STUDENT HANDBOOK

Dietitian Education Program

April, 2020
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About Buffalo State

Buffalo State is the largest comprehensive four-year college in the State University of New York system (SUNY). A Carnegie Master's Institution, Buffalo State is one of 136 colleges and universities in the nation that are working together to enhance the practice and profession of teaching. Buffalo State offers 79 undergraduate majors, 64 graduate studies including master’s degrees, certificates of advanced study, and various graduate certificates. The College has 1232 full-time faculty and educates over 9000 undergraduate and graduate students each year. (Fall 2018) The College is known for its strong community connections and a continuing commitment to providing high-quality lifelong learning opportunities. Buffalo State is accredited by Middle States Commission on Higher Education. Buffalo State is also accredited by the Board of Regents, University of the State of New York. Currently the student body is composed of approximately 54% of students who are members of underrepresented minority groups (African American, Hispanic, and Native American) and majority of students are under 25 years of age. 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 internships 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 is the health-care profession that applies food and nutrition to health management. The professional in the dietetics field is a Registered Dietitian (RD) or Registered Dietitian Nutritionist (RDN). 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 RDN an individual must complete the following requirements established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the credentialing agency of the Academy of Nutrition and Dietetics, the Commission on Dietetics Registration (CDR):

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

and

Academic coursework to meet knowledge requirements required by the Accreditation Council for Education in Nutrition and Dietetics

and

1200 hours of Supervised Practice to meet competencies required by ACEND

and

Registration Examination administered by the Commission on Dietetic Registration

Dietitian Education Program (DEP) meets the academic and supervised practice requirements to be eligible to sit for the CDR registration examination.

**Future Education Model (FEM) Program**

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master’s degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). In response to CDR’s master’s degree requirement, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) released graduate Future Education Model Accreditation Standards for programs in nutrition and dietetics (see Future Education Model). These accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice.

SUNY Buffalo State demonstrated its leadership in education by submitting an application to be part of the third cohort of programs to be accredited by ACEND under these new standards. The ACEND Board has approved our reorganization plan for the DEP to be accredited under the new graduate standards.
When approved by SUNY, we will begin recruiting students for our August 2021 class. SUNY Buffalo State’s planned FEM will include a master’s degree.

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History of Dietitian Education Program (DEP) Program at Buffalo State

The Dietitian Education Program at Buffalo State, SUNY began in the Fall of 1971 and was named the Coordinated Undergraduate Program (CUP) in Dietetics. Funding had been obtained through a five-year grant from the Allied Health and Manpower Division, National Institutes of Health, for the program's implementation. Buffalo State was one of six Institutions of Higher Education nationally to develop such an educational endeavor. It was the first to utilize a variety of health care facilities within a community as key clinical sites for student learning.

Subsequent special improvement grants for the years 1975-77 and 1977-80 were obtained from NIH to support the on-going development and evaluation of the program. Initially eight students were admitted to the program. Over a five-year period a gradual increase to 16 students was accomplished.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) changed the name of the Coordinated Program in Dietetics to the Dietitians Education Program (DEP). This name change was formally adopted by SUNY in Fall, 2014.

The design of the DEP is built on the concept of an integrated curriculum where the educational environment is expanded and coordinated to include hospitals, long-term care facilities, community agencies, private counseling firms, and other sites in which nutrition services are delivered. The goal of the program is to provide the student with opportunities to apply knowledge and acquire the skills necessary for an entry level dietitian. To accomplish this program goal, there is a need for the coordination of learning opportunities and supervision and evaluation of student performance in a variety of clinical settings. Additional clinical sites are utilized for individualized student experiences throughout the program. In order to maximize student learning and make best use of clinical experiences available, program accreditation has restricted the number of students in the program, therefore, screening for admission is necessary. To facilitate learning, a staff of clinical instructors and a director teach courses, plan, supervise and evaluate the student learning experiences.

Looking to the future is the exciting plan for the reorganization of the DEP into a Future Education Model competency-based education curriculum. The plan which has been approved by ACEND, will include an on campus bachelor’s degree and a completely online master’s degree, pending SUNY approval.

The Dietitian Education Program is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (A.N.D.) 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, Phone: 800/877-1600.
Verification Statement

The signed verification statement documents that an individual has completed all the requirements of a dietetics education program accredited by ACEND. Verification statements are essential to the ACEND dietetics education, Commission on Dietetic Registration (CDR) registration eligibility, and Academy of Nutrition and Dietetics (A.N.D.) active membership process.

For students earning their baccalaureate degree, verification statements will be issued when the student has completed ACEND-accredited DEP requirements (didactic and supervised practice) and the registrar has cleared the student for graduation, which indicates that all degree requirements also have been completed. DEP requirements include a completed competency checklist and timesheets documenting 1200 hours of supervised practice that are verified by the program director. In order to complete these requirements, students must comply with the program’s policy for good standing.

For students who have previously completed a baccalaureate degree, a verification statement can be issued upon completion of DEP requirements (didactic and supervised practice). http://www.eatrightacend.org/ACEND/content.aspx?id=6442485467.) A second bachelor’s degree is not required by CDR for RD exam eligibility.

Upon successful completion of all academic and supervised practice requirements and achievement of all ACEND-required competencies, DEP students are given multiple original signature verification statements for use in applying to jobs, A.N.D. membership, future certification or licensure applications, and personal record.

For more information about verification statements, visit the following ACEND website for a For more information, visit: FAQs About Verification Statements.
Department of Health, Nutrition, and Dietetics Programs

Buffalo State offers two programs that lead to a verification statement. The two programs are: the Dietitian Education Program (DEP) and the Didactic Program in Nutrition and Dietetics (DPND). Whereas, an internship is required after completion of the DPND program, the DEP incorporates the required experiential learning hours for certification within the bachelor’s degree.

Both programs are housed in the Health, Nutrition and Dietetics Department at SUNY-Buffalo State. The Dietetics and Nutrition Programs typically have an enrollment of about 150 students. The atmosphere in the Department, though highly academic and professional, is also very open and friendly. Classes in the major generally have 25-34 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.

DEP Outcome Data

The program outcome data is reported in the annual report and self-study 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 seven years and leads to accreditation of the program. The program outcome data may be obtained from the DEP director. In brief 100% of students pass the RDN exam within one year, 100% obtain jobs or enter graduate school in the field.
Dietitian Education Program Philosophy

Dietetics is a major component of comprehensive health care. The DEP is designed to promote a continuous learning process, permitting creative participation by the student. A plan for progression of learning allows the student to build on knowledge, understanding and skills, as the individual demonstrates various levels of competency toward attainment of stated student outcomes.

The didactic and supervised practice experiences are integral parts of the educational environment. Guided supervised practice dovetails with theory to provide opportunity for applied learning. The student is encouraged to become self-evaluative and self-directive by completion of the program. College faculty, clinical instructors, preceptors, and students share the responsibility for achieving the outcomes of the program.

Bachelor of Science Degree Granted

The DEP at Buffalo State has been an accredited dietetic program since 1973. It is the only coordinated program in the SUNY system. The DEP is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 800/877-1600. acend@eatright.org.
The Academy of Nutrition and Dietetics (A.N.D.)

“The Academy of Nutrition and Dietetics is the world's largest organization of food and nutrition professionals founded in Cleveland, Ohio, in 1917, by a visionary group of women dedicated to helping the government conserve food and improve the public's health and nutrition during World War I. Today, the Academy represents more than 100,000 credentialed practitioners — registered dietitian nutritionists, dietetic technicians, registered, and other dietetics and nutrition professionals holding undergraduate and advanced degrees in nutrition and dietetics, and students — and is committed to improving the nation's health and advancing the profession of dietetics through research, education and advocacy.

Members of the Academy play a key role in shaping the public's food choices, thereby improving its nutritional status, and in treating persons with illnesses or injuries. Members offer preventive and medical nutrition therapy services in a variety of settings.

Nutrition and dietetics practitioners work in health care systems, home health care, foodservice, business, research and educational organizations, as well as in private practice. As vital members of medical teams in hospitals, long-term care facilities and health maintenance organizations, they provide medical nutrition therapy — using specific nutrition services to treat chronic conditions, illnesses or injuries. Community-based dietetics practitioners provide health promotion, disease prevention and wellness services.

As a leader in food and nutrition issues, the Academy provides expert testimony at hearings, lobbies Congress and other governmental bodies, comments on proposed federal and state regulations, and develops position statements on critical food and nutrition issues.”

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) “The Accreditation Council for Education in Nutrition and Dietetics is the accrediting agency for education programs preparing students for careers as registered dietitian nutritionists or nutrition and dietetics technicians, registered. ACEND® serves and protects students and the public by assuring the quality and continued improvement of nutrition and dietetics education programs. ACEND® is recognized by the U.S. Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND® meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs.”

The Commission on Dietetic Registration (CDR) “The purpose of the Commission, as the credentialing agency and organization unit of the Academy, is to serve the public by establishing and enforcing standards for certification, recertification and the Code of Ethics and by issuing credentials to individuals who meet these standards. The Academy owns the credentials; however, CDR has independent authority in matters pertaining to certification, including standard setting, establishment of certification fees and administering credentialing programs. CDR maintains a registry of over 100,000 credentialed dietetics practitioners.

CDR currently awards separate and distinct credentials: Registered Dietitian (RD) (also known as Registered Dietitian Nutritionist, RDN); Nutrition and Dietetics Technician, Registered (NDTR); 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) and Board Certified Specialist in Obesity and Weight Management (CSOWM), and Advanced Practitioner Certification in Clinical Nutrition (AP).
DEP Mission, Goals and Program Objectives

Approved DEP Clinical Faculty August 18, 2016
Approved by HND Faculty September 20, 1016
Reviewed April 23, 2020

Mission Statement

The mission of the Dietitian Education Program, a coordinated program in dietetics, is to prepare entry-level registered dietitian nutritionists for competent practice by providing a quality education— in the context of academic excellence, experiential learning and community service—that translates into an ongoing commitment to professional and leadership growth, community service, and a passion for life-long learning.

Goal 1: Graduates will attain the knowledge, skills, and professional characteristics needed for success as an entry level dietetics practitioner.

Objectives:

a. Ninety-five percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

b. The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitians nutritionists is at least 80%.

c. Ninety percent or program graduates who begin the DEP will complete the program within 3 years (normal length 2 years x 1.5).

d. Of graduates who seek employment, 75 percent are expected to be employed in nutrition and dietetics or related fields within 12 months of graduation.

e. Ninety percent of first year graduates meet or exceed employer expectations for entry-level RDNs.

Goal 2: Graduates will demonstrate commitment to life-long learning, professional development, service and leadership in diverse professional and community endeavors.

Objectives:

a. Seventy-five percent of graduate respondents report pursuing practice certification, or pursuing graduate credit or additional degrees when surveyed three years after graduation.

b. Thirty percent of graduates respondents report active membership (committee member or leadership position) in a dietetics-related professional or volunteer organization when surveyed three years after graduation.
Description of the DEP Experience

Semester I

In the first semester the focus of Nutritional Care A is an introduction to acute care, community nutrition, nutrition education, and food service experiences that apply the knowledge and skills learned in NFS 102 Introduction to Nutrition, NFS 401 Medical Nutritional Therapy I, NFS 315 and 316 Life Cycle/Community I and II, and NFS211 and NFS 311 Applied Management in Dietetics I and II.

The experiences allow for the development of basic interviewing, nutrition education, presentation, food service management skills, introduction to electronic medical records, and use of medical nutritional therapy and nutrition care process knowledge, skills and tools. Individual and group teaching assignments allow the student to develop skills in applying nutrition knowledge to various age groups, food/project management and group skills. Students learn about various community agencies/organizations providing food and nutrition services. Professional development of the student is emphasized throughout the courses.

Semester II

Students learn medical nutritional therapy for additional diseases in NFS402 Medical Nutrition Therapy II including diabetes and renal disease which is complemented in NFS446 Nutrition Care B by supervised practice at acute care settings two half-days per week. Reviewing medical records and visiting patients gives students first-hand experiences that case studies in a text cannot equal. Supervised practice sites include children’s acute care, adult acute care, a variety of nutrition counseling settings including dialysis. Formative experiences build skills in executing the nutrition care process. Diet histories from patients are obtained in the hospitals and are used by students, along with information from electronic medical records, to assess patients and write nutritional care plans with specific goals. Although the plans do include ways of implementing the goals, as well as ways to evaluate the success of the care plan, the students do limited implementation until proficient skill levels are attained. The emphasis is on identifying and planning nutrition care rather than implementing the plan, this process allows students to gain experience while working with hospital patients (adults and children) and medical records. A portion of the semester is spent in a clinic setting providing nutrition counseling to selected patients to reinforce knowledge gained in NFS405 Principles of Nutrition Education.

Summer (between Junior and Senior Year)

The student applies knowledge and principles of food systems management in a health care facility. Emphasis is on the operational aspects of food service production and clinical services, continuous quality improvement and food service management roles and responsibilities.
Semester III

This semester builds upon on knowledge and skills learned in previous semesters. The first semester in the senior year in NFS447 Nutrition Care C is divided into three rotations: 2 acute care rotations and 1 community/counseling rotation. Students are given responsibility for accomplishing the entire nutritional care process for selected patients/clients within the time allowed and facility policies. Students learn how to coordinate the implementation and evaluation of medical nutrition therapy (MNT) with other members of the health care team (i.e. nurses, physicians, social workers, etc.). While still under the supervision of their clinical instructor, the students often work closely with facility dietitians and diet technicians regarding specific patients. Their MNT notes are reviewed and co-signed by a dietitian or clinical instructor in electronic medical record (EMR). The students deal with a wide variety of patients, instruct patients on all types of modified diets, and become familiar with resources available for referral. In addition, experiences in counseling, community nutrition, and specialty practice are provided in a variety of settings. Supervised practice takes place two days a week (16 hours/week).

Semester IV

The second semester in the senior year is divided into three rotations to complete the requirements in NFS 448 Nutritional Care D, NFS 449 Nutritional Care E, NFS 450 Senior Practicum in Dietetics, and NFS 451 Specialty Practice.

NFS 448 is focused on acute patient care. Students will be in the hospital 5 days a week for a minimum for 40 hours per week over a four - five week period. The purpose of this rotation is to provide total nutritional care for increasing numbers of patients, refining and developing clinical management skills, continued learning and application of medical nutrition therapy and assuming the responsibilities of an entry level dietitian. This is a staff relief rotation in which the student becomes the supervised dietitian on the floor. An additional nutrition support rotation to refine skills in providing parenteral and enteral nutrition is incorporated into this rotation.

NFS 450 Senior Practicum allows the student to function in a professional role for 40 hours a week, over a four - five week period. The student, faculty, and dietitian mentor select and develop goals for an area of dietetic practice to meet the student's learning needs and/or interest. The practicum provides an opportunity for students to gain a greater depth and breadth of experience and refine skills for independent functioning in dietetic practice. Students function under the supervision of a registered dietitian or facility staff designee who evaluates their professional performance. The course is writing intensive and requires an oral senior practicum report during senior seminar days.

The third rotation during this semester exposes students to nutritional care in a long-term facility (NFS 449). Students learn the differences between acute and chronic care, and how the various departments (i.e. physical therapy, occupational therapy) work together
as a team in providing care. A portion of the third rotation (NFS451 Specialty Practice) provides opportunities for students to work on skills and needed for areas of specialty practice nutrition communication including radio show, YouTube video, and a business plan for nutrition services. Students during this rotation also prepare a seminar for senior seminar days.

**Program Emphasis (Concentration):**

In accordance with the ACEND Standards of Education, all supervised practice programs are required to define a program emphasis (concentration). The program must include at least one concentration designed to begin development of the entry-level depth necessary for future proficiency in a particular area.

The College uses the term, concentration to designate focused areas of study within a department. In the HND Department, the DEP and the DPND are considered concentrations. This designation is reflected in the College’s audit system and determines degree requirements. Therefore, we use program emphasis to indicate the area of practice that we have developed to support development from entry-level to future proficiency. The DEP program has developed a program emphasis in nutrition communication:

**Nutrition Communication Emphasis**

Goal: Communicate nutrition knowledge in a variety of settings at different levels from individuals to professionals to the general public utilizing traditional and mass media tools. **Competencies:**

- Demonstrate how to apply evidence-based practice in working with the media.
  - Outcome(s):
    - NFS447-Create a media kit (media fact sheet/backgrounder, pitch letter for media, press release, public service announcement, and consumer information sheet
    - NFS451 Create a script for either MNT related YouTube Video
    - NFS 451 Participate in a radio and/or TV program

- Create and launch a nutrition education piece to a mass media outlet.
  - Outcome(s):
    - NFS445 Develop and upload blog entries related to nutrition issues
    - NFS449 Develop “one minute” messages for a targeted audience
    - NFS451 Develop a streaming video or YouTube presentation

Many health care institutions, food companies, internet resources and practitioners are expanding their presence on the internet to disseminate information for healthy living and prevention and treatment of medical and nutritional problems. As more individuals use technology to access information and self-treat, the more important it is for dietitians to make sure that accurate, practical information is available.
Policy for Maintenance of Good Standing in Dietitian Education Program

Policy

It is the policy of the DEP that students who are provisionally or fully admitted into the DEP maintain required academic and professional standards. Academic standards are set by the DEP in the DEP Handbook. Professional standards are set by the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics.

Procedures

A. Provisional Admission into the DEP

Admission to the DEP is provisional, i.e., selected candidates may enter the DEP in Fall if they earn a C or better in all prerequisite courses during Spring semester and Summer sessions, maintain a minimum 2.75 GPA, and conduct themselves in a manner that is consistent with the Academy of Nutrition and Dietetics (A.N.D.)/Commission on Dietetic Registration (CDR) Code of Ethics for the Profession of Dietetics. The Code’s fundamental principle requires that an individual conduct himself/herself with honesty, integrity, and fairness. Additionally, the Code requires responsibility to demonstrate respect for the values, rights, knowledge, and skills of others. Failure to meet academic standards or a failure to exercise conduct consistent with the Code of Ethics will lead to a rescinding of an offer to be admitted to the DEP. If the reason for the rescinded offer is grades, the DEP Director will write the student notifying him/her of the decision. If the reason for the rescinded offer is a failure to exercise conduct consistent with the AND Code of Ethics:

1. The DEP Director will write a letter to the student stating concerns regarding failure to conduct themselves in a manner that is consistent with the A.N.D./CDR Code of Ethics.
2. Within one week of date of the letter, the student may either accept the decision or request a meeting to appeal the decision in writing. If a written response is not received by the DEP Director within one week, the decision to rescind will stand.
3. The meeting must be scheduled one week after receiving the student’s response. The meeting will be between the DEP Director, the student and any other member of the faculty whom the HND Chair determines should attend.
4. After the meeting, the DEP Director will notify the student of the final decision in writing.

B. Attendance/Participation/Supervised Practice

A minimum number of clinical hours are required each semester. Therefore, all absences from supervised practice will be rescheduled or alternate learning experiences arranged
by the clinical instructor during the semester. When students are scheduled for supervised experiences off campus in the afternoon they will be required to take evening classes after 6:00 p.m. During the last semester of the senior year, evening classes should not be taken unless special permission is given by the program director.

Students have the responsibility to personally notify and request an excused absence from their clinical instructor(s) if they will be late or absent from the clinical area during their scheduled rotation. Absence from a clinic must be made up. Excused absences include unavoidable extenuating circumstances (subject to the clinical instructor’s discretion) that can be documented to the instructor’s satisfaction. Examples of extenuating circumstances include illness (explanatory note from physician or clinic); family death (obituary); accident (police report); etc. Any arrangements for changing clinical days, hours or assignments must be approved in advance by the clinical instructor. A student who is persistently late or absent from the clinical area may be dismissed from the program. Being persistently late is defined as arriving five minutes later than scheduled time more than once a week.

In both clinical and didactic courses, any student who does not complete assignments on time, shows little effort to participate in classes, post-conferences or discussion groups and has unexcused absence for more than two times from NFS classes/clinical experiences illness can be dismissed from the program. Absences and tardiness will negatively affect the course grade. Faculty will notify the DEP director of unexcused absences.

Students have the responsibility to complete clinical assignments within the time allotted with an acceptable level of proficiency at supervised practice sites. Students unable to complete their assignments on time or with an acceptable level of proficiency will review their time management and competencies with the clinical instructor with written documentation. If significant improvement by the student is not demonstrated within a time frame decided on by the clinical instructor and student, a warning will be issued to the student. After two warnings the DEP faculty will decide whether the student is given the option to continue in the program or will be required to repeat the course the following year.

Students found using supervised experience time for assignments other than those assigned for the supervised experience will be issued a warning. Further disciplinary action will be taken if this behavior is continued after the warning.

Students must keep timesheets for each supervised practice rotation and for supervised practice hours that have been assigned to select didactic courses. Each supervised practice experience has been assigned an expected number of professional work setting and other hours. Timesheets must be totaled by the student and signed by clinical instructors and/or preceptors prior to submission to the program director. Students must not be used to replace employees.
C. Clinical Evaluation

Each clinical course (Nutritional Care A, B, C, D, E, Specialty Practice, Senior Practicum, and NFS471) will be graded on an S (Satisfactory) and U (Unsatisfactory) basis. Nutritional Care B & C have multiple rotations which must be passed with an S to attain a final S grade for the course; any unsatisfactory or conditional evaluations on specific objectives must be changed to a satisfactory by the end of the semester. In order to pass a clinical course, students must earn a satisfactory evaluation for ACEND competencies assigned to the course.

At the beginning of each rotation, the student may meet with the clinical instructor to discuss student's written personal objectives. Each clinical instructor will provide ongoing feedback regarding student performance on a continual basis during the clinical rotation. Students are expected to assume the responsibility for initiating opportunities to discuss their performance with the clinical instructor, or the program director, any time they feel it is necessary. The student and the instructor at the end of each clinical rotation, will complete a formal written and oral evaluation of a student’s performance. Nutritional Care A-D may also contain mid-rotation evaluation. If at any time during the clinical rotation a student's performance is deemed unsatisfactory, a written warning will be issued and the student will be required to meet with the instructor and/or the program director. During this meeting, the faculty and the student will establish a plan of action to assist the student in the improvement of his/her performance. If the student's performance remains unsatisfactory, he/she may be given permission to repeat the clinical rotation upon the recommendation of the clinical faculty within the following academic year, or be dismissed from the program at the discretion of the DEP director.

D. Definition of Good Standing in the DEP

To remain in good standing and to continue in the program, a student is required to:

a. Comply with program policies specified in the DEP handbook

b. Attain satisfactory evaluation in each clinical rotation/course

c. Attain a minimum grade of "C" in each NFS didactic course

d. Maintain a minimum cumulative average of 2.75.

e. Demonstrate consistent improvement in professional development based on formative evaluation of professional characteristics in each clinical rotation.

f. Conduct oneself in a manner that is consistent with the Academy of Nutrition and Dietetics/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics
Students who do not meet the requirements for good standing in the DEP may be:

1. dismissed from the Program or
2. placed on Program probation for one semester and allowed to continue if the conditions for the probation are met

Students dismissed from the Program may appeal the decision for reasons other than grade criteria for which they may follow the College’s appeal process. Students who are dismissed from the DEP may change to the Didactic Program in Nutrition and Dietetics (DPND) to complete their degree if they meet the DPND’s criteria for good standing. Those students must then complete an accredited dietetic internship after graduation to complete eligibility requirements to take the national registration examination to attain the credential, Registered Dietitian Nutritionist.

E. Appeal Procedure

1. Appeals must be submitted in writing to the DEP Director. The DEP Director has broad discretion to determine how to proceed including, but not limited to, dismissing the appeal, assembling an appeals committee, requesting further information, resolving the case through educational activities, or any other way deemed advisable.

2. When the DEP Director determines how to proceed, the DEP Director will recommend and consult with the HND Chair.

3. The DEP Director will notify the student of the appeal process. The student must respond in writing within one week if he/she chooses to proceed with the appeal. If the student fails to respond within one week, the appeal will be considered inactive.

4. Should it be determined that a department appeals committee hear the case, the DEP director will either assemble a physical meeting of the appeals committee (all full-time DEP faculty) or submit the student’s written appeal electronically to DEP faculty.

5. Appeals committee may accept or reject the appeal or request more information.

6. When the appeals committee arrives at a majority decision, the student will be notified by the DEP Director in writing.

VI. References –

Policy: Standards for Appearance

Introduction

The Standards of Appearance Policy provides a consistent expectation of the appearance for all DEP students. As professional students, DEP students must display the highest levels of professionalism at all times. The Standards of Appearance policy sets the DEP expectations for the professionalism in attire, hygiene and appearance that health professionals exhibit on a daily basis. Facilities have developed dress codes to promote safety, present a professional appearance to clients and staff, and meet regulations; therefore, the dress codes are to be followed.

A. General Provisions:

1. Generally accepted business norms will determine appropriate hair color, hairstyle and ornamentation. Hair color should be within naturally occurring color tones. Shoulder length or longer hair must be pulled back and off the collar.
2. Students are expected to maintain good hygiene at all times. Beards must be kept short, neat and clean (maximum beard length of 1 inch). Non-bearded men are required to be clean-shaven.
3. Jewelry should be conservative. In the patient care areas, it is limited to: simple watches, wedding rings, necklaces worn inside uniform and stud or small hoop earrings (maximum two per ear). Body piercing jewelry must be limited to the ears.
4. Tattoos, which may be inappropriate in the workplace or offensive to patients, must be covered at work.
5. Opaque or dark shaded sunglasses may not be worn unless need is documented by a physician’s order.
6. Cosmetics should be conservative.
7. Perfume, cologne, or aftershave fragrances must be light and non-offensive. Fragrances should not be worn in patient care areas.
8. Nails should be well groomed and not interfere with performance of duties and should be appropriate for business. No artificial nails or tips may be worn by direct patient care givers; and may be prohibited in other areas such as Food Service.
9. The official Buffalo State identification name badge must be worn at all times in affiliated sites and must be clearly visible.

B. General Provisions Regarding Clothing:

1. All footwear must be clean and appropriate for the work area and must be closed toe and closed heel. Beachwear, sandals, moccasins and slippers are not permitted. Sneakers are not acceptable unless part of a department uniform policy. Socks or stockings are required.
2. All skirts, culottes, and dresses must be of an appropriate business length and style. Slits in skirts and tops should be business appropriate (no revealing tops).
3. All pants should be properly fitted and pressed. Painter’s pants, sweatpants, exercise
attire (such as leggings, tight fitting stirrup pants, leg warmers and leotards) are not
permitted. Jeans are not permitted. Halter, tube, tank or midriff tops are not permitted.
4. Individuals who are out of compliance with this policy will be may be sent home and
required to make up the lost time. The DEP director must approve requests on an
individual basis for accommodations due to disability, religion or national origin one
month in advance of clinical placements.
5. Professional attire in the clinical area consists of a pressed, clean white lab coat worn
over business attire. Lab coats should be worn in clinic only, i.e., they should not be worn
outside the assigned facility for infection control.
Health Requirements

Prior to participating in the DEP each student must have a physical examination (within one year), a health history and immunization records on file at the Student Health Services. A copy of the health data summary is to be given to the program director as proof of this requirement. The health forms are distributed by the program director.

**Required immunizations** required are Rubella, Measles, Mumps, and annual 2-step Tuberculin Testing (PPD), varicella, and as well as the Hepatitis B vaccine. The hepatitis B series is administered over a period of 6 months and often is not covered by routine health insurance. A two-step PPD test is required annually. Tetanus shot is required within the last 10 years. A health data summary form must be completed each year and show evidence that the student has had a physical examination within the last twelve months. Meningococcal meningitis immunization is determined by NYS law and College health policy. Documentation of annual flu shot including expiration date and lot number will be required annually. NYS regulations require that students who do not obtain a flu shot to wear a face mask continuously in health care facilities. 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 in order to register for classes. Health Center can provide assistance for obtaining records and/or provide measles, mumps, and rubella: http://weigel.buffalostate.edu/new-students.

*A health data summary form must be completed each year and show evidence that the student has had a physical examination and a tuberculin (PPD) test within the last twelve months in order to meet the current New York State Health Code.*

Students enrolled full time are automatically enrolled in a mandatory student health insurance plan unless the student applies for and receives a waiver. Part time students are eligible to purchase the coverage but are not automatically enrolled. There is a specific health coverage that is required of all international students. Evidence of health insurance is required for some clinical sites.

Additional information about College immunization requirements and health insurance is available in the College Catalog.

**Illness or Injury during Supervised Practice** Emergency medical care during supervised practice in hospitals will be provided to students at the students’ expense/insurance. In the even that a student is exposed to an infectious or environmental hazard or other occupational injury while at a clinical supervised practice site, the site, upon notice of such incident from the student will provide such emergency care as is provided it employees, including, where applicable: examination and evaluation by the site’s emergency department or other appropriate facility as soon as possible after the injury. In the event that the site does not have the resources to provide such emergency care, the site will refer such students to the nearest emergency facility.
Costs to Student

Tuition and Fees Undergraduate and Graduate Tuition and Fees The current information on tuition and fees is available at the Buffalo State website: Tuition and Fees. Students are required to pay tuition and fees upon receipt of invoice. Deductions are made under various state and federal financial aid programs. The tuition for NY State residents, out-of-state residents and part-time students is provided on the website.

Housing Residence Life Information pertaining to housing and the cost are available at Housing Costs. All full-time freshmen and sophomore students whose permanent residency is beyond a 35 mile radius of Buffalo State are required to reside on campus for 4 consecutive semesters or until you earn 60 credits, whichever comes first. Those exempt from this requirement include married students, single parents, transfer students, veterans, and students over the age of 21, students residing with relatives (i.e. aunts, uncles, brothers, sisters, etc.). Documentation will be needed to achieve exemption status under any of these circumstances.

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 up to $60.

Lab Coats, Name Tags, and A.N.D. Dues Students must purchase lab coats and name tags to be worn for their supervised experiential learning sites. Lab coat costs vary, but average $20. Estimated cost for name tags is $11. Student membership in the Academy of Nutrition and Dietetics is required for selected upper division NFS classes. Cost- $58

Health Insurance Options Documentation of health insurance is mandatory. Visit for options to obtain insurance: Health Insurance Options.

Professional Liability Insurance Students are required to purchase a one-year liability coverage plan for the junior and senior year clinical experiences effective the first day of classes of the fall semester each year. Proof of the policy (certificate of insurance) is to be submitted to the program director prior to the first clinic day of the junior and senior years. A photocopy of the policy cover page will satisfy the proof requirement.

Drug Testing and Criminal Background Checks Some supervised practice sites require drug testing and criminal background checks. The costs for drug testing and background checks are the responsibility of the student, unless the site authorizes coverage of the costs. All testing and background checks must be completed prior to reporting for supervised experiential learning rotations. Some supervised practice sites require drug testing and criminal background checks. The costs for drug testing and background checks are the responsibility of the student, unless the site authorizes coverage of the costs. All testing and background checks must be completed prior to reporting for supervised experiential learning rotations. Students in this course who have been convicted of a felony must review the college policy at: https://deanofstudents.buffalostate.edu/admission-persons-prior-felony-
convictions and contact the dean of students before participating in the community engagement experience.

Transportation/Travel All students are responsible for arranging their travel to and from clinical sites. Most of the facilities in which supervised practice takes place are accessible by public transportation. Many students have shared rides with each other in the past; however, this neither commits those owning cars to provide rides for others nor guarantees those without cars a ride. Owners of cars are responsible for travel liability for themselves and riders in their car. Students using public transportation assume personal responsibility for their safety. Instructor and fellow students can usually provide advice about parking at different facilities. Sites vary as to fees for parking; some are free and others charge. Students are responsible to pay transportation costs to school and Volunteer Service learning experiences. Travel is generally limited to Western New York. NFTA student transit passes are available NFTA Passes.

CPR and ServSafe Certifications Students are responsible for the costs of mandatory CPR ($35) and ServSafe (books and exam costs) certifications.

Financial Aid/Scholarships

Students enrolled at Buffalo State are eligible for financial aid and scholarships. Information regarding student loans including deferments and student employment is available from the Financial Aid Office in Moot Hall. Scholarship information can be obtained from Campus Application Portal for Scholarships (CAPS) http://financialaid.buffalostate.edu/scholarships.

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. 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 http://financialaid.buffalostate.edu/. Additional financial aid information is available at email: finaid@buffalostate.edu.

Scholarships

In addition, Dietetics majors may apply for Department Scholarships, Phi Upsilon Omicron Scholarships (Due Feb 1), Western New York Dietetic Association and New York State Dietetic Association. Many students from Buffalo State have received scholarships from other sources including AND Foundation and Phi Upsilon Omicron at the national level. Online application for college scholarships are offered in the fall and spring through the Campus Application Portal for Scholarships https://buffalostate.academicworks.com/.

Among the eligibility criteria for an A.N.D. Foundation scholarship http://www.eatrightfoundation.org/Foundation/scholarships/. Applicants must be AND members at least one month before the application deadline. A scholarship may require membership in a specific dietetic practice group (DPG), and/or residency in a specific state. A scholarship may be earmarked for underrepresented groups.
**Excelsior scholarship** provides tuition awards to eligible students attending New York State's public colleges and universities (SUNY and CUNY). This scholarship, in combination with other student financial aid programs, allows students to attend a SUNY college tuition-free. Information about the scholarship [https://www.suny.edu/smarttrack/types-of-financial-aid/scholarships/excelsior/](https://www.suny.edu/smarttrack/types-of-financial-aid/scholarships/excelsior/)

**Distance Education Components**

General education courses and courses required for the dietetics major may be offered online or as hybrid courses. Syllabus information includes class-specific technological information such as required internet and computer access, computer programs (Word, PowerPoint) and preferred web browser. If hybrid course, information about format, communication guidelines and schedule for online sessions is specified. Students can assess their readiness and computer skills through [http://commons.suny.edu/assessment/](http://commons.suny.edu/assessment/). There is no additional cost for online courses.

**Verification of Identity**

Computing and Technology Services is responsible for the consistent application of the automated processes related to student identity verification. Upon admission students receive a secure log-in and pass code for secure access to campus information systems. For the campus policy on Student Identity verification of online learning activities see: [http://bscintra.buffalostate.edu/dops/policysect4/040702.pdf](http://bscintra.buffalostate.edu/dops/policysect4/040702.pdf)

**Access to Student's Files**

The HND Department follows the procedures outlined under FERPA (Federal Education Rights & Privacy Act. [http://registrar.buffalostate.edu/ferpa-faculty-and-staff](http://registrar.buffalostate.edu/ferpa-faculty-and-staff).)

**Student Grievances**

If a student has an academic grievance with a course the student should first consult the course instructor. If a solution cannot be found, the program director should be consulted. If the problem resolution is unsatisfactory, the complaint should submitted in writing to the Health, Nutrition and Dietetics Chair and Buffalo State College grievances procedures will be followed. [http://catalog.buffalostate.edu/undergraduate/student-complaintsgrievances-and-appeals.htm](http://catalog.buffalostate.edu/undergraduate/student-complaintsgrievances-and-appeals.htm)

**Library Resources**

Most students have found it necessary to explore resources other than Butler Library for papers, coursework and additional information while working in the various hospitals. They have found the Health Sciences Library at UB, public libraries, and the libraries located in hospitals to be helpful, as well as the electronic library HUBNET. Buffalo State students can request particular books be sent to BSC for them to sign out through interlibrary loan. One must have a Buffalo and Erie County Library card to sign out books at the public libraries. Policies regarding DEP students’ use of hospital libraries vary. Clinical Instructor will inform students of library policies during orientation to clinical site.
Outside Employment While in the Program

Some students have found it difficult to combine working part-time with their busy schedule in the program, especially after the first semester of the junior year. Others have been able to coordinate the two with organizing and planning of their schedules. Students should consider their own abilities as well as financial needs in deciding whether or not they will be able to handle working while in the program. Ideally, according to published studies, paid work should be limited to 10 hours per week in order to avoid negative impact on academic performance. It is important to note that the student needs to arrange work hours around clinical hours, which cannot be altered. Students are strongly advised not to work during the last semester of the senior year when they have 40 hours a week schedules in health care facilities.

Working in food service operations has given some students a better understanding of the food production and management aspect of dietetics. Other students with jobs at local hospitals and nursing homes as diet clerks found that these experiences were helpful because they had more exposure to patient care, menu selection, use of special products, and different nutritional services departments. Whenever, possible work experience is encouraged during the summers.

Additional Experiences

Opportunities for independent studies or special projects are available to students. Students can also participate in the College’s Undergraduate Research Program. Often these experiences can be useful in exploring an area of special interest. If students are interested in either of these options, they are encouraged to discuss this matter with their academic advisor.

Memberships in Professional Organizations

**Academy Of Nutrition and Dietetics** (A.N.D.) Students may apply for student membership in the Academy of Nutrition and Dietetics (special rate for students-$58). This entitles the member to receive a copy of *the Journal of the Academy of Nutrition and Dietetics* (monthly) and access to member only benefits on the professional web site. Visit the Student Membership page to learn more about member benefits: [http://www.eatrightpro.org/resources/membership/student-member-center](http://www.eatrightpro.org/resources/membership/student-member-center)

Membership is mandatory in the senior year. Call 1 800 877 1600 to become a member. [Become a Student Member.](http://www.eatrightpro.org/resources/membership/student-member-center)

Benefits of student membership in the academy include:

Student members are integral to the Academy of Nutrition and Dietetics as they represent the future of the dietetics profession. We offer a number of unique benefits to close to 20,000 student members, including opportunities to get involved. Student membership in the Academy means you have access to a network of benefits — exclusively available to Academy members — that you can begin using right now!
• **Scholarships and Financial Aid**: Find scholarships and educational stipends for individuals pursuing undergraduate and advanced degrees in dietetics.
• **EatRight Careers**: Accelerate your career search by posting your resume, viewing openings and receiving job alerts.
• **Education and Internship Matching Information**: Find information for students seeking a career in nutrition and dietetics, as well as students who are currently enrolled in nutrition and dietetics program through the Accreditation Council for Education in Nutrition and Dietetics.
• **Career Toolbox**: Get access to the resources, tips and information to make your job or internship search easier.
• **Mentoring Opportunities**: Academy student members are supported by a wide range of mentoring or career guidance programs.
• **Student Scoop**: An e-newsletter exclusively for you. It's published five times a year and includes articles on relevant topics such as preparing for internships and ways to volunteer.
• **Student Liaison**: As a liaison participate in recruitment and retention of student members and will communicate with the Academy on important topics.
• **Volunteer Opportunities**: Opportunities are available to get involved at all levels of the organization — leadership positions, advocating for the profession or getting involved with your affiliate.

**The Western New York Dietetic Association (WNYDA)**: The WNYDA is a local affiliate of the New York State Academy of Nutrition and Dietetics (NYSAND) and A.N.D. At activities sponsored by the WNYDA (i.e. meetings, lectures, workshops, etc.), students have a chance to meet dietitians from various settings in the community. Programs are held to promote nutrition knowledge of both the general public as well as professionals in the field of nutrition. A special rate for annual membership is available for students. E-mail communication keep members informed of upcoming events, announcements, job openings, etc. Membership in WNYDA is strongly encouraged ($15): [Join Western New York Dietetic Association](#)

**Erie/Niagara County Nutrition Committee**: Student membership in this group is available. The goal of this Committee is "to improve the nutritional status, interpret and promote understanding of nutritional needs of the people of Erie/Niagara County, New York. A special rate for annual membership is available for students.

**Pagers and Telephones**

In order to maintain a learning atmosphere, protect individual privacy, and avoid disruption of classroom and clinical settings, pagers and telephones are not permitted unless they can be set to vibration mode only. Some clinical sites may completely prohibit cell phones. Students will be made aware of the site policy during orientation sessions. Any misuse of pagers and telephones will result in the pager and/or telephone being banned from the classroom and clinical site. Repeated misuse can result in disciplinary action affecting the course grade.

**On campus**, any pages or calls may be returned at designated breaks or after class. If someone needs to reach a student in case of emergency, the following is the established procedure: students can be reached through the College Public Safety Office or through the Department Office (878-5913).
Clinical Sites: any pages or calls may be returned at designated breaks, during lunch, or after clinic. If someone needs to reach a student in case of emergency, the following is the established procedure: students can be reached through the clinical instructor or a designated person on the clinical staff. Clinical instructors will make students aware of specific communication protocols that have been established to facilitate communication with students and clinical staff.
Program Length

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 three to four years to complete the program based on the number of transferable credits and the courses accepted by the College and Program. Some students may need to take summer or J-term courses. When admitted to Buffalo State, initial enrollment is in the Didactic Program in Nutrition and Dietetics (DPND). When didactic course requirements for application to the Dietitian Education Program (DEP) are completed (generally in the sophomore year), students are eligible to apply to the DEP from the DPND. The application process takes place in the Spring semester. Individuals interested in applying to the coordinated program must contact the department for application information, which is available by December 1 of each year.

DEP Application 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
• 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 211 Applied Management in Dietetics I
  NFS 230 Introduction to the Profession
  NFS 189 Applied Food Chemistry Lab
  NFS 302 Advanced Nutrition
  NFS 315 Life Cycle/Community I
  BIO 100 Principles of Biology (not BIO 101)
  CHE 111, 113, 112, and 114 Fundamentals of Chemistry I and II with Labs
  CHE 321 Principles of Organic Chemistry
  CHE 322 Biological Chemistry
  BIO 308/309 Human Anatomy and Physiology with lab
  PSY 101 Introduction to Psychology

• Completion of the selection process

The following courses are often transferred in if equivalent courses:

  NFS 100 Introduction to Food Preparation
  NFS 102 Introduction to Nutrition
  BIO 100 Principles of Biology (not BIO 101)
  CHE 111, 113, 112, and 114 Fundamentals of Chemistry I and II with Labs
  PSY 101 Introduction to Psychology
DEP Selection Criteria

- Application form
- GPA 2.75 at the time of application (3.0 or higher is competitive)
- Completion of pre-requisite courses
- Personal statement
- Submission of two comment forms from faculty or employers
- Completion of at least two interviews with selection committee members

The DEP is accredited to accept 16 students annually.

Graduation Requirements:

Complete required credits in:

1. Intellectual Foundations
2. Required Courses for Major – didactic
3. Required Courses Outside the Department.

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. Faculty supervises students at different periods of the portfolio process to monitor progress and provide the required guidance and support.

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
- Document achievement of ACEND required competencies

Intellectual Foundations (IF)

Intellectual Foundations is the general education curriculum at Buffalo State. It is designed to provide the intellectual and creative foundations for all educated persons regardless of their chosen profession. The purpose of the Intellectual Foundations Program is to develop the skills and habits of the mind required for a life of intellectual curiosity and civic engagement. For course requirements of Intellectual Foundations, visit: https://intellectualfoundations.buffalostate.edu/.
Graduation Requirements

Go to http://registrar.buffalostate.edu/degreeapplication for steps to apply for Graduation. All students expecting to qualify for a degree must fulfill the following requirements:

1. File Application for Undergraduate Degree with the Registrar’s Office, Moot Hall 210, by the specified date. Failure to make application before the date may eliminate the student from the Commencement program and delay the granting of the degree.

2. Students must meet all curricular requirements. They must have completed the prescribed curriculum for their major. If requirements have changed since they were admitted to a program, they may choose to graduate under the old or new requirements.
   a. Students must maintain a minimum cumulative GPA of 2.0 for all coursework taken at the college. The minimum cumulative GPA for the courses taken in the major field must also be 2.0. The minimum cumulative GPA for courses taken in a minor is 2.0.
   b. Students must complete the 33-39 credit hours of Intellectual Foundations 2014 requirements.
   c. All candidates must have completed a minimum of 33 credit hours of upper-division coursework, courses generally considered advanced and numbered 300–499.
   d. A minimum of 30 credit hours, including the last 16, must be completed at the college.
   e. A minimum of 120 academic credit hours must be completed.
   f. Students must complete at least 6 credit hours in their major at Buffalo State.

3. Education majors leading to certification for teaching in the early childhood and upper-elementary grades must fulfill a drug-education requirement and should file a certification application with the Teacher Certification Office, Chase Hall 222.

4. In addition to academic requirements, students who are enrolled in teacher education programs leading to Initial Certification or Initial/Professional certification are required to complete all seminars specifically required by New York State for program completion and graduation, including School Violence Prevention and Intervention (SAVE); Identification and Reporting of Child Abuse and Maltreatment; Alcohol and Other Drug Avoidance; Fire and Arson Safety; HIV and the Classroom; and Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention (DASA Training). These seminar requirements are subject to change.

5. No students will be cleared for graduation until all grades of I, N, or X have been replaced with an appropriate letter grade.

The Academic Calendar is available at: http://suny.buffalostate.edu/academic-calendar.

The calendar lists the semester calendar and student deadlines. The course offering for the semester is available on the Buffalo State website, http://suny.buffalostate.edu/academics#catalogs prior to registration.
# ACADEMIC ROADMAP Dietitian Education Program

## Freshman Year

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<tr>
<th><strong>FIRST SEMESTER</strong></th>
<th><strong>SECOND SEMESTER</strong></th>
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<tr>
<td><strong>Course Title</strong></td>
<td><strong>Catalog Number</strong></td>
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<tr>
<td>Introduction to Psychology (IF-SS)</td>
<td>PSY 101</td>
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<tr>
<td>Introduction to Food Preparation</td>
<td>NFS 100</td>
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<tr>
<td>Fundamentals of Chemistry I (IF-NS)</td>
<td>CHE 111</td>
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<tr>
<td>Fundamentals of Chemistry I Lab</td>
<td>CHE 113</td>
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<tr>
<td>IF- Basic Writing/Oral</td>
<td>CWP 101</td>
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<td>Introduction to Library Research Meth</td>
<td>LIB 100</td>
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## Sophomore Year

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<tr>
<th><strong>THIRD SEMESTER</strong></th>
<th><strong>FOURTH SEMESTER</strong></th>
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<tr>
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<tr>
<td>Introduction to the Diet Profession</td>
<td>NFS 230</td>
</tr>
<tr>
<td>Applied Food Chemistry</td>
<td>NFS 200</td>
</tr>
<tr>
<td>Applied Management in Dietetics II</td>
<td>NFS 211</td>
</tr>
<tr>
<td>Principles of Organic Chemistry</td>
<td>CHE 321</td>
</tr>
<tr>
<td>Human Anatomy and Physiology</td>
<td>BIO 308</td>
</tr>
<tr>
<td>Human Anatomy and Physiology Lab</td>
<td>BIO 309</td>
</tr>
</tbody>
</table>

## Junior Year

<table>
<thead>
<tr>
<th><strong>SIXTH SEMESTER</strong></th>
<th><strong>SEVENTH SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Catalog Number</strong></td>
</tr>
<tr>
<td>Applied Management in Dietetics III</td>
<td>NFS 311</td>
</tr>
<tr>
<td>Life Cycle/Community Nutrition II</td>
<td>NFS 316W</td>
</tr>
<tr>
<td>Medical Nutrition Therapy I</td>
<td>NFS 401</td>
</tr>
<tr>
<td>Nutrition Care A</td>
<td>NFS 445</td>
</tr>
<tr>
<td>Microbiology</td>
<td>BIO 210</td>
</tr>
<tr>
<td>IF Course-Arts</td>
<td></td>
</tr>
</tbody>
</table>

## Senior Year

<table>
<thead>
<tr>
<th><strong>EIGHTH SEMESTER</strong></th>
<th><strong>NINTH SEMESTER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td><strong>Catalog Number</strong></td>
</tr>
<tr>
<td>Medical Nutrition Therapy III</td>
<td>NFS 403</td>
</tr>
<tr>
<td>Introduction to Nutrition Research</td>
<td>NFS 430</td>
</tr>
<tr>
<td>Nutrition Care C</td>
<td>NFS 447</td>
</tr>
<tr>
<td>IF Course – Civilizations</td>
<td>X</td>
</tr>
</tbody>
</table>

*Global Engagement – First year students should be advised to register for Basic Writing and Global Engagement if these requirements were not satisfied through high school.

* Some IF courses may fulfill two IF requirements [http://intellectualfoundations.buffalostate.edu/courses-and-requirements](http://intellectualfoundations.buffalostate.edu/courses-and-requirements)
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester (may vary)</th>
<th>Online Offerings</th>
<th>Pre-requisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>NFS 100</td>
<td>Introduction to Food Preparation</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>NFS 102</td>
<td>Introduction to Nutrition</td>
<td>3</td>
<td>F, Sp</td>
<td>Summer</td>
<td>None</td>
</tr>
<tr>
<td>NFS 200</td>
<td>Applied Food Chemistry</td>
<td>3</td>
<td>F</td>
<td></td>
<td>NFS 100, CHE 112, required co-requisite CHE 321</td>
</tr>
<tr>
<td>NFS 211</td>
<td>Applied Management in Dietetics I</td>
<td>3</td>
<td></td>
<td>F, Sp</td>
<td>Majors only</td>
</tr>
<tr>
<td>NFS 230</td>
<td>Introduction to Dietetics Profession</td>
<td>2</td>
<td>F</td>
<td>Summer</td>
<td>NFS102(under review)</td>
</tr>
<tr>
<td>NFS 302</td>
<td>Advanced Nutrition</td>
<td>3</td>
<td>Sp</td>
<td></td>
<td>NFS 102 or equivalent, CHE 321, BIO308, recommended co-requisite CHE 322</td>
</tr>
<tr>
<td>NFS 311</td>
<td>Applied Management in Dietetics II</td>
<td>3</td>
<td></td>
<td>F</td>
<td>NFS 100, NFS102, NFS211, Majors only</td>
</tr>
<tr>
<td>NFS 315</td>
<td>Life Cycle/Community I</td>
<td>3</td>
<td>Sp</td>
<td></td>
<td>NFS 102</td>
</tr>
<tr>
<td>NFS 316</td>
<td>Life Cycle/Community II</td>
<td>3</td>
<td>F</td>
<td></td>
<td>NFS 315</td>
</tr>
<tr>
<td>NFS 330</td>
<td>Integrative and Functional Nutrition</td>
<td>1</td>
<td>Sp</td>
<td></td>
<td>NFS 102 junior or senior standing</td>
</tr>
<tr>
<td>NFS 401</td>
<td>Medical Nutrition Therapy I</td>
<td>4</td>
<td>F</td>
<td>Hybrid</td>
<td>NFS 302, CHE 322, BIO 308 and 309 and for DEP co-requisite NFS445</td>
</tr>
<tr>
<td>NFS 402</td>
<td>Medical Nutrition Therapy II</td>
<td>3</td>
<td>Sp</td>
<td>Hybrid</td>
<td>NFS 401 and for DEP co-requisite NFS 446</td>
</tr>
<tr>
<td>NFS 403</td>
<td>Medical Nutrition Therapy III</td>
<td>3</td>
<td>F</td>
<td></td>
<td>NFS 402 and for DEP co-requisite NFS 447</td>
</tr>
<tr>
<td>NFS 405</td>
<td>Principles of Nutrition Education</td>
<td>2</td>
<td></td>
<td>Sp</td>
<td>NFS 401 and 316W</td>
</tr>
<tr>
<td>NFS 430</td>
<td>Introduction to Nutrition Research</td>
<td>3</td>
<td>F</td>
<td></td>
<td>Statistics and NFS 402</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester (may vary)</td>
<td>Online Offerings</td>
<td>Pre-requisites/Co-requisites</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>NFS 445</td>
<td>Nutritional Care A**</td>
<td>3</td>
<td>F</td>
<td></td>
<td>co-requisites NFS 401</td>
</tr>
<tr>
<td>NFS 446</td>
<td>Nutritional Care B**</td>
<td>4</td>
<td>Sp</td>
<td></td>
<td>NFS 445 and co-requisite NFS 402</td>
</tr>
<tr>
<td>NFS 447</td>
<td>Nutritional Care C**</td>
<td>5</td>
<td>F</td>
<td></td>
<td>NFS 446 and co-requisite NFS 403</td>
</tr>
<tr>
<td>NFS 448</td>
<td>Nutritional Care D**</td>
<td>5</td>
<td>Sp</td>
<td></td>
<td>NFS 403 and 447 and co-requisites NFS 449, 450 and 451</td>
</tr>
<tr>
<td>NFS 449</td>
<td>Nutritional Care E**</td>
<td>2</td>
<td>Sp</td>
<td></td>
<td>NFS 447 and co-requisites NFS 448, 449 and 451</td>
</tr>
<tr>
<td>NFS 450W**</td>
<td>Senior Practicum**</td>
<td>4</td>
<td>Sp</td>
<td></td>
<td>NFS 447 and permission of instructor and co-requisites NFS 448, 449 and 451</td>
</tr>
<tr>
<td>NFS 451</td>
<td>Specialty Practice**</td>
<td>1</td>
<td>Sp</td>
<td></td>
<td>NFS 447 and co-requisites NFS 448, 449 and 451</td>
</tr>
<tr>
<td>NFS 471</td>
<td>Experiences Food Service Systems in Health Care **</td>
<td>3</td>
<td>Su</td>
<td></td>
<td>NFS311</td>
</tr>
</tbody>
</table>

**Required Courses Outside the Major**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Semester (may vary)</th>
<th>Online Offerings</th>
<th>Pre-requisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 100</td>
<td>Principles of Biology</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td>BIO 100</td>
</tr>
<tr>
<td>BIO 210</td>
<td>Microbiology</td>
<td>3</td>
<td>F</td>
<td></td>
<td>BIO 100</td>
</tr>
<tr>
<td>BIO 308</td>
<td>Human Anatomy and Physiology</td>
<td>3</td>
<td>F</td>
<td></td>
<td>BIO 100</td>
</tr>
<tr>
<td>BIO 309</td>
<td>Human Anatomy and Physiology Lab</td>
<td>1</td>
<td>F</td>
<td></td>
<td>BIO 100</td>
</tr>
<tr>
<td>CHE 111</td>
<td>Fundamentals of Chemistry 1</td>
<td>3</td>
<td>F, Sp, Su</td>
<td></td>
<td>In order to register for CHE111, students must have one of the following prerequisites: SAT math score of at least 480 or ACT score of at least 18. If SAT or ACT scores are less, CHE110 or MAT114 must be taken with a grade of at least &quot;C&quot; before registering for CHE111. This will mean that students will need to take CHE111 in the Spring and CHE112/114 in the Summer.</td>
</tr>
<tr>
<td>CHE 113</td>
<td>Fundamentals of Chemistry 1 Lab</td>
<td>1</td>
<td>F, Sp, Su</td>
<td></td>
<td>CHE 111</td>
</tr>
<tr>
<td>CHE 112</td>
<td>Fundamentals of Chemistry 2</td>
<td>3</td>
<td>F, Sp, Su</td>
<td></td>
<td>CHE 111</td>
</tr>
<tr>
<td>CHE 114</td>
<td>Fundamentals of Chemistry 2 Lab</td>
<td>1</td>
<td>F, Sp, Su</td>
<td></td>
<td>CHE 111</td>
</tr>
<tr>
<td>CHE 321</td>
<td>Principles of Organic Chemistry</td>
<td>4</td>
<td>F</td>
<td></td>
<td>CHE 112</td>
</tr>
<tr>
<td>CHE 322</td>
<td>Biological Chemistry</td>
<td>4</td>
<td>Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS 101</td>
<td>Computer Fundamentals</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td>Recommended; not required</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Intro. Probability and Statistics</td>
<td>3</td>
<td>F</td>
<td></td>
<td>Recommended; not required</td>
</tr>
<tr>
<td>LIB 100</td>
<td>Intro. Library Research Methods</td>
<td>1</td>
<td>F, Sp</td>
<td></td>
<td>Recommended; not required</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Intro. Psychology</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Intro. Sociology</td>
<td>3</td>
<td>F, Sp</td>
<td></td>
<td>Recommended; not required</td>
</tr>
</tbody>
</table>
Course Descriptions

Food Sequence

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: CHE 321 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.

Nutrition Sequence

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, CHE 112 Inorganic Chemistry, CHE 321 Organic Chemistry, BIO 308 or BIO311 Human Anatomy and Physiology
Co-requisite: BIO312 Human Anatomy and Physiology
Recommended co-requisite: CHE322 Biochemistry
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

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: 3 (3, 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; community nutrition services available to adults and identifying and developing community nutrition programs. Writing intensive infused.

Medical Nutritional Therapy Sequence

NFS 401 Medical Nutritional Therapy I  
Credit Hours: 4 (2, 4)  
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 445 Nutritional Care A  
Catalog Description:  
First of three course sequence examining interrelationships of pathophysiology, biochemistry, genetics and nutrition as related to medical nutritional therapy. Emphasis will be given to the nutrition care process, nutritional assessment and role of nutrition in preventing and treating diseases/disorders: obesity/weight management, cardiovascular disease, drug-nutrient interactions, and disordered eating.

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, chronic obstructive pulmonary disease, and cystic fibrosis.
NFS 403 Medical Nutritional Therapy III
Credit Hours: 3 (3,0)
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, and pulmonary disease, metabolic stress (including sepsis, SIRS, head trauma, burns, ARDS, acute respiratory failure), acid/base disorders, acquired immune deficiency syndrome (AIDS), parenteral/enteral nutrition.

Management Sequence

NFS 211 – Applied Management in Dietetics I
Credit Hours: 3 (3, 0)
Catalog Description:
Majors only. First of a two-course sequence, this course focuses on concepts and practices consistent with the practice of human resource management, financial management, safety, and infection control as they apply to health care food service management. Students will engage in assignments that will prepare them to become skilled in specific areas of dietetics practice and food service management.

NFS 311 Applied Management in Dietetics II
Credit Hours: 3 (3, 0)
Prerequisites: NFS100, NFS102, NFS 211, Majors only
Catalog Description:
Final of a two-course sequence, this course focuses on food service systems and related subsystems involving an in depth analysis of menu development and modifications for disease states. Procurement, food production, distribution and service, and marketing applicable to dietetics and health care food service management are also covered.

Seminar Sequence

NFS 230 Introduction to the Dietetics Profession
Credit Hours: 2 (2, 0)
Prerequisite: NFS102 suggested
Catalog Description:
Overview of the dietetics profession: career options, professional development, career portfolio development, professional organization, code of ethics, standards of practice, professional values, creativity, Academy of Nutrition and Dietetics position papers, introduction to legislative process, professional issues and trends, and professional references and resources.

NFS 330 Integrative and Functional Nutrition
Credit Hours: 1 (1, 0)
Prerequisites: NFS 102 or equivalent and junior or senior standing or permission of instructor.
Catalog Description:
A one-credit course provides an introduction to integrative and functional nutrition (IFN) and
complementary and alternative medicine (CAM). The course focuses on dietary supplements that include vitamins, minerals, functional foods, phytochemicals, nutraceuticals for disease prevention and treatment. An emphasis will be given to the regulatory (legal, ethical and moral) issues of dietary supplements. The goal of the course is to prepare students to have competency in IFN as a part of medical nutrition therapy.

**Nutrition Education**

**NFS 405 Principles of Nutrition Education**  
**Credit Hours:** 2(2,0)  
**Prerequisites:** NFS 316 Life Cycle and Community Nutrition II, NFS 401 Medical Nutrition Therapy I; Co-requisites for students in the DEP NFS402 and NFS446.  
**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**

**NFS 430: Introduction to Nutrition Research**  
**Credit Hours:** 3 (3, 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. Infused for critical thinking and information management. community, food service, regulatory agencies, etc.; research paper and consumer education.

**Supervised Practice Sequence (DEP)**

The following supervised practice courses are required:

- NFS 445  Nutritional Care A 3 cr.  
- NFS 446  Nutritional Care B 4 cr.  
- NFS 447  Nutritional Care C 5 cr.  
- NFS 448  Nutritional Care D 5 cr.  
- NFS 449  Nutritional Care E 2 cr.  
- NFS 450W  Senior Practicum 4 cr.  
- NFS 451  Specialty Practice 1 cr.  
- NFS 471  Experiences in Health Care Food Service 3 cr.
Areas of Dietetic Practice

Registered dietitians practice in many different settings, such as, acute care hospitals, long-term care facilities, corporate food management systems, wellness centers and private practice. The following are the areas of practice listed by ACEND:

- **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, over-seeing 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 business and industries**, working in communications, consumer affairs, public relations, marketing, 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 business. RDs may provide services to foodservice or restaurant managers, food vendors and distributors or athletes, nursing home residents or company employees.
- **Community and public health settings**, teaching, monitoring and advising the public and helping improve their quality of life through healthy eating habits.
- **Universities and medical centers**, teaching physician’s assistants, nurses, dietetics students, dentists 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.


Additional resources about the dietetics profession can be found on the A.N.D. web site, through journal articles, Dietetic Practice Group (DPG) publications and other A.N.D. publications.
Resumes

Below are some suggestions that may be used when DEP students begin writing resumes:

- Attend a Resume Clinic on campus given by the Career Development Center in Grover Cleveland Hall.

- Consider using the Resume Referral Service offered by the Career Development Center. They will send a copy of your resume to employers calling for possible candidates with a degree in Dietetics.

- Utilize information provided in the “Student Portfolio Packet”.

- Ask one of the clinical instructors to look over your resume and make any suggestions for improvement.

- Supervised Practice, if detailed, should be included under the Education category, rather than the Employment category.

- Supervised Practice amounts to a total of at least 1200 hours in the DEP program.

The Registration Process and RDN Exam

In order to become a Registered Dietitian Nutritionist (RDN), a student completing the DEP program must pay a registration fee and pass the registration examination. Specific information about registration will be given to seniors in the last semester of the program. The registration exam is computerized and offered year round at designated sites. Exam candidates must make their own appointment. Study guides for the exam and various review workshops are available.

After becoming a Registered Dietitian Nutritionist, one must design and complete a Commission on Dietetic Registration (CDR) "Professional Development Portfolio" every five years in order to maintain registration (as well as paying an annual registration fee). Explanation of this portfolio development process will be discussed during the senior year spring semester.

Professional Practice Guidelines

Professional practice is guided by the A.N.D Code of Ethics, Scope of Dietetic Practice Framework, Standards of Practice and Standards of Professional Performance. Specific information about these resources is included in coursework and discussed in senior year. The A.N.D Code of Ethics are included in this handbook for reference. All of these guides can be accessed on the A.N.D website.
A.N.D. Standards of Practice and Standards of Professional Performance

The Standards of Practice reflect the Nutrition Care Process and workflow elements as a method to manage nutrition care activities with patients/clients/populations that include nutrition screening, nutrition assessment, and nutrition diagnosis, nutrition intervention/plan of care, nutrition monitoring and evaluation, and discharge planning and transitions of care. The Standards of Professional Performance consist of six domains of professional performance: Quality in Practice, Competence and Accountability, Provision of Services, Application of Research, Communication and Application of Knowledge, and Utilization and Management of Resources. Within each standard, specific indicators provide measurable action statements that illustrate how the standard can be applied to practice.*

PRACTICE TIPS: When to Cosign

Step 1: Understand What It Means to Cosign

Medical Legal Aspects of Medical Records, states that cosigning implies that the registered dietitian nutritionist (RDN) instructor/staff has approved the care given and assumes responsibility for it. The staff RDN is responsible for the nutrition care provided by the individual (dietetic students, interns, unlicensed and/or unregistered dietitian). The individual works under the supervision of an RDN and this assigned RDN is ultimately responsible and accountable to the patient/client, employer/organization, and regulator for nutrition activities assigned to this individual.

Understand Use of Credentials and Titles

How should the notes be cosigned?

The Commission on Dietetic Registration (CDR) recognizes and certifies the terms RDN or RD and NDTR or DTR.

If an instructor is supervising the student or intern, the instructor should cosign the student or intern note with their name, credential and university name.

If staff RDN is supervising the student or intern, the staff RDN should cosign the student or intern note with their name and credentials.

Cosigner may add to the notes entered by the student or intern. It is best practice to use the student status which best represents the individual, e.g.; student dietitian or dietetic intern.

Cosign the notes with the first initial, last name, Student Dietitian or Dietitian Intern, and university name (name can be abbreviated). After reviewing and verifying the notes, the staff RDN will sign the note with first initial, last name and credentials, e.g.; J. Smith, Student Dietitian, DU / R. Doe, RDN.
Commission on Dietetic Registration (CDR)
https://www.cdrnet.org/
https://www.cdrnet.org/program-director/dietetics-program-students-and-graduates

Certification in New York State (Certified Dietitian Nutritionist-CDN)


The DEP curriculum meets the requirements for accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (A.N.D.) The outlined curriculum is a guideline and does not reflect semester schedule for every student. Therefore, individual course schedules will be determined by advisement by faculty.
Student Support Services

A variety of student support services are available to all students at Buffalo State. Academic Commons (http://academiccommons.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 Academic Commons houses the following student support services in addition to other programs:

- Academic Skills Center: https://academiccommons.buffalostate.edu/
- Academic Standards: https://academicstandards.buffalostate.edu/
- College Writing Program: http://writing.buffalostate.edu/
- Academic Support Programs: https://academiccommons.buffalostate.edu/

The Writing Help Center (https://academiccommons.buffalostate.edu/writing-center) provides writing assistance for students of all skill levels.

The Career Development http://cdc.buffalostate.edu/ 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.

Student Accessibility Services

The office provides aid and support for students with disabilities https://sas.buffalostate.edu/

Weigel Health Center

Weigel Health Center (http://weigel.buffalostate.edu) 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

https://counselingcenter.buffalostate.edu/

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.

During each advisement session, the DEP director will complete a portfolio check in which documentation for achievement of competencies is reviewed and verified.

Bengal Success Portal

The Bengal Success portal allows for efficient communication among students, faculty, advisors, support staff and administrator to support student success. Students can use the Bengal Success Portal to schedule appointments with faculty, advisers, tutors and other student support providers on campus. [http://academiccommons.buffalostate.edu/bengal-success-portal](http://academiccommons.buffalostate.edu/bengal-success-portal).

Transfer Credit

The Department has stated policies for the following:
  
  1. Course Equivalency Transfer Credit and Course Waivers
  2. Alternate Methods of Earning Course Credit

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

Credits for Prior Learning or Experience

The Dietetics and Nutrition programs do not give credit for prior learning or experience.

Department/Program Assessment

As part of the requirement for ACEND 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 learning in the curriculum is provided earlier in the handbook).

Affirmation of the SUNY 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 student 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 Conduct.

Students will be automatically redirected to the Code of Conduct affirmation pages each time they attempt to log into Degree Navigator until they complete the affirmation. Students can affirm they have received and will abide by the Code by clicking here 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 Student Conduct and Community Standards Office, Campbell Student Union 311, (716) 878-3051. Visit: https://studentconduct.buffalostate.edu/student-code-conduct

Student Evaluation

Formal assessment of student learning is provided regularly throughout a given course. Grades will be based on progress towards course objectives and the A.N.D. Core Knowledge. Evaluation criteria and schedule are outlined in the course syllabus.

Students can monitor their grades for individual courses on Blackboard. Midterm grades are submitted for all NFS major courses and are documented in DegreeWorks. Final grades for a course are documented in DegreeWorks, Banner and Blackboard. Instructors may also flag a student in Bengal Success Portal for assistance and to notify the academic advisor of the student’s successes and challenges.

Grades are based on various evaluation instruments developed by the instructor and may include:

1. Tests and final examinations
2. Completion and quality of assigned projects and studies
3. Student's interest, participation, and attitudes in classes.
4. Attendance in classes
5. Written assignments - well written, proofread, spell-checked, grammatically correct, and properly referenced.

Program Evaluation

Program effectiveness is evaluated according to ACEND Standards for DEP program. Each semester selected learning outcomes are evaluated by the DEP Director and reported to the HND Assessment committee and HND faculty.

Students have the opportunity to anonymously complete course evaluations in Blackboard at the end of the semester. DEP graduates complete a program evaluation prior to graduation.
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 an RDN.

RDN’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. RDN’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 2019, sponsored by the Academy of Nutrition and Dietetics, registered dietitian nutritionists (RDNs) and the dietetic technicians registered (DTRs) experienced wage gains reflected in the 2019 survey. As with any profession, salaries and fees vary by region of the country, employment settings, scope of responsibility, and supply of RDNs. Salaries increase with years of experience.

The dietetics profession is faced with the challenge of how to respond to the potential increase in demand for credentialed professionals.
Test Taking: General Tips

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 (878-5223…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 If you arrive too early, 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.

If you have questions about the Academic Commons:
EH Butler Library
Buffalo State College
1300 Elmwood Avenue
Buffalo, NY 14222
(716) 878-5223
woznica@buffalostate.edu

For help in study skills, math, reading, ESL, writing, computer skills, foreign language, physical sciences, business, or social sciences, please call 878-5223 for a tutoring appointment. You’ll be glad you did
b. The program’s curriculum must prepare students with the following core knowledge and competencies:

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

   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   - KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
   - KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.
   - KRDN 1.3 Apply critical thinking skills.

   **Competencies**
   
   Upon completion of the program, graduates are able to:
   
   - CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
   - CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
   - CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
   - CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
   - CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.
   - CRDN 1.6 Incorporate critical-thinking skills in overall practice.

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

   **Knowledge**
   
   Upon completion of the program, graduates are able to:
   
   - KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.
   - KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
   - KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.
   - KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.
   - KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.
   - KRDN 2.6 Demonstrate an understanding of cultural competence/sensitivity.
   - KRDN 2.7 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.
   - KRDN 2.8 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.
Standard 5: cont.

**Competencies**

Upon completion of the program, graduates are able to:

1. **CRDN 2.1** Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
2. **CRDN 2.2** Demonstrate professional writing skills in preparing professional communications.
3. **CRDN 2.3** Demonstrate active participation, teamwork and contributions in group settings.
4. **CRDN 2.4** Function as a member of interprofessional teams.
5. **CRDN 2.5** Assign duties to NDTRs and/or support personnel as appropriate.
6. **CRDN 2.6** Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
7. **CRDN 2.7** Apply leadership skills to achieve desired outcomes.
8. **CRDN 2.8** Demonstrate negotiation skills.
9. **CRDN 2.9** Participate in professional and community organizations.
10. **CRDN 2.10** Demonstrate professional attributes in all areas of practice.
11. **CRDN 2.11** Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
12. **CRDN 2.12** Perform self-assessment and develop goals for self-improvement throughout the program.
13. **CRDN 2.13** Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
14. **CRDN 2.14** Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
15. **CRDN 2.15** Practice and/or role play mentoring and precepting others.

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

**Knowledge**

Upon completion of the program, graduates are able to:

1. **KRDN 3.1** Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
2. **KRDN 3.2** Develop an educational session or program/educational strategy for a target population.
3. **KRDN 3.3** Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
4. **KRDN 3.4** Explain the processes involved in delivering quality food and nutrition services.
5. **KRDN 3.5** Describe basic concepts of nutritional genomics.

**Competencies**

Upon completion of the program, graduates are able to:

1. **CRDN 3.1** Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
2. **CRDN 3.2** Conduct nutrition focused physical exams.
3. **CRDN 3.3** Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
Standard 5: cont.

CRDN 3.4 Design, implement and evaluate presentations to a target audience.
CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.
CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

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

Knowledge
Upon completion of the program, graduates are able to:

KRDN 4.1 Apply management theories to the development of programs or services.
KRDN 4.2 Evaluate a budget and interpret financial data.
KRDN 4.3 Describe the regulation system related to billing and coding, what services are reimbursable by third party payers and how reimbursement may be obtained.
KRDN 4.4 Apply the principles of human resource management to different situations.
KRDN 4.5 Describe safety principles related to food, personnel and consumers.
KRDN 4.6 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality improvement.

Competencies
Upon completion of the program, graduates are able to:

CRDN 4.1 Participate in management of human resources.
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
CRDN 4.3 Conduct clinical and customer service quality management activities.
CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
CRDN 4.10 Analyze risk in nutrition and dietetics practice.
Standard 5: cont.

c. The program's curriculum must include at least one program-defined concentration that builds on the core knowledge and competencies and develops additional depth necessary for future proficiency in a particular area. The concentration must include at least two program specific competencies with associated learning activities.

5.3 The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum components, core knowledge and competencies and program-defined concentration competencies. Syllabi for courses taught within the academic unit and supervised practice rotation descriptions must include these learning activities with the associated KRDN/CRDN.

a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.

b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.

c. Learning activities must use a variety of educational approaches necessary for delivery of curriculum content, to meet learner needs and to facilitate learning objectives.
Filing complaints regarding the program

The process for filing and handling complaints about the program from students and preceptors should begin with a discussion with the individual instructor. If the student is not satisfied with the determination of the instructor, the matter is then presented in writing to the program director who will follow College grievance procedures (http://catalog.buffalostate.edu/undergraduate/student-complaints-grievances-and-appeals.htm). The program maintains a record of student complaints for a period of seven years, including the resolution of complaints.

Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure is strictly prohibited.

Filing complaints regarding ACEND related to program noncompliance

For complaints related to ACEND accreditation standards, a student with a complaint should attempt to resolve the complaint informally with the faculty or staff member involved. The assistance of the program director may be sought to resolve the dispute to the satisfaction of both parties. A student must initiate the process no later than five weeks into the following semester. Complaints regarding ACEND related to program noncompliance with ACEND accreditation standards may be filed after all other options with the program and institution have been exhausted.

"ACEND® has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND®. However, the ACEND® board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. The procedure for filing a complaint may be found via the following link:


Retaliation against a person who files a complaint, serves as a witness, or assists or participates in any manner in this procedure is strictly prohibited.

(ACEND Policy and Procedure Manual, May, 2018)
Preamble:

When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public, and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner’s roles and conduct. All individuals to whom the Code applies are referred to as “nutrition and dietetics practitioners”. By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

1. Competence and professional development in practice (Non-maleficence)
   Nutrition and dietetics practitioners shall:
   a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
   b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
   c. Assess the validity and applicability of scientific evidence without personal bias.
   d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
   e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner’s expertise and judgment.
   f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
   g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
   h. Practice within the limits of their scope and collaborate with the inter-professional team.

2. Integrity in personal and organizational behaviors and practices (Autonomy)
   Nutrition and dietetics practitioners shall:
a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
c. Maintain and appropriately use credentials.
d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g., written, oral, electronic).
e. Provide accurate and truthful information in all communications.
f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
g. Document, code and bill to most accurately reflect the character and extent of delivered services.
h. Respect patient/client’s autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. **Professionalism (Beneficence)**

Nutrition and dietetics practitioners shall:

a. Participate in and contribute to decisions that affect the well-being of patients/clients.
b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
f. Refrain from verbal/physical/emotional/sexual harassment.
g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
h. Communicate at an appropriate level to promote health literacy.
i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. **Social responsibility for local, regional, national, global nutrition and well-being (Justice)**

Nutrition and dietetics practitioners shall:

a. Collaborate with others to reduce health disparities and protect human rights.
b. Promote fairness and objectivity with fair and equitable treatment.
c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
d. Promote the unique role of nutrition and dietetics practitioners.
e. Engage in service that benefits the community and to enhance the public’s trust in the profession.
f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

**Glossary of Terms:**

**Autonomy**: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.
**Beneficence:** encompasses taking positive steps to benefit others, which includes balancing benefit and risk.¹

**Competence:** a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.²

**Conflict(s) of Interest(s):** defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.²

**Customer:** any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.³

**Diversity:** “The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy’s mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it serves. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise.”⁴

**Evidence-based Practice:** Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.²

**Justice (social justice):** supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.
Acknowledgement of Handbook Receipt Form

I, ____________________________________________ (printed name of student) acknowledge that I have received a copy of the DEP handbook for my personal use/reference.

The contents of the handbook have been explained to me and I have been provided an opportunity to discuss and/or question the contents.

I understand that I am expected to be responsible for following the policies/guidelines as specified in the handbook and that failure to comply with them may result in program probation or dismissal.

Student signature:

Date: