (Didactic Program in Nutrition and Dietetics and Dietitian Education Program)

The Dietetics and Nutrition Department at Buffalo State, SUNY offers a baccalaureate degree in Dietetics. Dietetics is the health-care profession that applies food and nutrition to health management. The professional in the dietetics field is a Registered Dietitian (R.D.). Registered Dietitians work in a wide variety of employment settings, including health care, business industry, public health, education, research and private practice.

To become an R.D. an individual must complete the following requirements established by the Academy of Nutrition and Dietetics (A.N.D.):

Minimum of a bachelor’s degree at an U.S. regionally accredited university or college

and

Academic course work approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of A.N.D.

and

Accreditation Council for Education in Nutrition and Dietetics accredited Supervised Practice Program

and

Registration Examination administered by the Commission on Dietetic Registration (CDR) of A.N.D.

The Dietetics and Nutrition Department offers bachelor’s degrees in two dietetic programs that partially satisfy the requirements for becoming an R.D.- the Didactic Program in Nutrition and Dietetics (DPND) and the Dietitian Education Program (DEP) formerly the Coordinated Program in Dietetics (CPD). The DPND provides the academic course work and graduates of the program apply to an Accredited Internship Program in Nutrition and Dietetics (IPND) to fulfill the supervised practice requirement. Upon completion of both, an individual is eligible to take the Registration Examination. The DEP integrates the educational requirements with the supervised professional practice so that upon graduation an individual is eligible to take the Registration Examination.

The Didactic Program in Nutrition and Dietetics is currently granted initial accreditation by the Accreditation Council for Education and Nutrition and Dietetics of the Academy of Nutrition and Dietetics, the 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 800/877-1600 ext 5400.

The Dietitian Education Program is currently granted accreditation by the Accreditation Council for Education and Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-0040.

Graduates of both programs receive an appropriate verification statement signed by the respective program directors.
Verification Statement:

The signed verification statement documents that an individual has completed the requirements of a dietetics education program accredited or approved by ACEND. It is essential to the ACEND dietetics education, CDR registration eligibility, and A.N.D. Active membership process.

The completion of ACEND Dietetics Program in Nutrition and Dietetics requirements and at least a bachelor’s degree are necessary for eligibility to a ACEND-accredited/approved supervised practice (“Experiential Practice”) program.

A verification statement is required by CDR upon completion of DEP to indicate completion of academic or supervised practice (“Experiential Practice”) requirements for eligibility to write the registration examination.

http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8097&terms=acend+verification+statement

All freshmen and qualifying transfer students are routinely admitted to the DPND. Students may then apply to the DEP upon meeting the requirements that include a minimum GPA of 2.75 and completion of specified courses. A department committee selects no more than 16 students to the DEP each year. Selection criteria used by the committee include applicant submission of a written autobiography, submission of two comment forms from faculty or employers and completion of at least two interviews with individual selection committee members.

DPND students starting as freshman may complete the curriculum in four years. Transfer students generally take a longer time to complete based on the number of credits transferred and the courses accepted by the College and Program.

DEP students who join the department as freshman may complete the curriculum in four years plus a summer course between junior and senior years. Transfer students generally take a longer time to complete based on the number of credits transferred and the courses accepted by the College and Program.

The Dietetics and Nutrition Department typically has an enrollment of about 200 students. Currently there are six full-time faculty including the chairperson and additional part-time faculty with areas of specialization including nutritional biochemistry, clinical nutrition, nutrition education and food systems management. The atmosphere in the Department, though highly academic and professional, is also very open and friendly. Classes in the major generally have 25-45 students, allowing for easy interaction between professor and student with individuals receiving personal attention as needed. Faculty academic advisors also have the opportunity to provide close guidance to advisees.
If you have any further questions please contact the Dietetics and Nutrition Department:

Deborah Daniels – Secretary
207 Caudell Hall       (716) 878-5913       (danildl@buffalostate.edu)

Or any of the following faculty:

Suk Y Oh, Ph.D. – Chairperson, Professor
208 Caudell Hall       (716) 878-4086       (ohsy@buffalostate.edu)

Tejaswini Rao, Ph.D., R.D., C.D.N., Associate Professor, DPND Program Director
217 Caudell Hall       (716) 878-4333       (raot@buffalostate.edu)

Donna M. Hayes, M.S., R.D., C.D.N., Assistant Professor, DEP Program Director
219 A Caudell Hall       (716) 878-5634       (hayesdm@buffalostate.edu)

Tina Colaizzo-Anas, Ph.D., R.D., C.D.N., Assistant Professor
210 Caudell Hall       (716) 878-5818       (colaiztm@buffalostate.edu)

Carol DeNysschen, Ph.D., R.D., MPH, C.D.N., Assistant Professor
102 Caudell Hall       (716) 878-3218       (denyssca@buffalostate.edu)

Marie Murray, RD, MMSc, CDN, Lecturer
201 Caudell Hall       (716) 878-3104       (murraymm@buffalostate.edu)
BECOME A REGISTERED DIETITIAN!

Dietetics Program

Didactic Program in Nutrition and Dietetics (DPND)
Dietitian Education Program (DEP)

To become a registered dietitian (R.D.), an individual must complete four components established by the Commission on Dietetic Registration (CDR), the credentialing agency for the Academy of Nutrition and Dietetics (A.N.D.).

The components are:

**Bachelor’s Degree**
Minimum of a bachelor's degree at a U.S. regionally accredited university or college

**Academic Requirements**
Core Knowledge for the RD - 2012 established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of A.N.D.

**Supervised Practice**
Practitioner Competencies established by ACEND of A.N.D.

**Registration Examination**
Administered by CDR
TO BECOME A REGISTERED DIETITIAN

DPD
4 years

Bachelor of Science
Meets academic requirements

Dietetic Internship - approx. 1 year
Meets Supervised Practice Requirement

CPD
4 years

Bachelor of Science
Meets academic requirements
and
Supervised Practice Requirement
with emphasis area

Pass National Registration Examination
Become a REGISTERED DIETITIAN
Cost to the Student

Undergraduate Tuition and Fees
The current information on tuition and fees is available at the Buffalo State website http://www.buffalostate.edu/studentaccounts
Students are required to pay tuition and fees upon receipt of invoice. Deductions are made under various state and federal financial aid programs.

Tuition
The tuition for NY State residents, out-of-state residents and part-time students is provided on the website.

Mandatory Fees
The mandatory fees per semester include College Fee (finances operating budget), Activity Fee (supports student groups), Health Fee (provides basic medical assistance through the Weigel Health Center), Athletic Fee (supports intercollegiate athletics), Technology Fee (provides enhancements to campus technology) and Transportation Fee (funds Buffalo State – NFTA Metro Pass Program that can be used on and around campus and all NFTA bus and rail services in the region).

Non-mandatory Fees
Parking for the year on campus.

Housing – Residence Life
Information pertaining to housing and the cost are available at http://www.buffalostate/residencelife. All full time, first-year and sophomore students whose permanent residence is beyond a 35-mile radius of Buffalo State are required to reside on campus for four consecutive semesters or 60 credits. Those exempt from the requirements include married students, single parents, transfer students, veterans, students over the age 21 or students residing with relatives.

Health Insurance
All full-time students are required to have health insurance. Students who have their own insurance are required to complete an online waiver to avoid being enrolled in the college’s health insurance plan. Information cost is available at http://www.buffalostate.edu/weigel.

Immunizations
In order to register for classes, all students must be in compliance with New York State law regarding immunizations. Immunization records must be provided to the Health center. The Health Center can provide assistance for obtaining records and/or provide measles, mumps, and rubella immunizations at no charge.

Meningitis Response Form
Students are not required to receive the meningococcal vaccine, but you are required to fill out the response form.

Books
Most courses require textbooks that are mandatory for the course. The cost varies per semester based on the courses students are enrolled in. In addition, certain courses require students to purchase lab manuals and course material costing $5.00 – $10.00. The maximum cost to a student in the department for this material ranges from $5.00 – $15.00 per semester.
Financial Aid/Scholarships

Students enrolled at Buffalo State are eligible for financial aid and scholarships. Information regarding student loans and student employment is available from the Financial Aid Office in Moot Hall. Scholarship information can be obtained from the Scholarship Office in Grover Cleveland Hall.

Financial Aid

The goal of the Financial Aid Office is to assist students with securing sufficient funding to cover their educational expenses. Annually, 85 percent of all undergraduate students receive some form of financial aid (federal, state, institutional, and/or private) while attending Buffalo State College. Staff members in the Financial Aid Office, Moot Hall 230, are available year-round to assist students and their families with the financial aid application process. Contact the Financial Aid Office at (716) 878-4902 and/or finaid@buffalostate.edu. Additional financial aid information is available online at www.buffalostate.edu/financialaid.

Scholarships

In addition, Dietetics majors may apply for the following Department Scholarships:

- Yvonne M. Williams Scholarship
- Dr. Sarah Manning Scholarship
- Blanche Kelsey Award
- Grace Powell Award
- Katherine Stabell Award
- Mary S. Switzer Award
- Suffolk County Cooperative Extension Award
- Phi Upsilon Omicron Scholarships
  - Dorris M. Closs Award
  - Eunice F. Mason Award
  - Alma Roudebush
  - Mildred Sipp Award

Many students from Buffalo State have received scholarships from other sources including A.N.D. Foundation and Phi Upsilon Omicron at the national level.

The Academy of Nutrition and Dietetics Foundation offers scholarships to encourage eligible students to enter the field of dietetics. Students enrolled in their junior year in a ACEND-accredited or approved program and a student member of A.N.D. may apply for an Academy of Nutrition and Dietetics Foundation scholarship. Scholarships are also available for students in ACEND-Internships Programs in Nutrition and Dietetics and graduate studies. Contact: Academy of Nutrition and Dietetics Foundation 800/877-1600, ext. 1133 E-mail: scholarship@eatright.org
The Academy of Nutrition and Dietetics (A.N.D.), formerly the American Dietetic Association (ADA), founded in 1917 is the world’s largest organization of food and nutritional professionals. With nearly 72,000 members (2011) A.N.D. is a powerful advocate on behalf of the dietetic professionals serving the public through the promotion of optimal nutrition, health and well being.

The Accreditation Council for Education and Nutrition and Dietetics (ACEND) is A.N.D.’s accrediting agency for education programs preparing students for careers as registered dietitians or dietetic technicians, registered (DTR).

ACEND:
- establishes and enforces standards for the educational preparation of dietetics professionals. These standards of education are outcome-based and require programs to provide the foundation knowledge, skills and competencies for entry-level dietetics practice.
- recognizes dietetics education programs that meet the standards of education by accreditation or approval. Dietitian Education Program (DEP) and Didactic Program in Nutrition and Dietetics (DPND) programs at undergraduate and graduate levels, post bachelor’s Dietetic Internships and associate degree Dietetic Technician Programs are accredited by ACEND.

The Commission on Dietetic Registration (CDR) is the credentialing agency for The Academy of Nutrition and Dietetics. The purpose of the Commission is to serve the public by establishing and enforcing standards for certification and by issuing credentials to individuals who meet these standards.

CDR currently awards seven separate and distinct credentials: Registered Dietitian (RD); Dietetic Technician, Registered (DTR); Board Certified Specialist in Renal Nutrition (CSR); and Board Certified Specialist in Pediatric Nutrition (CSP), Board Certified Specialist in Sports Dietetics (CSSD), Board Certified Specialist in Gerontological Nutrition (CSG) and Board Certified Specialist in Oncology Nutrition (CSO).

CDR establishes and enforces standards and qualifications for dietetic registration and minimum competency for entry-level practice. The components for registration include:

1. Meeting examination eligibility requirements by one of the following paths:
   - completing a minimum of a bachelor’s degree at an U.S. regionally accredited university or college and course work approved by ACEND and ACEND-accredited supervised practice program
   - completing a minimum of a bachelor’s degree at an U.S. regionally accredited university or college and completing an ACEND-accredited DEP program

2. Successfully completing the registration examination.

3. Participating in continuing professional education to maintain registration.
Employment Opportunities for Dietitians

Registered dietitians work in a wide variety of employment settings, including healthcare, business and industry, public health, education, research, and private practice. Many work environments, particularly those in medical and health care settings, require that an individual be credentialed as a RD.

RD’s work in:

- Hospitals, HMO’s, or other health care facilities, educating patients about nutrition and administering medical nutrition therapy as part of the health care team. They may also manage the foodservice operations in these settings, as well as in schools, day-care centers, and correctional facilities, overseeing everything from food purchasing and preparation to managing staff.

- Sports nutrition and corporate wellness programs, educating clients about the connection between food, fitness and health.

- Food and nutrition-related businesses and industries, working in communications, consumer affairs, public relations, marketing, or product development or consulting with chefs in restaurants and culinary schools.

- Private practice, working under contract with health care or food companies, or in their own businesses. RD’s may provide services to foodservice or restaurant managers, food vendors and distributors, athletes, nursing home residents, or company employees.

- Community and public health settings, teaching, monitoring, and advising the public and helping to improve their quality of life through healthful eating habits.

- Universities and medical centers, teaching physicians, physician’s assistants, dentists, nurses, dietetics students, and others the sophisticated science of foods and nutrition.

- Research areas in food and pharmaceutical companies, universities, and hospitals, directing or conducting experiments to answer critical nutrition questions and find alternative foods or nutrition recommendations for the public.

Salaries and Job Outlook

The news for most dietetics practitioners is positive. According to The Compensation & Benefits Survey of the Dietetics Profession 2011, 5th edition, sponsored by the Academy of Nutrition and Dietetics shows that registered dietitians (RD’s) and the dietetic technicians, registered (DTRs) experienced wage gains since the 2009 survey. RD median annualized wages are now at $58,000, up from $56,700 in 2009; DTR median annualized wages are now $40,000, up from $39,000.

As with any profession, salaries and fees vary by region of the country, employment settings, scope of responsibility, and supply of RDs. Salaries increase with years of experience.

In recent years, there has been increased interest in the role of food in promoting health and wellness, particularly as a part of preventative healthcare in medical settings. The importance of diet in preventing and treating illnesses such as diabetes and heart disease is now well known. More dietitians and nutritionists will be needed to provide care for people with these conditions.


The Dietetics Workforce Demand Study, published in March 2012, concluded that “the supply of dietetics practitioners is expected to increase by at least 7% during the 2010-2020 decade, consistent with the growth in many health profession sectors,” (S29) In addition, “it appears that the annual demand for dietetics services will outstrip the supply of CDR-credentialed dietetics practitioners throughout the decade.” (S29) The dietetics profession is faced with the challenge of how to respond to the potential impact of this study and is proactively engaging dietetics practitioners in meeting this challenge. The complete study results and recommendations can be found in Commission on Dietetic Registration Dietetics Workforce Demand Study Task Force 2011-2012. Projections and Opportunities for an Increasing Demand for Dietetics Practitioners: 2011 Dietetics Workforce Demand Study Results and Recommendations, J. Acad of Nutr Diet, 2012; March Suppl 1.

Additional information about salaries and career opportunities are available in the following:


For more information about A.N.D. and its services, refer to:
Website: www.eatright.org Phone: 800-877-1600 or 312-899-0040
Address: The Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
Complaints about ACEND

Please talk to the chairperson, program directors, advisors or faculty if you have any concern pertaining to standards, policies, procedures or conduct of ACEND. The individual will help you to resolve the issue internally or will assist you in the complaint process directly to ACEND.

The following is the policy for Complaints about ACEND:

A. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public, may submit a complaint about the standards, policies, procedures or conduct of ACEND. The complaint must be signed by the complainant. Anonymous complaints are not considered.
B. ACEND staff forwards all written complaints to the ACEND chair and a public member within three weeks of receipt of the complaint.
C. If the ACEND chair and the public member determine that the complaint does not relate to the standards, policies, procedures or conduct of ACEND, the complainant is notified within two weeks of their review that no further action will be taken.
D. If the ACEND chair and the public member determine that the complaint does relate to the standards, policies, procedures or conduct of ACEND the complaint is acknowledged in writing within two weeks of their review and the complainant is provided a copy of the process for handling the complaint.
E. The ACEND chair appoints a review committee that considers the complaint, along with all relevant information, and recommends appropriate action to the ACEND board.
F. The ACEND board or the ACEND chair may determine that legal counsel is needed to address the complaint. Staff works with the ACEND board and legal counsel to identify a plan to address the complaint.
G. The ACEND board considers the review committee’s recommendation at its next scheduled meeting. If the complaint is determined to be unsubstantiated or not related to the standards, policies, procedures or conduct of ACEND representative, no action is taken. If the complaint is substantiated, appropriate action is taken.
H. The complainant is notified of the ACEND board’s decision and action in writing within two weeks of the decision.
Didactic Program in Nutrition and Dietetics (DPND)

Bachelor of Science Degree Granted

The Didactic Program in Nutrition and Dietetics is currently granted initial accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-0040.

DPND Mission, Goals and Program Outcomes:

Mission Statement

The program is dedicated to providing quality education that prepares the student for competent practice and current and future roles in the dietetic profession.

The program is committed to facilitating the intellectual, personal and professional growth and lifelong learning of students.

The program is committed to developing critical thinking, problem solving and leadership skills to prepare students for the challenges of an evolving diverse community and work place.

Goals

1. Prepare graduates for successful supervised practice placement (ACEND)
2. Prepare graduates who successfully pass the registration examination for dietitians within one year of completing the IPND (ACEND)
3. Prepare graduates who successfully obtain jobs in the dietetics field and/or enter graduate school placement (ACEND)
4. Prepare students for lifelong learning necessary for continuing development through using the professional development portfolio process and by emphasizing the continuous analysis of evidence-based literature (broad program goal)
5. Evolve in response to internal and external evaluation and the changing educational and professional expectations and standards (broad program goal)
6. Serve as a resource for the community providing nutrition services via student/faculty participation (broad program goal)

Target Measures

- 90% of the students who begin DPND as juniors will complete it within 2-3 years or 4-6 academic semesters (100-150% of the program time length)
- At least 75% of the graduates will apply to an IPND or alternative pathway offering supervised practice within one year of graduation
- At least 80% of the graduates who applied to an IPND or alternative pathway offering supervised practice will receive one
- IPND directors will rate graduates on “academic preparation”, “skills”, “personal traits” “overall preparation” at least 3 (average) on a scale of 1 to 5 on a survey sent six month post-graduation
- IPND directors will rate the performance of interns at least 3 (average) on a scale of 1 to 5 on a survey sent six months post-graduation
• Fifty percent of graduates not applying to or receiving IPND will obtain a job in the field of dietetics/health care and/or enter graduate school within a year of graduation
• At least 90% of graduates who are first-time test takers will pass the registration examination within one year of completing the IPND
• Greater than 75% of the graduates completing IPND will obtain jobs in the field of dietetics and/or enter graduate school within a year of completion of IPND
• 75% of the graduates will demonstrate continuing education activities by applying to IPDN, being accepted to IPND, or pursuing graduate credit or additional degree
• Graduates will rate the DPND at least 3 (somewhat satisfactory) on a scale of 1-5 on how well the program prepared them for the IPND
• All students will complete a professional development portfolio that meets 90% of the pre-determined criteria
• 75% of the students will attend at least one professional presentation per year in the field of dietetics during the last two years of the four year DPND program
• The program will make at least three changes to various aspects of the academic offerings in response to student and faculty feedback, ACEND Core Knowledge requirements and changing needs of the profession
• Program will be recognized by the community as a resource for food and nutrition information by receiving at least three community requests for information
• Faculty and students will participate in at least two community activities by year
• 100% of the students will use an evidence-based AND position paper in their professional presentations in Introduction to Dietetics Professions course
• 100% of students will successfully locate the answers to food, nutrient, and nutrition care questions utilizing the Evidence Analysis Library in the upper division Introduction to Nutrition Research course
• 100% of the students will apply a rubric for critiquing a clinical trial using a modified evidence analysis process in the upper division Introduction to Nutrition Research course
• 100% of the students will read and apply at least three of the AND Evidence-Based Nutrition Practice Guidelines incorporated in different courses in the curriculum
Program Outcome Data

The program outcome data is reported in the self-study and program assessment report (PAR) that is submitted to ACEND for reaccreditation of the program. The submission of a self-study followed by a site team visit occurs every ten years, and a PAR report is submitted mid-way, i.e. five years after the submission of the self-study leading to accreditation of the program. The program outcome data may be obtained from the DPND director and the chairperson of the department.

Program Requirements:

The baccalaureate degree in the DPND requires a total of 121-151 credits. Of these, 33-63 credits are in the areas that meet the Buffalo State General Education requirement, 49 credits are in the major and 39 credits are from courses outside the Department that are required to meet some of the ACEND Standards of Education.

The following are the requirements:

I. General Education Requirements: (Intellectual Foundations) 33-63 credits

II. Required Courses for Major

A. Department 49 credits

NFS 100  Introduction to Food Preparation (3)
NFS 102  Introduction to Nutrition (3)
NFS 110  Applied Principles of Management in Dietetics/Food Services (3)
NFS 200  Applied Food Chemistry (3)
NFS 210  Food Systems Management in Health Care (3)
NFS 230  Introduction to Dietetics Profession (1)
NFS 300  Food Processing I (2)
NFS 302  Advanced Nutrition (3)
NFS 310  Personnel Management in Dietetics/Food Services (3)
NFS 315  Life Cycle/Community I (3)
NFS 316  Life Cycle/Community II (2)
NFS 330  Seminar: Complementary & Alternative Nutrition (1)
NFS 401  Medical Nutrition Therapy I (3)
NFS 402  Medical Nutrition Therapy II (3)
NFS 403  Medical Nutrition Therapy III (3)
NFS 405  Principles of Nutrition Education (2)
NFS 419  Introduction to Clinical Practice (2)
NFS 430  Introduction to Nutrition Research (2)
NFS 420  Dietetics Field Experience (2)
NFS 495  Senior Project (2)
B. Required Courses Outside the Department*  

39 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 100</td>
<td>Principles of Biology (3)</td>
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<tr>
<td>BIO 210</td>
<td>Microbiology (3)</td>
<td></td>
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<tr>
<td>BIO 308</td>
<td>Human Anatomy and Physiology (3)</td>
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</tr>
<tr>
<td>BIO 309</td>
<td>Human Anatomy and Physiology Lab (1)</td>
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<tr>
<td>CHE 111</td>
<td>Fundamentals of Chemistry I (4)</td>
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<td>CHE 112</td>
<td>Fundamentals of Chemistry II (4)</td>
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<tr>
<td>CHE 321</td>
<td>Principles of Organic Chemistry (4)</td>
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<tr>
<td>CHE 322</td>
<td>Biological Chemistry (4)</td>
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<tr>
<td>CIS 101</td>
<td>Computer Fundamentals (3)</td>
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<tr>
<td>MAT 311</td>
<td>Introductory Probability and Statistics (3)</td>
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<tr>
<td>LIB 100</td>
<td>Introduction to Library Research Methods (1)</td>
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<tr>
<td>PSY 101</td>
<td>Introduction to Psychology (3)</td>
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<tr>
<td>SOC 100</td>
<td>Introduction to Sociology (3)</td>
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</tbody>
</table>

*some of these courses meet the General Education requirements, see College Catalog

Costs:

Please refer to the College Catalog for current information pertaining to tuition, college fees, and board.

Additional costs include laboratory manuals (NFS100, $10) and calculator.

The curriculum as designed can be completed in four years, or eight academic semesters. Students who begin in the DPND as juniors are expected to complete the curriculum within 2-3 years or 4-6 academic semesters as outlined in the DPND goals.

**Academic Affairs – Buffalo State – Academic Policies – Registration and Requirements**

In addition to the curricular requirements, all students expecting to qualify for a bachelor’s degree must fulfill the following requirements:

1. File a graduation application with the Registrar’s Office, Moot Hall, by the specified date. Failure to make application before the specified date may eliminate the student from the commencement program and delay the granting of the degree.
2. Students must meet all financial obligations to the college and return all college property.
3. Students must maintain a minimum cumulative GPA of 2.0 for all coursework taken at the college; Individual programs may have academic policies pertaining to graduation requirements that must be satisfied.
4. Students must complete the 33-63 credit hours of intellectual foundation (general education) requirements.
5. All candidates must have completed a minimum of 33 credits of upper division coursework,
courses generally considered advanced and numbered 300-499.

6. A minimum of 32 credit hours, including the last 16, must be completed at the college.

7. The minimum number of credits required for a baccalaureate degree at Buffalo State is 120, assuming all department, college, SUNY requirements are met in those 120 credits, for students graduating after September 1, 2005.

8. Students are required to successfully complete two “writing intensive” courses indicated by the designation “W” following the course number.

9. No student will cleared for graduation until grades of I, N, or X have been replaced with an appropriate letter grade.

Note:

The Academic Calendar is available at http://buffalostate.edu/academiccalendar.xml

The calendar lists the semester calendar and student deadlines.

The course offering for the semester is available on the Buffalo State website, http://www.buffalostate.edu prior to registration.
Coordinated Program in Dietetics (CPD)

Bachelor of Science Degree Granted

Coordinated Program in Dietetics (CPD) at Buffalo State has been an accredited dietetic program since 1973. It is the only coordinated program in the SUNY system. The program will be changing its name to Dietitian Education Program (DEP) once the name is approved by the SUNY Board of Trustees.

The Coordinated Program has been placed on probationary status by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312/899-5400. acend@eatright.org For an explanation of probationary status, consult the director of the dietetics program.

CPD Mission, Goals and Program Outcomes:

Mission Statement

The program is dedicated to providing quality education that prepares the student for competent practice and current and future roles in the dietetic profession.

The program is committed to facilitating the intellectual, personal and professional growth and lifelong learning of students.

The program is committed to developing critical thinking, problem solving and leadership skills to prepare students for the challenges of an evolving diverse community and work place.

The program is committed to providing for the integration of theory with the application of learning through a sequence of supervised practice experiences that encourages student self-evaluation and self-direction.

Goals

1. Prepare graduates to successfully perform in entry-level dietetics positions
2. Prepare graduates who successfully obtain jobs in the dietetics field and/or enter graduate school
3. Prepare graduates who are committed to lifelong learning
4. Serve as a resource for the community providing nutrition services via student/faculty participation
5. Satisfy student needs, institutional (college and supervised practice sites) needs and requirements, and professional requirements (CADE)
Target Measures

- Ninety percent of graduates will rate their performance (on a one year post graduation survey) at least 3 on a 1 to 5 scale
- Ninety percent of employers will rate graduates performance at least a 3 on a 1 to 5 scale on a one-year post graduation survey
- Ninety percent of graduates who are first-time test takers will pass the registration examination within one year after graduation
- Ninety percent of graduates who begin the CPD will complete it.
- Seventy-five percent of graduates will have jobs in the field and/or entered graduate school within one year of graduation
- Seventy-five percent of graduates will report participation in continuing education activities, pursuing practice certification, or pursuing graduate credit or additional degrees when surveyed one year after graduation
- All students will complete a professional development portfolio that meets 90% of the pre-determined criteria developed by faculty
- Five community requests for food and nutrition information will be received per academic year
- Two incidences of student participation in community activities and one incidence per faculty member of faculty participation in community activities will be reported
- One hundred percent of the students will meet minimum Department standards established for the achievement of ACEND Core Knowledge and Competencies, Program Emphasis competencies and professional development
- Ninety percent of seniors will rate how well the Program met their needs related to accomplishing the ACEND Core Knowledge Competencies, and Program Emphasis competencies via exit evaluation surveys at least a 3 on a scale of 1 to 5
- Eighty percent of graduates will rate their experience at the College via a College Alumni Survey and/or SUNY Student Satisfaction Survey at least a 3 on a scale of 1 to 5
- Ninety percent of students will rate instructors as being competent and meeting their needs on supervised practice instructor evaluations
- Eighty-five percent of students will respond with more positive than negative responses on end of the semester course evaluation survey form
- Eighty-five percent of supervised practice site personnel will report positive experiences with students and faculty on surveys completed at least annually
- Positive feedback on Program participation in Departmental student outcome assessment initiatives from responsible College personnel
- Majority of Advisory Board and supervised practice site personnel will indicate that Program curriculum and experiences are consistent with what they see as the needs of the profession and employees
- Program curriculum will be accepted by the College as being consistent with College guidelines/requirements
- ACEND accreditation will be maintained

Note: Target Measures are being reviewed and may be modified.
Program Outcome Data

The program outcome data is reported in the annual report, self-study and program assessment report (PAR) that are submitted to ACEND for continuing accreditation and reaccreditation of the program. The annual report is submitted every fall. The submission of a self-study followed by a site team visit occurs every ten years, and a PAR is submitted five years after the submission of the self-study leading to accreditation of the program. The program outcome data may be obtained from the DEP director and the chairperson of the department.

Program Admission Requirements

- Admission to the college
- Attainment of a minimum 2.75 grade point average (GPA) at the time the program is started in the fall semester
- Completion of the following pre-requisite courses by the fall semester when the program is started:
  
  NFS 100 Introduction to Food Preparation  
  NFS 102 Introduction to Nutrition  
  NFS 110 Applied Principles of Management in Dietetics/Food Services  
  NFS 200 Applied Food Chemistry  
  NFS 302 Advanced Nutrition  
  NFS 315 Life Cycle/Community I  
  CHE 111 and 112 Inorganic (general) Chemistry  
  CHE 321 Organic Chemistry  
  CHE 322 Biochemistry  
  BIO 308/309 Anatomy and Physiology with lab  
  PSY 100 Psychology (general)  
  SOC 100 Sociology (introduction)
- Completion of the selection process

Selection Criteria

Selection criteria are not listed in order of importance, but rather in order of completion.

- Application completion
- GPA
- Completion of Pre-requisite courses
- Written autobiography
- Submission of two comment forms from faculty or employers
- Completion of at least two interviews with selection committee members

Admissions timeline

An information meeting is held in early December to distribute applications, explain the selection process and associated deadlines and to answer applicant questions. The selection process occurs during the spring semester. Students not currently enrolled at Buffalo State may contact the
Department in early December for application information and deadlines. A department faculty committee selects no more than 16 students to the dietitian education program each year. Enrollment is limited because of the supervised practice component of the program and program accreditation.

**Program Emphasis**

Currently, the DEP program is transitioning from a Generalist emphasis to a new emphasis of Nutrition Communication. The competencies associated with this emphasis are included in the DEP Handbook for Students.

**Program Requirements**

The baccalaureate degree in the CPD requires a total of 136 - 160 credits. Of these, 33-63 credits are in the areas that meet the Buffalo State Intellectual Foundation (General Education) requirements, 43 credits are didactic, and 29 credits are supervised practice. Thirty-nine credits are courses from outside the Department that are required to meet some of the ACEND Core Knowledge and Competencies for the RD and may meet some of the Intellectual Foundation requirements.
The following are the requirements:

**I. Intellectual Foundation (General Education) Requirements:**
33-63 credits

**II. Required Courses for Major**

**A. Department - didactic courses for DEP (credit/s)**
43 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 100</td>
<td>Introduction to Food Preparation (3)</td>
</tr>
<tr>
<td>NFS 102</td>
<td>Introduction to Nutrition (3)</td>
</tr>
<tr>
<td>NFS 110</td>
<td>Applied Principles of Management in Dietetics/Food Services (3)</td>
</tr>
<tr>
<td>NFS 200</td>
<td>Applied Food Chemistry (3)</td>
</tr>
<tr>
<td>NFS 210</td>
<td>Food Systems Management in Health Care (3)</td>
</tr>
<tr>
<td>NFS 230</td>
<td>Introduction to Dietetics Profession (1)</td>
</tr>
<tr>
<td>NFS 300</td>
<td>Food Processing I (2)</td>
</tr>
<tr>
<td>NFS 302</td>
<td>Advanced Nutrition (3)</td>
</tr>
<tr>
<td>NFS 310</td>
<td>Personnel Management in Dietetics/Food Services (3)</td>
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<td>NFS 315</td>
<td>Life Cycle/Community I (3)</td>
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<tr>
<td>NFS 316</td>
<td>Life Cycle/Community II (2)</td>
</tr>
<tr>
<td>NFS 330</td>
<td>Seminar: Complementary &amp; Alternative Nutrition (1)</td>
</tr>
<tr>
<td>NFS 401</td>
<td>Medical Nutrition Therapy I (3)</td>
</tr>
<tr>
<td>NFS 402</td>
<td>Medical Nutrition Therapy II (3)</td>
</tr>
<tr>
<td>NFS 403</td>
<td>Medical Nutrition Therapy III (3)</td>
</tr>
<tr>
<td>NFS 405</td>
<td>Principles of Nutrition Education (2)</td>
</tr>
<tr>
<td>NFS 430</td>
<td>Introduction to Nutrition Research (2)</td>
</tr>
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</table>

**B. Department - supervised practice courses for DEP**
29 credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 419</td>
<td>Introduction to Clinical Practice (2)</td>
</tr>
<tr>
<td>NFS 445</td>
<td>Nutritional Care A (3)</td>
</tr>
<tr>
<td>NFS 446</td>
<td>Nutritional Care B (4)</td>
</tr>
<tr>
<td>NFS 447</td>
<td>Nutritional Care C (5)</td>
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<tr>
<td>NFS 448</td>
<td>Nutritional Care D (5)</td>
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<tr>
<td>NFS 449</td>
<td>Nutritional Care E (2)</td>
</tr>
<tr>
<td>NFS 450</td>
<td>Senior Practicum in Dietetics (4)*</td>
</tr>
<tr>
<td>NFS 451</td>
<td>Specialty Practice (1)</td>
</tr>
<tr>
<td>NFS 471</td>
<td>Experience in Health Care Food Service Systems (3)</td>
</tr>
</tbody>
</table>

*Designated W (writing intensive course)

**C. Required Courses Outside the Department**
39 credits
BIO 100  Principles of Biology (3)
BIO 210  Bacteriology (3)
BIO 308  Human Anatomy and Physiology (3)
BIO 309  Human Anatomy and Physiology Lab (1)
CHE 111  Fundamentals of Chemistry I (4)
CHE 112  Fundamentals of Chemistry II (4)
CHE 321  Principles of Organic Chemistry (4)
CHE 322  Biological Chemistry (4)
CIS 101  Computer Fundamentals (3)
ECO 305  Statistics for Economics (3)

or

MAT 311  Introductory Probability and Statistics (3)
LIB 100  Introduction to Library Research Methods (1)
PSY 101  Introduction to Psychology (3)
SOC 100  Introduction to Sociology (3)

** some of these courses meet the Intellectual Foundation requirements

**Costs:**

Please refer to the College Catalog for current information pertaining to tuition, college fees, and board.

Additional costs vary. The approximate additional costs include the following:

A white laboratory coat, name tag, calculator, optional professional references/resources, required A.N.D. membership for the senior year, professional malpractice insurance for senior year, and transportation costs to and parking at clinical sites. The approximate total additional costs are $165-200.

The curriculum as designed can be completed in four years. The first two years are used to complete pre-requisite courses needed for applying to the DEP. Once students begin the DEP portion of the degree, i.e. the junior and senior years, the curriculum including the supervised practice experiences is completed in five academic semesters that includes a summer supervised practice course between the junior and senior year.

The time needed for transfer students to complete DEP varies depending on when they transfer and how many intellectual foundation, science and other pre-requisite courses are transferred. Once they apply and are accepted into the DEP portion of the bachelor’s degree, the time for completion is five academic semesters that includes a summer supervised practice course between the junior and senior year.

Transfer credit for supervised courses is not given due to the integration of didactic and clinical coursework.

Modification of supervised practice experiences may be considered on a student by student basis upon petition by the student and faculty review of student demonstrated competency.
In addition to the curricular requirements, all students expecting to qualify for a bachelor’s degree must fulfill the following requirements:

1. File a graduation application with the Registrar’s Office, Moot Hall, by the specified date. Failure to make application before the specified date may eliminate the student from the commencement program and delay the granting of the degree.
2. Students must meet all financial obligations to the college and return all college property.
3. Students must maintain a minimum cumulative GPA of 2.0 for all coursework taken at the college; Individual programs may have academic policies pertaining to graduation requirements that must be satisfied.
4. Students must complete the 33-63 credit hours of intellectual foundation (general education) requirements.
5. All candidates must have completed a minimum of 33 credits of upper division coursework, courses generally considered advanced and numbered 300-499.
6. A minimum of 32 credit hours, including the last 16, must be completed at the college.
7. The minimum number of credits required for a baccalaureate degree at Buffalo State is 120, assuming all department, college, SUNY requirements are met in those 120 credits, for students graduating after September 1, 2005.
8. Students are required to successfully complete two “writing intensive” courses indicated by the designation “W” following the course number.
9. No student will cleared for graduation until grades of I, N, or X have been replaced with an appropriate letter grade.

Note:

The Academic Calendar is available at [http://buffalostate.edu/academiccalendar.xml](http://buffalostate.edu/academiccalendar.xml)

The calendar lists the semester calendar and student deadlines.

The course offering for the semester is available on the Buffalo State website, [http://www.buffalostate.edu](http://www.buffalostate.edu) prior to registration.
Dietetics Curriculum Guide

I. General Education 2000 (GE2K)

A. General Information about GE2K – see website
   http://www.buffalostate.edu/registrar/documents/ge2000.htm

B. Didactic and Dietitian Education Programs Freshman and Sophomore Years

C. Didactic Program Junior and Senior Years

D. Dietitian Education Program (DEP) Junior and Senior Years

II. Intellectual Foundations Program (IF)

A. General Information about IF – see website

B. Didactic and Dietitian Education Programs Freshman and Sophomore Years

C. Didactic Program Junior and Senior Years

D. Dietitian Education Program Junior and Senior Years

NOTE:

Current curriculum is under revision, course requirements may change. See Academic Advisor for more information.
### DPD and DEP Freshman and Sophomore Years – GE2K

**Freshman - Fall Semester**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Total (lecture, lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 100*</td>
<td></td>
<td>Intro to Food Preparation</td>
<td>3 (2,2)</td>
<td></td>
</tr>
<tr>
<td>CHE 111*</td>
<td>M/S</td>
<td>Fundamentals of Chemistry I</td>
<td>4 (3/3)</td>
<td></td>
</tr>
<tr>
<td>LIB 100*</td>
<td></td>
<td>Intro to Library Research Methods</td>
<td>1 (1,0)</td>
<td></td>
</tr>
<tr>
<td>ENG 101/</td>
<td>BC</td>
<td>College Writing I</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>CWP 101</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>SS</td>
<td>Intro to Sociology</td>
<td>3 (3,0)</td>
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</tr>
<tr>
<td>Elective</td>
<td>A</td>
<td>General Education</td>
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**Freshman - Spring Semester**

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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NFS 102*</td>
<td></td>
<td>Intro to Nutrition</td>
<td>3 (3,0)</td>
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</tr>
<tr>
<td>CHE 112*</td>
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<td>Fundamentals of Chemistry II</td>
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<td>ENG 102/</td>
<td>BC</td>
<td>College Writing II</td>
<td>3 (3,0)</td>
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<tr>
<td>CWP 102</td>
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<td></td>
</tr>
<tr>
<td>BIO 100</td>
<td>M/S</td>
<td>Principles of Biology</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>SS</td>
<td>Intro to Psychology</td>
<td>3 (3,0)</td>
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</tr>
<tr>
<td>Elective</td>
<td>A/D</td>
<td>General Education - Diversity</td>
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**Sophomore - Fall Semester**

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<tr>
<th>Course Number</th>
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<th>Course Title</th>
<th>Credit Hours</th>
<th>Total (lecture, lab)</th>
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</thead>
<tbody>
<tr>
<td>NFS 230*</td>
<td></td>
<td>Intro to the Dietetics Profession</td>
<td>1 (0,2)</td>
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</tr>
<tr>
<td>NFS 200*</td>
<td></td>
<td>Applied Food Chemistry</td>
<td>3 (2,2)</td>
<td></td>
</tr>
<tr>
<td>NFS 110*</td>
<td></td>
<td>App Prin of Mgt in Dietetics/Fd Ser</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>CHE 321*</td>
<td></td>
<td>Principles of Organic Chemistry</td>
<td>4 (3,3)</td>
<td></td>
</tr>
<tr>
<td>BIO 308*</td>
<td></td>
<td>Human Anatomy &amp; Physiology</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>BIO 309*</td>
<td></td>
<td>Laboratory -Human Anatomy &amp; Physiology</td>
<td>1 (0,3)</td>
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</tr>
<tr>
<td>CIS 101</td>
<td>T</td>
<td>Computer Fundamentals</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
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**Sophomore - Spring Semester**

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<th>Course Number</th>
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<th>Course Title</th>
<th>Credit Hours</th>
<th>Total (lecture, lab)</th>
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</thead>
<tbody>
<tr>
<td>NFS 302*</td>
<td></td>
<td>Advanced Nutrition</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>NFS 315*</td>
<td></td>
<td>Life Cycle/Community I</td>
<td>3 (3,0)</td>
<td></td>
</tr>
<tr>
<td>CHE 322*</td>
<td></td>
<td>Biological Chemistry</td>
<td>4 (3,3)</td>
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<tr>
<td>Elective</td>
<td>H</td>
<td>General Education</td>
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<td>Elective</td>
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<td>General Education</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>M</td>
<td>General Education</td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
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### DPD Junior and Senior Years – GE2K

#### Junior - Fall Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 210*</td>
<td></td>
<td>Food Systems Management in Health Care</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 300*</td>
<td></td>
<td>Food Processing I</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 316*</td>
<td></td>
<td>Life Cycle/Community II</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 401*</td>
<td></td>
<td>Medical Nutritional Therapy I</td>
<td>3 (2,2)</td>
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<tr>
<td>NFS 419*</td>
<td></td>
<td>Intro to Clinical Practice</td>
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<tr>
<td><strong>Total</strong></td>
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#### Junior - Spring Semester

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<th>General Education Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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</thead>
<tbody>
<tr>
<td>NFS 310*</td>
<td></td>
<td>Personnel Mgt in Dietetics/Food Ser</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 405*</td>
<td></td>
<td>Principles of Nutrition Education</td>
<td>2 (1,2)</td>
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<tr>
<td>NFS 330*</td>
<td></td>
<td>Seminar: Complementary and Alternative Nutrition</td>
<td>1 (0,2)</td>
</tr>
<tr>
<td>NFS 402*</td>
<td></td>
<td>Medical Nutritional Therapy II</td>
<td>3 (2,2)</td>
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<tr>
<td>MAT 311*</td>
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<td>Introductory Probability and Statistics</td>
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#### Senior - Fall Semester

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<th>General Education Code</th>
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<tbody>
<tr>
<td>NFS 403*</td>
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<td>Medical Nutritional Therapy III</td>
<td>3 (2,2)</td>
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<tr>
<td>NFS 430*</td>
<td></td>
<td>Intro to Nutrition Research</td>
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<td>Elective</td>
<td>H/FL</td>
<td>Foreign Language</td>
<td>3</td>
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<tr>
<td>BIO 210</td>
<td></td>
<td>Microbiology</td>
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<tr>
<td>Elective</td>
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<td>Other World Civilization</td>
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<tr>
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#### Senior - Spring Semester

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<th>Course Number</th>
<th>General Education Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 420*</td>
<td></td>
<td>Dietetics Field Experience</td>
<td>2 (1,2)</td>
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<tr>
<td>NFS 495*</td>
<td></td>
<td>Senior Project</td>
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<td>C</td>
<td>American Civilization</td>
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<tr>
<td>Elective</td>
<td>FL</td>
<td>Foreign Language – second course</td>
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</tr>
<tr>
<td>Elective</td>
<td>C</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>13</strong></td>
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</tbody>
</table>

* = courses that must be taken in the sequence indicated
# DEP Junior and Senior Years – GE2K

## Junior - Fall Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>General Education Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 210</td>
<td></td>
<td>Food Systems Management in Health Care</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 300</td>
<td></td>
<td>Food Processing I</td>
<td>2 (2,0)</td>
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<tr>
<td>NFS 316</td>
<td></td>
<td>Life Cycle/Community II</td>
<td>2 (2,0)</td>
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<td>Medical Nutritional Therapy I</td>
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<tr>
<td>NFS 445</td>
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<td>Nutritional Care A</td>
<td>3(0,9)</td>
</tr>
<tr>
<td>NFS 419</td>
<td></td>
<td>Intro to Clinical Practice</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>Elective</td>
<td>C</td>
<td>American Civilization</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td><strong>Total</strong></td>
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## Junior - Spring Semester

<table>
<thead>
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<th>Course Title</th>
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<tr>
<td>NFS 310</td>
<td></td>
<td>Personnel Mgt in Dietetics/Food Ser</td>
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<tr>
<td>NFS 405</td>
<td></td>
<td>Principles of Nutrition Education</td>
<td>2 (1,2)</td>
</tr>
<tr>
<td>NFS 330</td>
<td></td>
<td>Seminar: Complementary and Alternative Nutrition</td>
<td>1 (0,2)</td>
</tr>
<tr>
<td>NFS 402</td>
<td></td>
<td>Medical Nutritional Therapy II</td>
<td>3 (2,2)</td>
</tr>
<tr>
<td>NFS 446</td>
<td></td>
<td>Nutritional Care B</td>
<td>4(0,12)</td>
</tr>
<tr>
<td>MAT 311</td>
<td></td>
<td>Introductory Probability and Statistics</td>
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<tr>
<td>Elective</td>
<td>FL</td>
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## Senior- Summer Semester

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<th>Course Title</th>
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<td>H/FL</td>
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* = courses that must be taken in the sequence indicated
### DEP Junior and Senior Years - GE2K continued

#### Senior - Fall Semester

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<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>NFS 403*</td>
<td></td>
<td>Medical Nutritional Therapy III</td>
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<td>NFS 430*</td>
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<td>Seminar: Intro to Dietetics Research</td>
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<td>NFS 447*</td>
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<td></td>
<td>Microbiology</td>
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<td>Elective C</td>
<td></td>
<td>Western Civilization</td>
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<td>Elective C</td>
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<td>Other World Civilization</td>
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#### Senior - Spring Semester

<table>
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<th>Credit Hours</th>
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<tr>
<td>NFS 448*</td>
<td></td>
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<td>5 (0,15)</td>
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<tr>
<td>NFS 449*</td>
<td></td>
<td>Nutritional Care E</td>
<td>2 (0,6)</td>
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<td>NFS 450*</td>
<td></td>
<td>Senior Practicum in Dietetics</td>
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<td>NFS 451*</td>
<td></td>
<td>Specialty Practice</td>
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## DPD and DEP Freshman and Sophomore Years – IF

### Freshman - Fall Semester

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<th>Course Title</th>
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<tbody>
<tr>
<td>NFS 100*</td>
<td></td>
<td>Intro to Food Preparation</td>
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<td>CHE 111*</td>
<td>Natural Science</td>
<td>Fundamentals of Chemistry I</td>
<td>4 (3/3)</td>
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<tr>
<td>LIB 100*</td>
<td></td>
<td>Intro to Library Research Methods</td>
<td>1 (1,0)</td>
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<td>CWP101</td>
<td>Basic Writing</td>
<td>College Writing I</td>
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<td>SOC 100</td>
<td>Social Sciences</td>
<td>Intro to Sociology</td>
<td>3 (3,0)</td>
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### Freshman - Spring Semester

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<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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<tbody>
<tr>
<td>NFS 102*</td>
<td></td>
<td>Intro to Nutrition</td>
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<td>CHE 112*</td>
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<td>Fundamentals of Chemistry II</td>
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<td>CWP102</td>
<td>Basic Writing</td>
<td>College Writing II</td>
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<tr>
<td>BIO 100</td>
<td>Natural Sciences</td>
<td>Principles of Biology</td>
<td>3 (3,0)</td>
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<td>PSY 101</td>
<td>Social Sciences</td>
<td>Intro to Psychology</td>
<td>3 (3,0)</td>
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### Summer or Winterim Sessions (between Freshman, Sophomore, Juniors years)

<table>
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<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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<tbody>
<tr>
<td>Elective</td>
<td>Arts</td>
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<tr>
<td>Elective</td>
<td>Civilizations (Amer. Hx)</td>
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<tr>
<td>Elective</td>
<td>Basic Oral Communications</td>
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<td>Elective</td>
<td>1st sequence of FLA requirement</td>
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</table>

**Italicics = courses that are pre-requisites for Dietitian Education Program**

* = courses that must be taken in the sequence indicated

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### Sophomore - Fall Semester

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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<tbody>
<tr>
<td>NFS 230 *</td>
<td></td>
<td>Intro to the Dietetics Profession</td>
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<tr>
<td>NFS 200*</td>
<td></td>
<td>Applied Food Chemistry</td>
<td>3 (2,2)</td>
</tr>
<tr>
<td>NFS 110*</td>
<td></td>
<td>App Prin of Mgt in Dietetics/Food Ser</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>CHE 321*</td>
<td></td>
<td>Principles of Organic Chemistry</td>
<td>4 (3, 3)</td>
</tr>
<tr>
<td>BIO 308*</td>
<td></td>
<td>Human Anatomy &amp; Physiology</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>BIO 309*</td>
<td></td>
<td>Laboratory -Human Anatomy &amp; Physiology</td>
<td>1 (0,3)</td>
</tr>
<tr>
<td>CIS 101</td>
<td></td>
<td>Computer Fundamentals</td>
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<td><strong>Total</strong></td>
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### Sophomore - Spring Semester

<table>
<thead>
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<tbody>
<tr>
<td>NFS 302*</td>
<td></td>
<td>Advanced Nutrition</td>
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<td>NFS 315*</td>
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<td>Life Cycle/Community I</td>
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<td>CHE 322*</td>
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<td>Biological Chemistry</td>
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<td>Humanities 2</td>
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<td>Elective</td>
<td>Technology &amp; Society 2</td>
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<td>3</td>
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<tr>
<td>Elective</td>
<td>Writing Intensive</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>19</strong></td>
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</tbody>
</table>

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## DPD Junior and Senior Years – IF

### Junior - Fall Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Intellectual Foundation Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 210*</td>
<td></td>
<td>Food Systems Management in Health Care</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 300*</td>
<td></td>
<td>Food Processing I</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 316*</td>
<td></td>
<td>Life Cycle/Community II</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 401*</td>
<td></td>
<td>Medical Nutritional Therapy I</td>
<td>3 (2,2)</td>
</tr>
<tr>
<td>NFS 419*</td>
<td></td>
<td>Intro to Clinical Practice</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>Elective</td>
<td>Humanities</td>
<td></td>
<td>3</td>
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<tr>
<td><strong>Total</strong></td>
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### Junior - Spring Semester

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<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NFS 310*</td>
<td></td>
<td>Personnel Mgt in Dietetics/Food Ser</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 405*</td>
<td></td>
<td>Principles of Nutrition Education</td>
<td>2 (1,2)</td>
</tr>
<tr>
<td>NFS 330*</td>
<td></td>
<td>Seminar: Complementary and Alternative Nutrition</td>
<td>1 (0,2)</td>
</tr>
<tr>
<td>NFS 402*</td>
<td></td>
<td>Medical Nutritional Therapy II</td>
<td>3 (2,2)</td>
</tr>
<tr>
<td>MAT 311*</td>
<td>Math/Quant Reasoning</td>
<td>Introductory Probability and Statistics</td>
<td>3 (3,0)</td>
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<tr>
<td>Elective</td>
<td>2nd sequence of FLA Requirement¹</td>
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### Senior - Fall Semester

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<th>Intellectual Foundation Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>NFS 403*</td>
<td></td>
<td>Medical Nutritional Therapy III</td>
<td>3 (2,2)</td>
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<td>NFS 430*</td>
<td></td>
<td>Intro to Nutrition Research</td>
<td>2 (2,0)</td>
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<td>BIO 210</td>
<td></td>
<td>Microbiology</td>
<td>3 (2,2)</td>
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<tr>
<td>Elective</td>
<td>Civilizations² (Western)</td>
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<tr>
<td>Elective</td>
<td>Civilizations² (Non-Western)</td>
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### Senior - Spring Semester

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<th>Course Title</th>
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<tr>
<td>NFS 420*</td>
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<td>Dietetics Field Experience</td>
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<td>NFS 495*</td>
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<td>Senior Project</td>
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<td>Diversity</td>
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<td>Writing Intensive</td>
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DEP Junior and Senior Years – IF

Junior- Fall Semester

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<td>Food Systems Management in Health Care</td>
<td>3 (3,0)</td>
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<tr>
<td>NFS 300*</td>
<td></td>
<td>Food Processing I</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 316*</td>
<td></td>
<td>Life Cycle/Community II</td>
<td>2 (2,0)</td>
</tr>
<tr>
<td>NFS 401*</td>
<td></td>
<td>Medical Nutritional Therapy I</td>
<td>3 (2,2)</td>
</tr>
<tr>
<td>NFS 419*</td>
<td></td>
<td>Intro to Clinical Practice</td>
<td>2 (2,0)</td>
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<td>NFS 445*</td>
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<td>Nutritional Care A</td>
<td>3 (0.9)</td>
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<tr>
<td>Elective</td>
<td>Arts¹</td>
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Junior - Spring Semester

<table>
<thead>
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<th>Intellectual Foundation Code</th>
<th>Course Title</th>
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<tbody>
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<td>Personnel Mgt in Dietetics/Food Serv</td>
<td>3 (3,0)</td>
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<tr>
<td>NFS 405*</td>
<td></td>
<td>Principles of Nutrition Education</td>
<td>2 (1,2)</td>
</tr>
<tr>
<td>NFS 330*</td>
<td></td>
<td>Seminar: Complementary and Alternative Nutrition</td>
<td>1 (0,2)</td>
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<tr>
<td>NFS 402*</td>
<td></td>
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<td>3 (2,2)</td>
</tr>
<tr>
<td>MAT 311*</td>
<td>Math/Quant Reasoning</td>
<td>Introductory Probability and Statistics</td>
<td>3 (3,0)</td>
</tr>
<tr>
<td>NFS 446*</td>
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<td>Nutritional Care B</td>
<td>4 (0,12)</td>
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<td>Elective</td>
<td>Diversity</td>
<td>2nd sequence of FLA Requirement¹</td>
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<td></td>
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Senior- Summer Semester

<table>
<thead>
<tr>
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<th>Intellectual Foundation Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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<tr>
<td>Elective</td>
<td>Diversity</td>
<td></td>
<td>3</td>
</tr>
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<td></td>
<td></td>
<td><strong>Total</strong></td>
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# DEP Junior and Senior Years – IF continued

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<thead>
<tr>
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<th>Intellectual Foundation Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
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<tbody>
<tr>
<td>NFS 403*</td>
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<td>Medical Nutritional Therapy III</td>
<td>3 (2,2)</td>
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<td>NFS 430*</td>
<td></td>
<td>Intro to Nutrition Research</td>
<td>2 (2,0)</td>
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<tr>
<td>BIO 210</td>
<td></td>
<td>Microbiology</td>
<td>3 (2,2)</td>
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<tr>
<td>NFS 447*</td>
<td></td>
<td>Nutritional Care C</td>
<td>5 (0,15)</td>
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<tr>
<td>Elective</td>
<td>Civilizations^2</td>
<td>(Western)</td>
<td>3</td>
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<tr>
<td>Elective</td>
<td>Civilizations^2 (Non-Western)</td>
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<td></td>
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## Senior - Spring Semester

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Intellectual Foundation Code</th>
<th>Course Title</th>
<th>Credit Hours Total (lecture, lab)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 448*</td>
<td></td>
<td>Nutritional Care D</td>
<td>5 (0,15)</td>
</tr>
<tr>
<td>NFS 449*</td>
<td></td>
<td>Nutritional Care E</td>
<td>2 (0,6)</td>
</tr>
<tr>
<td>NFS 450*</td>
<td></td>
<td>Senior Practicum in Dietetics</td>
<td>4 (0,12)</td>
</tr>
<tr>
<td>NFS 451*</td>
<td></td>
<td>Specialty Practice</td>
<td>1 (0,3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 12</td>
</tr>
</tbody>
</table>

^ = courses that must be taken in the sequence indicated

1 First year students should be advised to register for Basic Writing, Foreign Language, and Mathematics requirements within the first and second semesters, if these requirements were not satisfied via high school. If these requirements were satisfied via high school, please advise students to register for other IF courses and introduction courses to the accepted/intended major.

2 IF courses must be selected from lists of approved courses. Courses used to fulfill Cognate Foundations Arts, Technology & Society, Humanities, Social Sciences, Natural Sciences, and Civilizations areas must be fulfilled by courses from two separate academic disciplines.

**DISCLAIMER:** Anticipated graduation within four consecutive years is contingent upon the maintenance and successful completion of a full-time academic load of 15+ credit hours per semester, declaration of the major prior to completion of 45 credit hours, and the completion of a minimum total of 120 credit hours for graduation.
Assessment of Student Learning

Assessment of student knowledge and skills is done throughout the curriculum. The data is used to monitor student progress through the curriculum, identify individual student strengths and limitations, provide early intervention and support for students to work on the limitations, for curriculum development and to meet the college, department and ACEND assessment requirements.

The following are the assessments done during the various courses in the curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 200 Applied Food Chemistry</td>
<td>Comprehensive Foods Exam</td>
</tr>
<tr>
<td></td>
<td>Group Skills</td>
</tr>
<tr>
<td>NFS 302 Advanced Nutrition</td>
<td>Comprehensive Nutrition Exam</td>
</tr>
<tr>
<td>NFS 315 Life Cycle/Community Nutrition I</td>
<td>Oral Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Technology Skills – Power Point</td>
</tr>
<tr>
<td>NFS 315 Life Cycle/Community Nutrition II</td>
<td>Comprehensive Life Cycle Exam</td>
</tr>
<tr>
<td></td>
<td>Web Page Project</td>
</tr>
<tr>
<td></td>
<td>Technology Skills – Web Page</td>
</tr>
<tr>
<td>NFS 330 Complementary and Alternative</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
</tr>
<tr>
<td>NFS 402 Medical Nutrition Therapy II (MNT)</td>
<td>Comprehensive MNT Exam</td>
</tr>
<tr>
<td>NFS 403 Medical Nutrition Therapy III (MNT)</td>
<td>Comprehensive MNT Exam</td>
</tr>
<tr>
<td>NFS 430 Introduction to Nutrition Research</td>
<td>Oral Communication</td>
</tr>
<tr>
<td></td>
<td>Technology Skills – Medline/Hubnet Search</td>
</tr>
<tr>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td>NFS 230 Introduction to the Dietetics</td>
<td>Professionalism Skills</td>
</tr>
<tr>
<td>Profession</td>
<td></td>
</tr>
<tr>
<td>NFS 420 Dietetics Field Experience</td>
<td>Counseling and Educational Skills</td>
</tr>
<tr>
<td></td>
<td>Knowledge-Role of Dietitians</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
</tr>
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<td>---------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>NFS 100</td>
<td>Introduction to Food Preparation</td>
</tr>
<tr>
<td>NFS 102</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>NFS 110</td>
<td>Applied Principles of Mgt in Dietetics/Food Ser</td>
</tr>
<tr>
<td>NFS 200</td>
<td>Applied Food Chemistry</td>
</tr>
<tr>
<td>NFS 210</td>
<td>Food Systems Management in Health Care</td>
</tr>
<tr>
<td>NFS 230</td>
<td>Introduction to Dietetics Profession</td>
</tr>
<tr>
<td>NFS 300</td>
<td>Food Processing I</td>
</tr>
<tr>
<td>NFS 302</td>
<td>Advanced Nutrition</td>
</tr>
<tr>
<td>NFS 310</td>
<td>Personnel Management in Dietetics/Food Ser</td>
</tr>
<tr>
<td>NFS 315</td>
<td>Life Cycle/Community I</td>
</tr>
<tr>
<td>NFS 316</td>
<td>Life Cycle/Community II</td>
</tr>
<tr>
<td>NFS 330</td>
<td>Seminar: Complementary and Alternative Nutr</td>
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<tr>
<td>NFS 401</td>
<td>Medical Nutrition Therapy I</td>
</tr>
<tr>
<td>NFS 402</td>
<td>Medical Nutrition Therapy II</td>
</tr>
<tr>
<td>NFS 403</td>
<td>Medical Nutrition Therapy III</td>
</tr>
<tr>
<td>NFS 405</td>
<td>Principles of Nutrition Education</td>
</tr>
<tr>
<td>NFS 419</td>
<td>Introduction to Clinical Practice</td>
</tr>
<tr>
<td>NFS 430</td>
<td>Introduction to Nutrition Research</td>
</tr>
<tr>
<td>NFS 420</td>
<td>Dietetics Field Experience*</td>
</tr>
<tr>
<td>NFS 495</td>
<td>Senior Project</td>
</tr>
<tr>
<td>NFS 445</td>
<td>Nutritional Care A**</td>
</tr>
<tr>
<td>NFS 446</td>
<td>Nutritional Care B**</td>
</tr>
<tr>
<td>NFS 447</td>
<td>Nutritional Care C**</td>
</tr>
<tr>
<td>NFS 448</td>
<td>Nutritional Care D**</td>
</tr>
<tr>
<td>NFS 449</td>
<td>Nutritional Care E**</td>
</tr>
<tr>
<td>NFS 450</td>
<td>Senior Practicum</td>
</tr>
<tr>
<td>NFS 451</td>
<td>Specialty Practice</td>
</tr>
</tbody>
</table>

F = Fall  S = Spring

* Didactic Program in Nutrition and Dietetics Program requirement only
** Dietitian Education Program requirement only
Curriculum Course Descriptions

Food Sequence (DPD, DEP)

NFS 100 Introduction to Food Preparation
Credit Hours: 3 (2, 2)
Prerequisite: None
Catalog Description:
A study of the composition of food and scientific principles of food preparation and cookery. Students learn food selection, storage, and preparation skills.

NFS 200 Applied Food Chemistry
Credit Hours: 3 (2, 2)
Prerequisite: NFS 100 Introduction to Food Preparation, 2 semesters of Inorganic Chemistry; recommended co-requisite: CHE321 Principles of Organic Chemistry
Transfer credit will be given subject to approval.
Catalog Description:
A study of the structure, properties, analysis techniques of food components – carbohydrates, fats, proteins, color, flavor, toxins, additives and evaluation of commercial food products and their role in the diet.

NFS 300 Food Processing I
Credit Hours: 2 (2, 0)
Prerequisite: NFS 200 Applied Food Chemistry. Transfer credit will be given subject to department approval.
Catalog Description:
A study of the commercial food preservation and packing techniques, storage, food safety and food laws, and genetic engineering.

Nutrition Sequence (DPD, DEP)

NFS 102 Introduction to Nutrition
Credit Hours: 3 (3, 0)
Prerequisite: None
Catalog Description:
A basic human nutrition course with emphasis on requirements, functions, dietary sources, digestion, absorption, transportation, utilization, and excretion of essential nutrients and other substances in foods. Key contemporary nutritional issues include dietary standards for diet adequacy and healthy eating for prevention of chronic diseases.

NFS 302 Advanced Nutrition
Credit Hours: 3 (3, 0)
Prerequisites: NFS 102 Introduction to Nutrition or equivalent, CHE 321; recommended co-requisite CHE 322 Biological Chemistry.
Catalog Description:
The course on advanced nutritional science lays the foundation for the Medical Nutrition Therapy courses and includes in-depth study of macronutrient intermediary metabolism with applications to practice; the study of macronutrients involved in bone metabolism, red blood
cell information, antioxidant functions, water and electrolyte balance; and evaluation of functional foods and their role in health.

**Life Cycle/Community Nutrition Sequence (DPD, DEP)**

**NFS 315 Life Cycle and Community Nutrition I**  
**Credit Hours:** 3 (3, 0)  
**Prerequisites:** NFS 102 Introduction to Nutrition  
**Catalog Description:**  
A study of the physiological changes during pregnancy, lactation, growth and development during infancy, preschool, school age and adolescence; the food and nutritional needs, specific nutritional concerns and nutrition services and programs available.

**NFS 316 Life Cycle and Community Nutrition II**  
**Credit Hours:** 2 (2, 0)  
**Prerequisites:** NFS 315 Life Cycle and Community Nutrition I.  
**Catalog Description:**  
A study of the nutritional issues and chronic disease prevention in adult life; the physiological changes in the older adult, their nutritional needs and specific nutritional concerns; nutrition and community services for the adult and older adult.

**Medical Nutritional Therapy Sequence (DPD, DEP)**

**NFS 401 Medical Nutritional Therapy I**  
**Credit Hours:** 3 (2, 2)  
**Prerequisites:** NFS 302 Advanced Nutrition, CHE 322 Biological Chemistry, BIO 308 Human Anatomy and Physiology, BIO 309 Human Anatomy and Physiology Lab  
**Co-requisites:** Dietitian Education Program in Dietetics - NFS 419 Introduction to Clinical Practice and NFS 445 Nutritional Care A  
**Catalog Description:**  
First of a three course sequence examining the interrelationships of physiology, biochemistry, and nutrition as related to medical nutritional therapy. Emphasis will be given to general nutritional status assessment and the role of nutrition in preventing and treating diseases/disorders: malnutrition, obesity, disordered eating, anemia, cardiovascular disease, chemical dependency, psychiatric disorders, and drug-nutrient interactions.

**NFS 402: Medical Nutritional Therapy II**  
**Credit Hours:** 3 (2, 2)  
**Prerequisites:** NFS 401 Medical Nutrition Therapy I  
**Co-requisite:** For students in the Dietitian Education Program in Dietetics - NFS 446 Nutritional Care B  
**Catalog Description:**  
Second of a three course sequence examining the interrelationships of physiology, biochemistry, and nutrition as related to medical nutritional therapy. Emphasis on role of nutrition in preventing and treating disease/disorders: diabetes mellitus, hypoglycemia, dysphagia, kidney disease, liver and biliary disease and neurological disease.
NFS 403 Medical Nutritional Therapy III  
Credit Hours: 3 (3,1)  
Prerequisites: NFS 402 Medical Nutrition Therapy II  
Co-requisites: NFS 447 for students in the DEP.  
Catalog Description:  
Third of a 3-course sequence examining the interrelationships of pathophysiology, biochemistry, genetics, and nutrition as related to medical nutritional therapy (MNT). Addresses MNT for cancer, upper and lower gastrointestinal (GI) disorder, exocrine, pancreas, hepatobiliary, metabolic stress (including sepsis, SIRS, head trauma, burns, ARDS, acute respiratory failure, TB, pneumonia, acid/base disorders, acquired immune deficiency syndrome (AIDS), parenteral/enteral nutrition.

Management Sequence (DPD, DEP)

NFS 110 Applied Principles of Management in Dietetics/Food Services  
Credit Hours: 3 (3, 0)  
Prerequisites: None  
Catalog Description:  
This course focuses on management principles and concepts as applied to dietetics and food service settings. This course is the first of a three course sequence that provides the foundation knowledge and skills for dietetic practice.

NFS 210 - Food Service Systems Management in Health Care  
Credit Hours: 3 (3, 0)  
Prerequisites: NFS 110 Applied Principles of Management in Dietetics/Food Services  
Catalog Description:  
This course focuses on food service systems and related sub-systems involving an in-depth analysis of the procurement process, menu development, food production and delivery, quality standards and financial management. This is the second of a three course sequence that provides the foundation knowledge and skills for dietetic practice.

NFS 310 Personnel Management in Dietetics/Food Services  
Credit Hours: 3 (3, 0)  
Catalog Description:  
Prerequisites: NFS 210 Foodservice Systems Management in Health Care  
This course concentrates on management concepts and practices consistent with the management of Human Resources in a health care organizational setting. This is the third of a three course sequence that provides the foundation knowledge and skills for dietetic practice.

Seminar Sequence (DPD, DEP)

NFS 230 Introduction to the Dietetics Profession  
Credit Hours: 1 (0, 2)  
Prerequisite: none  
Catalog Description:  
Overview of the dietetics profession: career options, professional development, professional organization, code of ethics, standards of practice, professional values, creativity, American
Dietetic Association position papers, introduction to legislative process, professional issues and trends, and professional references and resources.

**NFS 330 Seminar on Complementary & Alternative Nutrition**  
**Credit Hours:** 1 (1, 0)  
**Prerequisites:** NFS 102 or NFS 334 or equivalent and junior or senior standing or permission of instructor.  
**Catalog Description:**  
A seminar course on complementary and alternative nutrition to provide an introduction to dietary supplements, functional foods, nutraceuticals/phytochemicals, and herbal therapies. Emphasis will be on implications for dietetic practice.

**Nutrition Education (DPD, DEP)**

**NFS405 Principles of Nutrition Education**  
**Credit Hours:** 2(1, 2)  
**Prerequisites:** NFS 316 Life Cycle and Community Nutrition II, NFS 401 Medical Nutrition Therapy I  
**Catalog Description:**  
Theories and methods of learning, communication, and counseling as they apply to nutrition education and counseling settings; development, implementation, and assessment of an instructional unit utilizing various forms of multimedia.

**Research Course (DPD, DEP)**

**NFS 430: Introduction to Nutrition Research**  
**Credit Hours:** 2 (2, 0)  
**Prerequisites:** Statistics, NFS 402 Medical Nutrition Therapy II, MAT311  
**Catalog Description:**  
An introduction to nutrition research. Students explore various research designs and characteristics of quantitative nutrition studies. Places emphasis on the evidence analysis process with regard to clinical trials and the use of information technologies to locate and apply evidence-based guidelines.

**Dietetic Practice Courses (DPD)**

**NFS 419 Introduction to Clinical Practice**  
**Credit Hours:** 2 (2, 0)  
**Catalog Description:** Introduction to medical terminology and abbreviations; use of medical records; medical record documentation; applying principles of interviewing and counseling to clinical practice; usual hospital diets, and reimbursement for medical nutritional therapy

**NFS 420 Dietetic Field Experience**  
**Credit Hours:** 2 (0, 6)  
**Prerequisites:** NFS 403 Medical Nutrition Therapy III, NFS 419 Introduction to Clinical Practice  
**Catalog Description:**  
Formalized observation/experience in a variety of health care settings as clinical, community, food service, regulatory agencies, etc.
NFS 495 Senior Project  
Credit Hours: 2 (2, 0)  
Prerequisites: instructor permission  
Catalog Description:  
A college-wide course designed to meet individual student needs. The purpose of this course is to provide DPD students an opportunity to explore an area in dietetics practice of their interest in greater depth.

Supervised Practice Sequence (DEP)

NFS 419 Introduction to Clinical Practice  
Credit Hours: 2 (2, 0)  
Catalog Description: Introduction to medical terminology and abbreviations; use of medical records; medical record documentation; applying principles of interviewing and counseling to clinical practice; usual hospital diets, and reimbursement for medical nutritional therapy

The following supervised practice courses are required:

- NFS 445 Nutritional Care A 3 (0, 9)
- NFS 446 Nutritional Care B 4 (0, 12)
- NFS 447 Nutritional Care C 5 (0, 15)
- NFS 448 Nutritional Care D 5 (0, 15)
- NFS 449 Nutritional Care E (Nutritional Care of the Long Term Care Patient)
- NFS 450 Senior Practicum 4 (0, 12)
- NFS 451 Specialty Practice 1 (0, 3)
- NFS 471 Experiences in Health Care Food Service 3 (0, 9)

The above courses are being updated but no significant changes are anticipated other than reformatting to meet College requirements and to incorporate the new DEP emphasis.
Student Support Services

A variety of student support services are available to all students at Buffalo State. University College is the academic home for first-year and undeclared students. The University College (http://universitycollege.buffalostate.edu/) provides advisement, academic support, and student-learning opportunities, and removes obstacles to student success, eases the transition to college, and engages students with the Buffalo State experience. The University College houses the following student support services in addition to other programs: (http://www.buffalostate.edu/academicsupport)

- Academic Advising Center
- Academic Intervention Program
- Academic Skills Center
- Academic Standards
- Academic Support Programs
- College Writing Program

The Writing Help Center (http://ic.buffalostate.edu/writing.html) provides writing assistance for students of all skill levels.

The Career Development Center(www.buffalostate.edu/offices/cdc/ is dedicated to helping students fulfill the lifelong pursuit of purpose by providing services, access to information, resources, and experiences that address individual career needs. The center assists students with writing resumes, interviewing skills, job searches and making decisions on changing majors.

Office of Disability Services
http://www.buffalostate.edu/disabilityservices/resource.xml

The office provides assistance and support for students with disabilities.

Weigel Health Center

Weigel Health Center provides health and wellness services for all registered students, including part-time, full-time, commuter, residential, graduate, and undergraduate students. In addition to diagnosis and treatment of illnesses and injuries, the center stresses health education and preventive medicine. Students are seen by appointment. Walk-in appointments are also available. There is no charge for services, regardless of insurance coverage.

Counseling Center
http://www.buffalostate.edu/counselingcenter/

The Counseling Center dedicates itself to providing students with mental health services with a focus on support, education, and advocacy for their personal and academic growth. The center is especially committed to strengthening each student’s ability to live and work successfully in a diverse society. The center also provides support with coping with the aftermath of a critical incident. the center also conducts workshops as required on topics related to coping with stress.
Student Advisement

Role of Students and Faculty in the Advisement Process

Effective academic advisement is the interaction between a qualified adviser who is knowledgeable and supportive and a serious student who is motivated and receptive, as together they evaluate and plan the student’s course of study. The task of the adviser is to provide guidance and information for the student to make efficient progress in the pursuit of an academic goal. The adviser is responsible for being well informed and ready to provide aid in the selection of specific areas and courses, and for helping the student fulfill academic regulations and interpret administrative policies. The task of the student is to seek advisement, to understand, and to be responsible for decisions. The student should be familiar with the sources of information on requirements, regulations, and policies. The college bears the responsibility for establishing procedures and providing a setting conducive to good advisement.

New students, freshmen or transfer, may contact the Department faculty regarding questions about the Programs or curriculum. During the College orientation sessions for newly accepted students, Department faculty provides advisement regarding course selection and registration. During the first semester at Buffalo State, all students are assigned a faculty advisor. Formal advisement sessions regarding course selection are usually scheduled prior to pre-registering for the coming semester. During these sessions, faculty will review student audit sheets, discuss progress, and answer questions about the dietetics profession. Students are encouraged to talk with their faculty advisor whenever they have questions or need assistance throughout the semester.

The Department has a formal advisement plan that is available in the Department Office.

Transfer Credit

The Department has stated policies for the following:

- **Course Credit**
  1. Course Equivalency Transfer Credit and Course Waivers
  2. Alternate Methods of Earning Course Credit – Course Challenge and Advanced Placement Examinations

Copies of the policies are available in the Dietetics & Nutrition Department Office.

Student Professional Development Portfolio

All students are required to complete a student portfolio. The formal portfolio process is explained in detail and begun in NFS 230 which is usually taken in the fall semester of the sophomore year. Therefore, students should keep documentation from courses taken prior to NFS 230. Transfer students should take NFS 230 as soon as possible. A “Student Portfolio Packet” is distributed in NFS 230 and a copy is available in the department computer lab (CH 204A) for reference.

Faculty supervises students at different periods of the portfolio process to monitor progress and provide the required guidance and support. Completion of the portfolio is one of the assignments in the final
course of the DPND curriculum, NFS 420 Dietetics Field Experience and hence a requirement for graduation and receiving a verification statement.

The goals of the portfolio process are:

- Student learning outcome assessment through student self-assessment of personal professional characteristics and knowledge and faculty feedback
- Teaching professional development process
- Document of student progress in the curriculum
- Providing documentation that can be used in job searches
- Program assessment through review to identify patterns of strengths and weaknesses in student performance

**Department/Program Assessment**

As part of the requirement for AND accreditation and College assessment plan, the Department and Programs have developed an on-going assessment strategy incorporated into the curriculum and student portfolio process. Upon acceptance into the major, students are made aware of the specifics of the assessment strategy (assessment of student t learning in the curriculum is provided earlier in the handbook).

**Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)**


**Academic Calendar**

Check the Academic Calendar, including general student deadlines, at www.buffalostate.edu/academiccalendar.xml.

**Student Affairs Office Policies** – Go to: http://www.buffalostate.edu/studentaffairs/x527.xml

**Affirmation of the Code of Conduct**

In compliance with the April, 2004, directive from the Chancellor of the State University of New York, Buffalo State College requires all students to receive and positively affirm the campus’s Student Code of Conduct. Access to Degree Navigator will be denied for students who have not completed the affirmation of the Code of Student Rights, Freedoms and Responsibilities. Students will be automatically redirected to the Code of Conduct affirmation pages each time they attempt to log in to Degree Navigator until they complete the affirmation. Students can affirm they have received and will abide by the Code by selecting the web link http://bscintra.buffalostate.edu/codeconduct to view the Code and follow the few simple steps needed to complete their affirmation. Questions regarding the affirmation of the Code can be addressed to the office of the dean of students, Campbell Student Union, 306, 878-4618.

**Buffalo State’s Academic Misconduct Policy**

http://catalog.buffalostate.edu/undergraduate/academic-probation-and-dismissal.html
Academic Probation and Dismissal


Academic Misconduct

All students are expected to display honesty and integrity in completing course requirements and college academic regulations. Academic misconduct refers to any form of plagiarism or cheating on examinations or assignments, and is inconsistent with the aims and goals of Buffalo State.

Faculty may require students to use textual similarity detection software (e.g., Turnitin.com) in courses at Buffalo State College. Textual similarity detection software compares submitted student text to a database of millions of previously published documents, including those on the public Internet, a proprietary collection of published articles, as well as every student paper previously submitted to the detection service. When similarities between student text and an existing document are found, the software identifies those similarities for instructor and/or student review. (Similarity alone is not evidence of academic misconduct; as such material may be correctly cited.) This software may be used as an educational tool to assist students in learning how to properly cite resources, decrease instances of academic misconduct, and/or assist in the identification of acts of academic misconduct.

Instances of academic misconduct include, but are not limited to, prior acquisition or possession of an examination and submission of false data, submission of the work of another individual without proper acknowledgment, and performance of work in a course for another individual while registered in the same course. As a result of an admission of academic misconduct, an instructor may issue a written warning; allow the student to resubmit the work, telling the student what grade penalty, if any, will be assessed; submit a recalculated grade; or submit a failing grade with a "J" designation (to appear only on the internal audit system but not on the student’s official transcript; possible grades are EJ, FJ, UJ, WJ). Grade points for the failing grade will be averaged even if the student repeats the course. No penalty for an alleged instance of academic misconduct may be imposed unless the student has been apprised of the allegation, the penalty, and the procedures of due process that are available under this policy.

Neither the instructor nor the student should be represented or accompanied by an attorney. A student has the right to appeal allegations of academic misconduct as outlined in the Academic Misconduct Policy at www.buffalostate.edu/academicaffairs/x607.xml.

A statement outlining formal college policies and procedures to be followed in cases of alleged academic misconduct will be on file in each dean’s office, in the Academic Standards Office, in the Student Life Office, and at www.buffalostate.edu/academicaffairs/x607.xml. Cases of severe infractions of acceptable standards may be brought before the Academic Misconduct Board, chaired by the appeals director of academic standards, and may result in academic dismissal.

Student Complaints, Grievances, and Appeals


Complaints to State Education Department

Withdrawal from Courses
Instructors are required to notify students of their academic standing no later than the end of the ninth week of the semester, or after two-thirds of a summer session or intersemester. If a student does not officially withdraw from a course and stops attending, a grade of E will be recorded.
Students who wish to leave a course after the drop/add period and before the final withdrawal date (the end of the 10th week of the semester, or after two-thirds of a summer session or intersemester) may file withdrawal forms signed by the appropriate instructor or designee. Nonattendance at the first class meeting does not withdraw a student from a class.
Students withdrawing from some coursework may be eligible for a refund in accordance with the college refund schedule, which is published each term in the course schedule. Beyond the end of the refund schedule's time limit, full charges are assessed. Student-teaching courses have different deadlines. Students should check with their departments.
Withdrawals remain on the transcript and are recorded as W's but do not count in credit hours or GPAs. Withdrawal from a course may affect eligibility for financial aid in the current semester and in future semesters. For additional information about financial aid eligibility, refer to the financial aid section of this catalog, or online at www.buffalostate.edu/offices/finaid.
University College
Advisement Handbook 2012-2013

STEPS TO SUCCESS
This list represents some habits and practices of successful students that can help every student be more successful at Buffalo State.

1. Put learning first: Understand that learning something is more than getting good grades. Expect to be challenged. If you knew the material already, you wouldn’t be learning it now. Learning takes work, and you will have to stretch beyond your current knowledge and comfort to do so.
   • Learn how to learn in college.
   • For your first year, plan more time for assignments compared to high school.
   • Maintain the proper school-work-personal life balance.
   • If you need to work, plan your work schedule so that it allows sufficient travel, class, and study time

2. Have a Plan
   • Know your Roadmap to Graduation. Complete an Individual Academic Plan.
     The IAP will include the following items:
     • What are your academic, personal, and professional goals?
     • How do you think Buffalo State will help you achieve those goals?
     • What do you think you would be doing if you weren’t in college?
     • An academic roadmap for the major of interest or a plan for major selection

3. Show Up:
   • Go to class, be prepared, do the assignments and activities, ask questions
   • Take advantage of the events you can as a student: participate in concerts, sporting events, intramurals, clubs, lectures and museums, on and off campus
   • Participate: Want to participate in a student roundtable or discussion? Vote on campus issues? Stay informed via print and electronic sources.

4. Reach Out:
   • Join the community: You cannot expect to get the most of out of college if you experience it in isolation.
   • If you’re struggling with something, let someone know. Where can I get tutoring? Where can I find out about my bill? Where can I find out about financial aid questions?
   • Help us help you: complete surveys and come to focus groups so that we can hear how you’ve experienced campus life and we can make things better. Complete the MAP-Works survey.

5. Handle Your Business
   • Know your financial status and plan. Make sure your bill is paid and your aid package is in place, and look ahead to plan for paying until graduation.
   • Know that your schedule is accurate - check Banner to be sure that you are not registered for what you believe you’ve dropped and that you are registered for what you believe you’ve added.
   • Know your to-do list for the semester: review your course syllabi and documented the due dates of every assignment and exam in one calendar.
   • Know how to use the campus technology: Email, Banner, Degree Navigator, and Angel are essential to life on this campus. Master them as soon as you can.

   • Know Your Support Network
     i. Know the names, office locations, and office hours of the faculty teaching your courses.
     ii. Know the name and office location of your academic advisor.
     iii. Know where you stand: Understand how to calculate your grades in your classes.
What does a classroom test truly measure?
A. Your intelligence
B. Your self-worth
C. How well you did on that particular test
D. How much you know about that subject.

Did you guess D? Most people do. The actual answer is C. It is important to put tests into perspective. They do not measure your intelligence, self-worth, or even your knowledge of a subject. What if you knew the material but are not a great test taker, or what if you’re a great test taker but didn’t really know the material? The test will only measure how well you did on that specific test. Nothing more.

TIPS TO APPLY BEFORE THE TEST
1. In an effort to refine your study plan, ask the professor the following:
   * How long will the exam be?
   * What topics/chapters will be on the exam?
   * Will the test be based on the notes, the text, or both?
   * Will it be multiple choice, essay, short answer…
   * If it is an essay exam, what critical skills will the students be asked to use? (define, explain, compare, contrast, apply, predict, create, evaluate…)
2. Schedule all that you need to do for your test(s). Make to-do lists for each test (pages from text, notes, problems needed to master, make flashcards, make tutoring appointments (878-5303…FREE!), design mind map summary sheets, and #1: design a pre-test)
3. Avoid the “escape syndrome.” If you find yourself fretting or talking about your work rather than studying, relax for a few minutes and rethink what you are doing…ask: Would I pay myself for what I’m doing right now?
4. Design flash cards. Examples include the following: question on 1 side & answer on the other, formulas, simple problems, definitions, foreign language phrases. Keep 2 piles: 1 for mastered cards, 1 for cards you still need to work on. Review the diminishing 2nd pile until all cards are mastered.
5. Best study tool: Design a pretest. Guess what the questions will be and answer them. This is far more effective than “looking over your notes.”

How will you know what to ask?
* end of chapter questions in your textbook
* from your textbook: turn headings & subheadings into questions
* any time you put an * in your notes, make that a question
* ask the teacher (see point #1)
* previous quizzes
* copies of old exams in the library
6. Review actively. Integrate notes, text, and other info onto summary sheets by diagramming, charting, outlining, categorizing in tables or simply writing summaries. Create pictures, stories and mnemonics. (Eg. What are the 5 great lakes? HOMES). When reviewing, say the information out loud, stand and pace. This will help you remember.
7. Study groups: Study with other well-prepared students and attend review sessions. NEVER miss a class before an exam…this is when you’ll be getting hints.
8. Be physically ready for the test:
   * catch your ZZZZZZs the night before
* eat high protein, low carbs, green veggies, but don’t pig out
* minimize caffeine (gets in the way of concentration)
* minimize sugar (CRASH)

9. True or False: You should never cram under any circumstances. I bet you’d be surprised to find that the answer is false! Cramming is not optimal, but it is better than nothing. Focus on the key points and recite the information out loud.

10. Arrive at the test room early, but not too early. You should have enough time to arrange your working conditions and establish a calm, alert mode. Select a seat where the lighting is best, usually in the front, and where your view of other students is minimal. If you arrive too late, you may catch anxiety from your fellow students. Anxiety is very contagious!

TIPS TO APPLY DURING THE TEST

1. 1st and foremost...RELAX! In an anxious state, brain waves speed up, and concentration becomes difficult, if not impossible. This is how stress sabotages. It is actually easy to slow down brain waves, but it takes focus and intention. Here’s what to do: ask:
A. “What can I do with my body?”
* With feet flat on the floor, sit up straight and breathe deeply from the abdomen. A few deep breaths will slow down brain waves immediately.
B. “What can I do with my mind?”
* Get into a fighting attitude before the test. Focus on what you know rather than what you don’t know. There is nothing you can do about it now anyway. Visualize a big red A on your test.
* Does the following sound familiar to you: “Oh no, I don’t know the answer to the 1st question...oh, no, I don’t know the answer to the 2nd question...I’m going to fail this test...I’m going to fail this course...I’m going to get kicked out of school...I’ll never get a job...I’m going to end up eating cat food in a ditch...” YIKES! This is called the “whirlpool of despair,” and there is nothing rational about it.
* Notice when you’re entering the whirlpool and, in your head, yell “STOP!”
* Stay out of the whirlpool by practicing the mantra, “It’s no big deal!”

2. When you receive your test jot down all of the information you might forget in the margin or on the back. (As long as it’s o.k.) Get the info out of your head and onto the paper. 3. Preview the whole test prior to answering any questions. Make sure your copy has no missing or duplicate pages. Note the format...are there essays? Read the directions...are you to pick only 1 or 2 of the essays?

4. Plan your time. Allow the most time for the questions which offer the most points, and leave time for review. P.S. Wear your own watch...don’t trust the one on the wall!

5. Read and re-read each question. Circle and underline the important words in the question; pay special attention to words like except, as it changes the entire question. How annoying it is to study hard and know the information but get it wrong simply because the question was read incorrectly!

6. Start with the easy questions 1st; this’ll get you into the “flow” and build confidence for the harder questions.

7. Use the test to take the test. This means that some questions actually answer other questions. Pay attention to this.

8. As soon as your anxiety increases, MOVE ON! Make a slash next to the question and visit it later.

9. True or False: Your 1st answer is usually correct. TRUE! Put down that eraser unless you’re certain!

10. Do not panic if you see a question you did not anticipate. Use everything you know to analyze the questions and create a logical answer. Go for partial credit; if you studied, you’re bound to know something.

11. Read the question as is. Avoid overanalyzing or oversimplifying.

12. Pay attention to the test, not to yourself or others. True or False:
The 1st person to finish the test usually gets the best score.....FALSE! Don’t worry about what you should have done; pay attention to what you can do now.

13. Don’t hesitate to ask for clarification from the professor.

Prepared for you by:
Academic Skills Center
Twin Rise South Wing #330
878-5303 or 878-4041

For help in study skills, math, reading, ESL, writing, computer skills, foreign language, physical sciences, business, or social sciences, please call 878-5303 for a tutoring appointment. You’ll be glad you did!
PREAMBLE
The American Dietetic Association (ADA) NOW Academy of Nutrition and Dietetics (AND) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and contact. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values (Figure) and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved on June 2, 2009, by the ADA (AND) Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

APPLICATION
The Code of Ethics applies to the following practitioners:
(a) In its entirety to members of ADA (AND) who are Registered Dietitians (RDs) or Dietetics Technicians, Registered (DTRs);
(b) Except for sections dealing solely with the credential, to all members of ADA (AND) who are not RDs or DTRs; and
(c) Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of ADA (AND).

All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in ADA (AND) and/or accepting and maintaining CDR credentials, all members of ADA (AND) and credentialed dietetics practitioners agree to abide by the Code.

PRINCIPLES
FUNDAMENTAL PRINCIPLES
1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by ADA (AND) and its credentialing agency, CDR.

RESPONSIBILITIES TO THE PUBLIC
3. The dietetics practitioner considers the health, safety, and welfare of the public at all times. The dietetic practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.
   a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
   b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
   c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
   a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
   b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
   c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.

6. The dietetics practitioner does not engage in false or misleading practices or communications.
   a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
   b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false or misleading.
   c. The dietetics practitioner provides accurate and truthful information in communicating with the public.

7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
   a. The dietetics practitioner withdraws from practice when he/she has engaged in abuse of a substance such that it could affect his or her practices.
   b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
   c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

RESPONSIBILITIES TO CLIENTS

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.

9. The dietetics practitioner treats clients and patients with respect and consideration.
   a. The dietetics practitioner provides sufficient information to enable clients and others to make their informed decisions.
   b. The dietetics practitioner respects the client’s right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.

10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.

11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7).

RESPONSIBILITIES TO THE PROFESSION

12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.

13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. The dietetics practitioner assumes a life-long responsibility and accountability for personal
compentence in practice, consistent with accepted professional standards, continually striving
to increase professional knowledge and skills and to apply them in practice.
15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest
and takes appropriate action whenever a conflict arises.
   a. The dietetics practitioner makes full disclosure of any real or perceived conflict of
      interest.
   b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner
      takes such other action as may be necessary to eliminate the conflict, including recusal
      from an office, position, or practice situation.
16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that
   dietetics services have been rendered only if he or she has provided or supervised the
   provision of those services.
17. The dietetics practitioner accurately presents professional qualifications and credentials.
   a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by
      CDR, provides accurate information and complies with all requirements imposed by
      CDR. The dietetics practitioner uses CDR-awarded credentials (“RD” or “Registered
      Dietitian”; “DTR” or “Dietetic Technician, Registered”; “CS” or “Certified Specialist”; and
      “FADA” or “Fellow of the American Dietetic Association”) only when the credential is
      current and authorized by CDR.
   b. The dietetics practitioner does not aid any other person in violating any CDR
      requirements, or in representing himself or herself as CDR-credentialed when he or she
      is not.
18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other
   considerations that affect or reasonably give an appearance of affecting his/her professional
   judgment.

Clarification of Principle:
   a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or
      give the appearance of affecting, a dietetics practitioner’s professional judgment is
      dependent on all factors relating to the transaction, including the amount or value of
      the consideration, the likelihood that the practitioner’s judgment will or is intended to
      be affected, the position held by the practitioner, and whether the consideration is
      offered or generally available to persons other than the practitioner.
   b. It shall not be a violation of this principle for a dietetics practitioner to accept
      compensation as a consultant or employee or as part of a research grant or corporate
      sponsorship program, provided the relationship is openly disclosed and the practitioner
      acts with integrity in performing the services or responsibilities.
   c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal
      value, attendance at educational programs, meals in connection with educational
      exchanges of information, free samples of products, or similar items, as long as such
      items are not offered in exchange for or with the expectation of, and do not result in,
      conduct or services that are contrary to the practitioner’s professional judgment.
   d. The test for appearance of impropriety is whether the conduct would create in
      reasonable minds a perception that the dietetics practitioner’s ability to carry out
      professional responsibilities with integrity, impartiality, and competence is impaired.
RESPONSIBILITIES TO COLLEAGUES AND OTHER PROFESSIONALS

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.

   a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.

   b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

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<tr>
<th>ADA (AND) values</th>
<th>Principles</th>
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<tr>
<td>Customer Focus: Meets the needs and exceeds expectations of internal and external customers</td>
<td>#5, #9</td>
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<td>Integrity: Acts ethically with accountability for life-long learning and commitment to excellence</td>
<td>#1, #2, #4, #5, #6, #7, #10, #11, #12, #13 #17, #18</td>
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<td>Innovation: Embraces change with creativity and strategic thinking</td>
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<td>Social Responsibility: Makes decisions with consideration for inclusivity as well as environmental, economic, and social implications</td>
<td>#3, #8, #9, #11, #13, #14, #15, #16, #17 #18, #19</td>
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