

Fontbonne University

2018-2019

Undergraduate Student Handbook

***Department of
Family & Consumer Sciences***

DIETETICS

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DEPARTMENT OF FAMILY & CONSUMER SCIENCES WELCOME LETTER

Welcome to the Department of Family & Consumer Sciences at Fontbonne University. We are proud of our 95-year history as one of the founding departments, our programs and their reputations, and our graduates. We are pleased to have you as a member of our department.

All of us share a common goal of improving the human and environmental conditions of individuals and families to make choices that best meet their diverse needs throughout the life cycle. You are choosing a discipline and program area whose focus is on preparing professionals who have a strong general education background and are equipped with the knowledge, skills and values needed to help individuals and families improve and enhance the quality of their lives.

You will make your contributions as:

- health care, wellness, and foodservice professionals
- educators in community-based settings;
- advocates or community agency personnel and/or directors

Each of you is choosing a different area of interest or professional practice in which to invest your time, effort, intelligence and skills. The faculty and staff in the department look forward to assisting you in achieving your education, career, and professional development goals. We are confident that each of you will make a significant contribution to your chosen area and your community.

The pages that follow provide you with some guidelines and guideposts designed to assist you in completing your programs and achieving your goals. Please don't hesitate to contact faculty or staff if you have questions, concerns or problems. We are always happy to have your input and feedback.

Best Wishes,

Mary Beth Orlms, MEd, RD, LDN
FCS Department Chairperson

Sponsored by the Sisters of St. Joseph of Carondelet, St. Louis Province

FAMILY & CONSUMER SCIENCES

Individually and collectively we strive for human betterment by attempting to increase what is viewed as “the ultimate good.” Virtues that contribute to the ultimate human good are:

Economic adequacy	“riches” as opposed to poverty
Nourishment	as opposed to starvation
Adequate housing	as opposed to that which is inadequate
Essentials of life	such as clothing and health care
Justice	as opposed to injustice
Equality	as opposed to inequality in access to work, education and health care
Freedom	as opposed to coercion and confinement
Peacefulness	as opposed to warfare and strife
For all people	These virtues may be considered universal values.

In addition, family & consumer scientists have hope for, and vision of, the following virtues:

Health vs. sickness

Education and learning vs. ignorance

Loving and nurturing relationships vs. those that are hateful and destructive

Work that is productive and meaningful vs. that which is stultifying and unproductive

Work environments that help create personal identity vs. alienation

Experiences and systems that sustain meaning and a sense of community vs. meaninglessness and divisiveness

Beauty vs. ugliness

And human character that is trustworthy, generous, courageous and tolerant vs. that which is treacherous, misery, cruel, fearful and prejudiced.

Bubolz, M. M., & Sontag, M. S. (1993). Human ecology theory. In P.G. Moss, W.J. Doherty, R. LaRossa, W.R. Schumm, & S.K. Steinmetz (Eds.). *Sourcebook of family theories and methods: A contextual approach* (pp.419-450). New York: Plenum Press.

GENERAL DESCRIPTION OF THE FCS DEPARTMENT MISSION AND GOALS

The Department of Family & Consumer Sciences (FCS) was among the founding departments when Fontbonne College was established in 1923. In the early years, Home Economics Education and Dietetics were among the first programs offered at the college. Students are here to pursue a baccalaureate degree, a graduate degree or verification requirements.

Today the Department of FCS is housed in the College of Education and Allied Health Professions. The Department of FCS currently offers undergraduate majors in Dietetics, Health Education & Promotion, and General Studies: Food Management. The department also offers minors in Food Management, Nutrition, and Health and Wellness. The Didactic Program in Dietetics (DPD) is currently granted accreditation status 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, Illinois 60606-6995, (312) 899-0040, www.eatrightpro.org/acend.

In addition to the excellent undergraduate programs offered, the FCS Department also houses a graduate program, the MA in FCS with a concentration in Multidisciplinary Health Communication Studies. This graduate degree is grounded in the rich traditions of both the Department and Fontbonne University, offering students coursework that effectively bridges theory to practice.

The faculty in the Department of Family & Consumer Sciences believes in the integration of a liberal arts education with professional competence in meeting the needs of individuals and families. All areas of specialization within the department recognize the impact of values and change on the lives of people. The overall mission of the department is to prepare graduates to become leaders and advocates who enhance the quality of life of individuals, families, and communities.

FCS Department Goals 2017-2022

Goal 1: To confirm the mission, vision and commitments of Fontbonne University and College of Education and Allied Health Professions (CEAHP).

- A. Prior to graduation, FCS students will demonstrate the department's role in the mission, vision, and commitments of the university and CEAHP.
- B. Upon graduation, FCS students will demonstrate the department's role in the mission, vision and commitments of the university and CEAHP.

Goal 2: To obtain high impact experiential learning experiences through the curriculum and the Fontbonne University community.

- A. By participating in high impact experiential learning experiences in the following courses: NTR/HEP 410, DTS457, FDS458, HEP489, HEP495
- B. Students will report on the exit survey that the FCS synthesizing courses and experiences

- i. Enhanced their commitment to improving the quality of life of Individuals, Families, and Communities
 - ii. Exposed students to diverse Individuals, Families, and Communities
 - iii. Deepened the understanding of the value of individuals
 - iv. Deepened the understanding of the value of families
 - v. Deepened the understanding of the value of communities
- C. To demonstrate knowledge and abilities required of their major (see Appendix A)

COMMON STRENGTHS OF THE MAJORS IN THE DEPARTMENT

- All majors in the department meet the Common Body of Knowledge requirements of The American Association of Family and Consumer Sciences (AAFCS).
- The curriculum for each of the majors is consistent with the philosophy and the goals of the institution and the department.
- Each major has a planned sequence of didactic and practice-related learning experiences including both liberal arts and professional education courses.
- All students completing a major in the department participate in the following synthesizing courses and experiences:
 - Career seminars that allow students to survey professional development practices in their respective field, including learning strategies for developing one's career path.
 - A service learning course focusing on family dynamics and the interaction between families and their environment as it relates to the resources available to meet needs and achieve goals.
 - A capstone course that examines the historical and philosophical foundations of family and consumer sciences public policy initiatives, and the role of professional advocacy in promoting the common good.
 - Field-based experiences (practicum, internship, and service-learning) to provide students with the opportunity to integrate theory with practice and explore a range of possibilities for professional practice. The metropolitan St. Louis area provides a wealth of opportunities for such field-based experiences

DEPARTMENT PERSONNEL

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DEPARTMENT OPERATIONS

DEPARTMENT OFFICE: AB126. This office is maintained for faculty use. Messages for faculty may be left in this office. There is a mailbox inside the office for Student Association of Family & Consumer Sciences (SAFCS) communications and a drop box outside the office for assignments turned in after hours. The office is open from 8:00am – 4:30pm, Monday - Friday.

DEPARTMENT PHONE: 314-889-1415. A voice mailbox takes messages when no one is available to answer the phone. *This phone is for faculty and staff use. Students may use it for emergencies only.* Department fax number is 314-719-8015.

FACULTY OFFICE HOURS are posted by each office door.

DEPARTMENT E-MAIL ADDRESS: FCSDept@fontbonne.edu

DEPARTMENT COMMUNICATION

ACADEMIC ADVISORS: For matters pertaining to academic programs, curriculum and specific standards and expectations you should seek the advice of your Academic Advisor.

PHOTOGRAPHS/VIDEO: Periodically photographs and video recordings will be taken of classroom activities or projects and department events. These photographs and video recordings may be used in university or department promotional materials

STUDENT MAILBOXES: A hanging file folder system in a filing cabinet is located outside of AB126. Students should check their mailbox regularly. If you do not see your name, please notify the department administrative assistant in AB126.

PROBLEM SOLVING THROUGH COMMUNICATION (ACEND Guideline 10.2.g)

Procedures: The faculty is here to guide you in the completion of your program.

If problems arise, the following is recommended to achieve resolution:

1. Talk directly and privately to the individual(s) involved (student, faculty, etc.)
2. If the problem cannot be resolved at this level, discuss your concerns with your academic advisor.
3. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with your program director.
4. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with the department chairperson.
5. If resolution is not reached at this level, your department chair will advise you of further appropriate action (for dietetics majors, see Student Complaints section).

Following this line of communication will assure just treatment of all concerned.

PROFESSIONAL LIABILITY INSURANCE [ACEND Guideline 10.2a]

A student majoring in Dietetics must acquire Professional Liability Insurance prior to enrollment in DTS 457 Application of Principles and Practices in Dietetics. Students receiving a minor in food management must acquire Professional Liability Insurance prior to enrollment in FDS 458 Food Systems Management Practicum. The purpose is to protect the student against liability for any damages arising out of negligent acts, errors, or omissions in connection with the student's performance to meet course requirements. The instructors for DTS 457 and FDS 458 will provide the students with information on how to obtain the professional liability insurance

and the fee payment (see program costs described below). The Vice President for Finance and Administration submits the required application material and fee to the designated insurance company for processing and approval and maintains a file for the original forms.

FCS PROFESSIONAL ORGANIZATIONS

The American Association of Family & Consumer Sciences (AAFCS) is the national professional association for the discipline family & consumer sciences and all of its areas of specialization.

Following is the American Association of Family & Consumer Sciences guiding principles (AAFCS 2015. About us. American Association of Family & Consumer Sciences, retrieved from <http://www.aafcs.org/about/index/html>)

Our Vision

Individuals, families, and communities are achieving optimal quality of life assisted by competent, caring professionals whose expertise is continually updated through the American Association of Family & Consumer Sciences (AAFCS).

Our Mission

The mission of the American Association of Family and Consumer Sciences is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well-being, relationships, and resources to achieve optimal quality of life.

Our Core Values

- Believe in the family as a fundamental unit of society.
- Embrace diversity and values all people.
- Support life-long learning and diverse scholarship.
- Exemplify integrity and ethical behavior.
- See new ideas and initiatives and embraces change.
- Promote an integrative and holistic approach, aligned with the FCS body of knowledge, to support professionals who work with individual, families and communities

Principles of Professional Conduct

These Principles of Professional Practice guide American Association of Family and Consumer Sciences members in all categories.

The following Statement of Principles is intended to guide members of the American Association of Family and Consumer Sciences with the description of the actions required for ethical professional practice both individually and collectively.

Statement of Principles of Professional Practice

Integrity

AAFCS Members think and act in ways that reflect honesty and integrity. They make sound ethical decisions and avoid making misleading or inaccurate communications.

AAFCS members avoid practices that harm, exploit or intimidate others.

AAFCS members endeavor to maintain the credibility of the profession by demonstrating integrity.

Professional Competence

AAFCS members base their competence on educational degrees earned from regionally accredited institutions and from training, experience, and certification programs recognized by AAFCS.

AAFCS members seek professional development reflecting new expectations, procedures, and knowledge.

AAFCS members assure accurate presentation of their work by organizations with whom they are affiliated.

AAFCS members identify themselves using the professional designation reflecting the AAFCS certification they have achieved, consistent with the procedures and guidelines of the AAFCS Council for Certification.

AAFCS members claim competence in areas(s) for which they have education, training, and experience.

AAFCS members practice within the law and within the recognized boundaries of their education, training, and experience.

Respect for Diversity

AAFCS members respect backgrounds, differences, and cultural beliefs of individuals, families, and communities, and engage in practices that support diversity.

Confidentiality

AAFCS members maintain and guard the confidentiality of persons with whom they have professional relationships.

AAFCS members establish and maintain relationships of respect, trust, confidentiality, and cooperation.

Conflict of Interest

AAFCS members take active steps to prevent and to avoid conflicting roles, and to avoid exploitation of the individuals with whom they work or have other professional interests.

AAFCS members by assuming responsibility for fair treatment of consumers, other professionals, and individuals and/or families, avoid the fact or appearance of divided loyalties.

WHAT IS SAFCS AND WHY DOES IT NEED ME?

The Family & Consumer Sciences Department has its own professional student organization known as SAFCS, the Student Association of Family & Consumer Sciences. This group is open to all students at Fontbonne. One of the best ways to meet other students who share your interests and career goals is to join this student organization.

MEMBERSHIP IN SAFCS CAN:

- improve your leadership skills,
- give you more contact with faculty and professionals in your field, and
- provide valuable networking opportunities for the future.

SAFCS meets regularly for educational programs, community service and social activities. The group also holds fundraisers to support these activities. Community service projects have included food drives, contributions to Operation Food Search, St. Patrick's Center, Fontbonne for Families, and Friends of Kids with Cancer.

Officers of the organization are elected each spring. All students in the department are encouraged to join. The primary focus of the activities of the Association is to develop leadership skills and encourage student participation in community service projects and professional meetings. For information about the current officers and a calendar of events, visit the SAFCS bulletin board located north of AB 109.

PROTECTION OF PRIVACY OF INFORMATION (FERPA) [ACEND Guideline 10.2.r.]

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Student Amendment, is a federal law that protects the privacy of student education records. Contents of student files will be restricted to use by the graduate and DPD/ISPP faculty. To view the FERPA policy in its entirety, visit: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

Students should read the FERPA policy to know their rights and responsibilities as they pertain to their education records. Questions should be directed to the office of the registrar.

ACCESS TO PERSONAL FILES [ACEND Guideline 10.2.s.]

Student files are maintained by their academic advisor. Any student may see any/all of their file by making an appointment with their advisor. Students who authorized waivers for letters of recommendation (e.g., DICAS) may not review their application recommendations.

ACADEMIC STANDARDS, DEGREE REQUIREMENTS AND EXPECTATIONS

[ACEND Guideline 9.3.f, g.]

Health Education & Promotion students must maintain a GPA of ≥ 2.5 . Dietetics students must maintain a minimum professional GPA of ≥ 3.2 . All students in the Department of Family & Consumer Sciences are required to earn grades of C- or better in all professional courses (see curriculum guides).

A student is not officially accepted in a major until the major approval process has been successfully completed. [ACEND Guideline 10.1.a.] A student who enters Fontbonne as a freshman must obtain major approval during the spring semester of the sophomore year, usually after completion of 45 credit hours at Fontbonne. Transfer and second degree-seeking students must also obtain major approval. Ordinarily, this is done after completing the equivalent of one full-time semester (a minimum of 12 credit hours) at Fontbonne. The student must complete an application form for major approval and obtain the approval from the chairperson of the major department. To receive major approval the student must be in good standing and meet the department requirements for the major.

The FCS curriculum guide sheet for your major that was in effect when you were admitted to Fontbonne is the one that you should follow to meet graduation requirements. Exceptions to this would be: changes that are made in the curriculum after you have been admitted and declared a major that may be determined to be in your own best interest; and changes required by outside certifying, regulatory or licensure agencies. Please see Appendix A for your major's current curriculum guide.

The curriculum has been designed in the order that it appears on the curriculum guide to best develop the content in a sequential manner. In order to graduate, students must complete an Application for Degree.

Having matriculated at Fontbonne, in order to take a course at any other accredited institution, an Authorization for Study at Another Institution form must be completed and approved by your advisor and other authorities prior to beginning class.

All forms referenced above are available under Student Forms on the Fontbonne website, located at: <https://www.fontbonne.edu/academics/academic-resources/registrar/>

CLASSROOM EXPECTATIONS:

- Regular attendance:
Fontbonne University has a class attendance statement however, individual instructors have the discretion to formulate their own policies regarding attendance as long as they are within the University guidelines. Classroom attendance is crucial to derive the full benefit from your education.

- Respect for others, regardless of differences, should be carried out in the classroom setting and all other interactions.
- Grading standards are the prerogative of the instructor and are clearly spelled out in the course syllabus. See *Fontbonne University Catalog 2018-19* p.53 for grading definitions.
- Appropriate Dress: Refer to the section on Professional Meeting, Field Trips, Internships, Practicums and Field Based Experiences for more information about professional dress.
- Honesty in all assignments.

CALENDAR AND SCHEDULE [ACEND Guideline 9.3.g]

Academic plans and schedules will be discussed during your advising sessions each semester. University course schedules and calendars can be found at:

<https://www.fontbonne.edu/academics/academic-resources/course-schedule/>

ACADEMIC INTEGRITY/HONESTY [ACEND Guideline 10.1.b.; 10.2.1.]

(Fontbonne University Catalog 2018-19, p. 59)

According to its mission, Fontbonne University is committed to graduating students who are prepared to think critically, to act ethically, and to assume responsibility as citizens and leaders. Fontbonne University expects the highest standards of integrity from its students.

A violation of academic integrity includes, but is not limited to, any act of cheating, plagiarism, fabrication, and dissimulation and any act of aiding and abetting academic dishonesty. In cases where academic integrity is in question, the following definitions and policies will apply.

Cheating is a purposeful deception in the preparation and/or submission of papers and assignments and the taking of exams, tests or quizzes.

Plagiarism is the representation of the words and ideas of another as one's own in any academic exercise. Plagiarism includes failing to give a citation for using work from another person or source. Modifications and rephrasing do not reduce the requirement for giving a citation. This also applies to information obtained electronically, such as from the Internet.

Fabrication is the deliberate falsification or invention of any information or citation in any academic exercise, such as making up a source, giving an incorrect citation, misquoting a source.

Dissimulation is the disguising or altering one's own actions with the intent to deceive another about the real nature of one's actions concerning an academic exercise. Examples include fabricating excuses for such things as missing classes, postponing tests, handing in late papers, turning in a paper for one class that was originally written for another class (when original work is requested).

Broader incidences of academic integrity include but are not limited to:

Abuse of resources is the damaging or any resource material or inappropriately limiting access to resource material that is necessary for academic work. Abuse includes hiding library materials, removing non-circulating material from the library, hiding or stealing another person's textbook, notes or software, failure to return library materials when requested.

Forgery of academic documents is the unauthorized changing or construction of any academic document, such as changing transcripts, changing grade books, changing grades on papers which have been returned, or forging signatures. Other examples include completion of an application of any academic program that omits or falsifies any requested information. Such violations can result in the revocation of the application, even if approval was previously granted on the basis of fabricated information.

Sabotage is the damaging or impeding of the academic work of another student. Sabotage includes ruining another student's lab work, destroying another student's term paper.

Aiding and abetting academic dishonesty is knowingly facilitating any act defined above.

Individual instructors will set specific policies regarding academic integrity. In general students may expect to receive a "0" on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred. Violations of academic integrity have a broad impact on the University and will result in University review and action.

All members of the department, including students, faculty, and staff are expected to respect others, display honesty, take responsibility for personal actions, and generally conduct themselves in a manner befitting a mature and professional individual. FCS faculty, students, and staff will respect differences in belief, abilities, and the needs of those with whom they interact.

NOTICE OF NON-DISCRIMINATION

Fontbonne University does not discriminate on the basis of race, color, religion, age, gender, gender orientation, national or ethnic origin, or disability, or other characteristics provided by law in employment or in the administration of its educational policies, admission policies, scholarship and loan policies, athletic and other school-administered programs. Students should read the Notice of Non-Discrimination in its entirety, located in the Fontbonne University 2018-19 Catalog, p. 3.

FONTBONNE UNIVERSITY CLASSROOM RESPONSIBILITIES

In order to maximize teaching and learning at Fontbonne University, review the following list of some of the primary responsibilities of both faculty and students.

Faculty Responsibilities

The Instructor

1. Shows respect for students and other faculty.
2. Does not discriminate against any student for any reason.
3. Sets standards for excellence in student work.
4. Encourages student participation in discussion, when appropriate.
5. Is open-minded and responsive to student questions and comments.
6. Uses effective examples in class to aid students' understanding.
7. Uses a variety of teaching methods to address different learning styles.
8. Is available outside of class for consultation.
9. Is prepared for each and every class.
10. Shows enthusiasm about the subject material.
11. Demonstrates knowledge of the subject.
12. Shows interest in students' success outside the classroom.
13. Begins and ends each class on time.
14. Uses textbook(s) as an integral part of the course, if a text is required.
15. Develops a clear syllabus with an explicit description of the course requirements and grading policy.
16. Adheres to the syllabus or clearly explains any changes.
17. Develops a clear and fair attendance policy, in accordance with university policies.
18. Provides timely feedback on tests, papers and projects.
19. Develops tests and assignments which fairly and accurately assess the knowledge gained in the course.
20. Maintains involvement in professional field.

Student Responsibilities

The student

1. Makes education one of his/her top priorities
2. Prepares for each class by completing all readings and assignments.
3. Attends class regularly.
4. Comes to class on time.
5. Remains until class is over.
6. Asks relevant questions in class for clarification or seeks help outside of class, if necessary.
7. Pays attention during class.
8. Studies approximately 2 hours per week for each credit hour taken (under- graduates); 3 – 4 hours (graduates).
9. Adheres to policies regarding academic honesty.
10. Submits complete assignments on time, according to instructors' requirements.
11. Informs the instructor of any special circumstances in a timely manner (e.g., athletics, ADA accommodations).
12. Participates in relevant class discussions.
13. Shows respect for other students and instructor in the classroom
14. Shows respect for alternative points of view.

PROFESSIONAL MEETINGS, FIELD TRIPS and FIELD-BASED EXPERIENCES

[ACEND Guideline 10.2.a. - e.]

In order to provide a variety of experiences during the program, the department encourages you to attend professional meetings pertinent to your particular program. Notices of these meetings are posted on the program area bulletin boards.

Field trips are an integral part of the curriculum for each program area. Such experiences provide you with the opportunity to see theory in practice and therefore participation in these is considered important to the development of the curriculum content. Every effort will be made to avoid infringing upon the time of other courses. However, should such an overlap occur, it is your responsibility to make the decision about the appropriateness of missing another class and also your responsibility to communicate your decision to all instructors involved. Dress at professional meetings, field trips and field-based experiences (i.e. practicum, internships) should be appropriate to the site. Remember that you not only represent yourself, but also your peers, the department and the University.

Sites for practicum experiences will be selected in collaboration with the instructor and/or supervisor for the experience with the final decision regarding placement being made by the instructor/supervisor. These experiences include: observations, practicums, internships, and other field-based experiences such as hospitals, community based assignments, and food service in a variety of settings. You will be supervised by both a faculty member and a site coordinator during these experiences and will be expected to conduct yourself in a professional manner at all times.

Each student will be required to document certain immunizations and must pass a background check in order to be enrolled in EDU 313 Methods and Practicum for Middle, Secondary, and Community Education and later for DTS 457 Application of Principles and Practices in Dietetics (see costs section of the handbook). Students must have reliable transportation for travel to off-campus field-based experiences (see Insurance section of this Handbook). Students are responsible for safe travel to and from the assigned sites.

Students are responsible for all parking fees at their practicum and internship sites.

Medical insurance is the student's responsibility while participating in the DPD. Students will complete a practicum that includes three blocks: food management, clinical and community. For the food management block, a form signed by the student, practicum coordinator and practicum site supervisor is required. By doing so, the student accepts full responsibility for any illness/injury incurred at any practicum site and that the student will not hold the cooperating practicum facility responsible. This document identifies the number of hours required for completion of the practicum experience and indicates the student has read and agreed to the terms and conditions set forth within this syllabus document. The student and the FCS Department will retain signed copies of this form.

In the event of accidental injury or illness, the facility shall provide or arrange for first aid or emergency treatment. The facility is not responsible for follow-up care, hospitalization, or costs incurred in providing such care. The student is responsible for all costs incurred.

A student should not be considered an employee by any field-based sites. Students may not be used to replace employees at field-based sites during practicum. If a student feels he/she is being asked to serve in the capacity of employee, he/she should contact the DPD Program Director immediately.

Service to the community occurs through a variety of venues in FCS. Service-learning is a means to bridge the gap between intellectual growth and civic responsibility to the community. In courses involving service-learning, you will have the opportunity to engage in issues in the community through service that directly relates to your course work, therefore applying course content and theory into real-world issues. In most cases, your service-learning hours will be completed outside of your normal face-to-face classroom hours.

SCHOLARSHIPS/AWARDS [ACEND Guideline 9.3.i.]

Scholarships are available from various professional organizations as well as several endowed or memorial scholarships. For complete information about scholarship programs at Fontbonne University and your eligibility for them, consult the Fontbonne University 2018-19 Catalog, pages 21-22. Further information is available through the Financial Aid Office: 314-889-1414, or fbufinaid@fontbonne.edu

External scholarships are available to dietetics majors at the local, state, and national levels. For more information contact the Academy of Nutrition and Dietetics-St. Louis (AND-StL), Missouri Academy of Nutrition and Dietetics (MOAND), and the Academy of Nutrition and Dietetics Foundation. For more information, please visit the websites of these organizations.

The faculty will also be glad to help you with the application process given adequate notice (**at least two weeks prior to deadlines**).

Annually, the department faculty gives a **Department Service Award** to a student who demonstrates extraordinary service in advancing the mission and goals of the University and department through SAFCS, department, University and community service activities and projects. In addition, the department faculty gives an annual award for **Outstanding FCS Senior** for a graduating student or students with the highest Fontbonne GPA and Outstanding Poster Presentation in FCS 485 Public Policy and Advocacy in FCS.

DIETETICS MAJOR SPECIFIC INFORMATION

INTRODUCTION

Welcome to the Nutrition and Dietetics Didactic Program (DPD) at Fontbonne University. Historically, Dietetics and Home Economics Education were the two programs that constituted the department when Fontbonne College opened classes at its present site in 1923.

PROGRAM ACCREDITATION [ACEND Guideline 9.3.a.]

The Didactic Program in Dietetics (DPD) at Fontbonne University is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (also referred to as “the Academy”), 120 S. Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, 312-899-0040, www.eatrightpro.org/acend. ACEND is a specialized accrediting body recognized by the United States Department of Education and the Council on Higher Education Accreditation. This affirms that ACEND meets national standards and is an authority on the quality of nutrition/dietetics education programs. ACEND will review complaints that relate to a program’s compliance with the accreditation standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty or students. In addition to the information above you may access ACEND by email or via the Internet at acend@eatright.org.

The program provides didactic instruction to meet the accreditation standards for dietitians set forth in the 2017 ACEND accreditation standards for entry-level education programs. It includes courses in nutrition throughout the life cycle, food science, clinical and community nutrition, and food systems management. The physical, natural and social sciences are an important part of the program. Through these courses you will develop knowledge of physical and biological environments, as well as, the interrelationships of social, psychological, cultural and economic factors as they influence food habits and nutritional health and well-being of individuals throughout the life cycle. Emphasis in the program is placed on the development of leadership, management and communication skills. Students who successfully complete the DPD at Fontbonne University will receive a Verification Statement following graduation.

DIETETICS PROGRAM MISSION, GOALS, OUTCOMES & OBJECTIVES [ACEND Guideline 9.3.b.]

The mission of the Didactic Program in Dietetics at Fontbonne University is to prepare students for supervised practice to become registered dietitian nutritionists (DPD) or as entry-level registered dietitian nutritionists (ISPP). Graduates use their knowledge and skills in food and nutrition to enrich the quality of life of individuals, families, and communities.

Goals/Outcomes/Objectives of the Dietetics Program

Program Goal #1: To assist competent entry-level dietetics practitioners in the achievement of their career goals in a foods and/or nutrition-related field.

- a. Of those with major approval, at least 90 percent of program students complete program/degree requirements within three years (150% of the program length). (Required Element 3.3.b.1 Program Completion; Data source: DPD student tracking sheet)
- b. Of those with major approval, at least 80 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation. (Required Element 3.3.b.2.1 Graduate Application and Acceptance into Supervised Practice; Data source: DPD student tracking sheet)
- c. Of those who apply for admission to a supervised practice program, at least 80 percent of program graduates are admitted to a supervised practice program within 12 months of graduation. (Required Element 3.3.b.2.2 Graduate Application and Acceptance into Supervised Practice; Data source: DPD student tracking sheet; Unmatched applicants report/D&D digital site)
- d. Of program graduates who receive a Verification Statement but either do not apply or do not get accepted to a supervised practice program, at least 90% will obtain employment in nutrition and dietetics or related fields within 12 months of graduation. (Required Element 3.3.a Program Specific Objectives; source: DPD student tracking sheet)

Program Goal #2: To graduate competent entry-level dietetics practitioners in the area of foods and/or nutrition.

DPD Objectives*

- a. At least 80 percent of graduating seniors will agree or strongly agree that the DPD has provided them with sufficient opportunity to achieve ACEND Knowledge Requirements (KRDNs). (Required Element 3.3.a Program Specific Objectives; Data source: DPD Exit Survey)
- b. Of program alumni who were accepted to a supervised practice program, at least 80 percent will report being adequately prepared for the supervised practice program. (Required Element 3.3.a Program Specific Objectives; Data source: Dietetics Program Graduate Survey)
- c. Of the dietetic internship directors who respond to the survey, at least 80 percent will report that Fontbonne University DPD graduates are adequately prepared for supervised practice. (Required Element 3.3.b.4. Supervised Practice Program Director Satisfaction; Data source: DI Director Survey)

- d. 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 dietitian nutritionists is at least 80 percent. (Required Element 3.3.b.3.a Graduate Performance on Registration Exam; Data source: Pearson VUE one-year summary report)

*Program outcomes data available upon request. [ACEND Guideline 9.3.c.]

The remaining sections are organized in alphabetical order

2024 GRADUATE DEGREE REGISTRATION ELIGIBILITY

Effective January 1, 2024 the Commission on Dietetic Registration (CDR) will require candidates to hold a minimum of a graduate degree, along with a verification statement from an accredited dietetic internship (DI) or individualized supervised practice pathway (ISPP) program, to obtain eligibility to sit for the credentialing examination for registered dietitian nutritionists (RDNs). Graduate degrees include a master's degree, practice doctorate, or doctoral degree. The graduate degree may be in any area and need not be food, nutrition, or dietetics related. Additional information is available on the CDR website at <https://www.cdrnet.org/new-graduate-degree-eligibility-requirement-effective-january-1-2024>

Please contact your advisor or the DPD director with any questions about how the upcoming change might affect you and your plans.

COMPUTER MATCHING AND SUPERVISED PRACTICE APPOINTMENTS [Guideline 9.3.d, j.]

To apply to a supervised practice program (also known as a dietetic internship or DI), a student must complete at least a bachelor's degree and ACEND course work requirements (DPD). The DPD at Fontbonne University prepares the graduate for entrance into an accredited supervised practice program (DI). The DI:

- is typically sponsored by a healthcare facility, college or university, federal or state agency, business, or corporation.
- provides a minimum number of hours of supervised practice experiences determined by ACEND standards.
- may be full-time or part-time, depending upon the program itself, and usually completed in 6-24 months.
- Enables graduates to establish eligibility to write the registration examination for dietitians and/or apply for Active membership in the Academy of Nutrition and Dietetics.
- Will require background checks. **[NOTE: Students not passing one or more of these checks will not be allowed to enter the supervised practice program and therefore will not be able to become a registered dietitian nutritionist]**

The demand for Dietetic Internship positions nationwide is currently greater than the supply, resulting in approximately one out of every two candidates from a Didactic Program in Dietetics (DPD) **not** obtaining an internship position. Student grade point average (GPA) appears to be the best predictor of a student's chances of obtaining a position, with students with highest GPAs being the most likely to obtain one. For the past five years, dietetics students at Fontbonne with a GPA ≥ 3.5 are more likely to receive a Dietetic Internship match.

Please speak with your advisor and/or the DPD Program Director about your GPA and how it will influence matching with an internship position.

The Accreditation Council for the Education of Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics provides a complete description of the computer matching policy and procedures for appointment to supervised practice programs, including updated calendars and information sheets, on the ACEND website <http://www.eatrightacend.org/ACEND/>. You may also speak to the DPD program director if you have questions about this process. This information is also discussed in great detail in DTS 201 Career Seminar, DTS 301 Career Seminar II and DTS 459 Internship Preparation Seminar.

CODE OF ETHICS FOR THE PROFESSION OF DIETETICS

The Academy of Nutrition and Dietetics' Commission on Dietetic Registration (CDR) believes it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved in February 2018 by the Academy Board of Directors and the Commission on Dietetic Registration Board, and went into effect on June 1, 2018.

All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners," and all such individuals who are RDNs and NDTRs shall be known as "credentialed practitioners." By accepting membership in the Academy of Nutrition and Dietetics and/or accepting and maintaining CDR credentials, all members of The Academy and credentialed dietetics practitioners agree to abide by the Code.

As all dietetics students are required to be members of the Academy by their junior year, and are poised at future nutrition and dietetics practitioners, they should become familiar with the Code of Ethics and abide by its principles throughout the program.

Additional information and the complete Code of Ethics document can be accessed via the eatright.org website at: <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics>

EMPLOYMENT

Graduates from Fontbonne's DPD have extensive scientific backgrounds and apply their knowledge of food, nutrition, biochemistry, physiology, management, and behavior and social sciences to promote health, prevent disease, and shape the food choices and nutritional status of the public. They work in hospitals, health care facilities, schools, universities, government and community agencies, business and industry, and private practice settings.

DIETETICS PEER MENTORING PROGRAM

In an effort to increase the success of dietetics students, the DPD offers an informal peer mentoring program. Mentoring is an excellent way to gain leadership experience, and can be incredibly rewarding for both parties. Mentors offer a wealth of knowledge, insight, and perspective to their mentee. However, it is not uncommon for the mentee to offer new information to the mentor, due to their unique background and experiences. Students will be invited to serve as mentors by recommendation of their advisor, around the time they achieve junior level status in the dietetics curriculum, with at least 3 – 4 semesters of course work remaining. General qualifications for mentors include:

- Current dietetics major approval
- Overall positive academic standing
- Junior level status in the dietetics curriculum, with at least 3 – 4 semesters of course work remaining
- Displays leadership potential

All new students pursuing/planning to pursue dietetics are invited and qualify to participate as mentees. If you are interested in learning more or participating in the program as a mentor or mentee, please contact your academic advisor or the mentoring program coordinator at dfrench@fontbonne.edu

PATHWAY TO EARN THE RD/RDN CREDENTIAL [ACEND Guideline 9.3.d.]

Students must complete a minimum of a bachelor's degree at a US regionally accredited university or college and course work approved by the Accreditation Council for the Education of Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. There are several pathways to completing the bachelor's degree and you should contact the DPD Director for more details. Once a student has earned a bachelor's degree, and completed all DPD requirements, he/she will be issued a Verification Statement. The next step toward the RD/RDN credential is to complete an ACEND accredited supervised practice program (often called a "dietetic internship") at a health care facility, community agency, or a food service corporation, or combined with undergraduate or graduate studies. Details about supervised practice programs are located later in this handbook or can be accessed via the web at <http://www.eatrightacend.org/ACEND/>. Once students successfully complete the supervised practice program they will receive another Verification Statement and will be eligible to take the national examination to become a registered dietitian nutritionist. Once he/she successfully passes the national registration examination for dietitians administered by the Commission on

Dietetic Registration (CDR), he/she will become an RD/RDN! For more information regarding the examination, refer to CDR's website at www.cdrnet.org.

In addition to RD/RDN credentialing, many states have regulatory laws for dietitians and nutrition practitioners. Frequently these state requirements are met through the same education and training to become an RD/RDN. RD/RDNs are also required to complete continuing professional educational requirements to maintain registration. For more information about the RD/RDN credential, or licensure in the states of Missouri or Illinois, contact the DPD Director.

PRIOR LEARNING ASSESSMENT [ACEND Guideline 10.2.i.]

Fontbonne University offers students the opportunity to earn undergraduate credit for non-collegiate sponsored learning (see Fontbonne University Catalog 2018-19, p. 43 for details). The DPD accepts university approved PLA for non-FCS Courses.

PROFESSIONAL ASSOCIATION MEMBERSHIPS

All students in the Department of Family & Consumer Sciences are encouraged to participate in their professional associations. Following are associations pertinent to dietetic students.

The Academy of Nutrition and Dietetics: The professional association for registered dietitian nutritionists. Students may hold Affiliate Membership in the Academy and will receive monthly issues of **The Journal of the Academy of Nutrition and Dietetics** as part of their paid membership. Membership in the Academy also entitles students to automatic membership in a state affiliate such as the **Missouri Academy of Nutrition and Dietetics** with opportunities for participation in workshops, committees and meetings at the state level. For information about membership in **The Academy of Nutrition and Dietetics**, students should check the Dietetics Program bulletin board, or the Academy website (www.eatright.org), or contact the DPD Director.

American Association of Family & Consumer Sciences (AAFCS): The professional association for persons working in any of the numerous areas of family and consumer sciences.

Students are eligible for membership in the **Student Member Section of AAFCS** and will receive the **Journal of Family & Consumer Sciences** as part of their paid membership. Membership in AAFCS also entitles students to automatic membership in the Missouri Affiliate of the Association of Family & Consumer Sciences (MAFCS) with opportunities for participation in workshops, committees and meetings at the state level.

Academy of Nutrition and Dietetics – St. Louis (AND-STL): The local organization of Missouri. Students are invited to attend the monthly meetings of AND-STL. For information about meetings check the AND-STL website (<http://www.eatrightmissouri.org> – select “districts,” then St. Louis), the DPD bulletin board, or contact the DPD Director.

PROGRAM COSTS [ACEND Guideline 9.3.e.]

In addition to tuition and textbook costs, the student in dietetics can expect to incur the following expenses:

- Course fees: The following are fees associated with specific courses required in the dietetics curriculum.

Course Number	Fee Amount
FDS221	\$125
NTR/HEP 223	\$20
NTR316	\$55
FDS326	\$50
FDS345	\$25
NTR/HEP 410	\$60
NTR415	\$75
FDS422	\$90
FDS424	\$65
DTS457	\$25
DTS459	\$20
BIO220	\$55
BIO222	\$55
BIO240	\$55
CHM128	\$55
CHM228	\$55

- Lab coat and/or uniforms for laboratory and field-based experience (\$30);
- Liability insurance (\$15) for DTS 457
- Background checks (~\$50) for EDU 313: Methods and Practicum for Middle, Secondary, and Community Education
- Immunizations as deemed essential by practicum site (example, Hepatitis A and B, MMR, Varicella/Chicken Pox, TB and flu shot (if applicable) \$5-15 each or \$30-90 for series). NOTE: Students may refuse immunizations for various reasons. In the event that a student refuses to acquire the immunizations required by their practicum site, it is the student's responsibility to find an alternate site that is acceptable to the practicum instructor and DPD Program Director. If a suitable site is not found, the student will not be allowed to stay enrolled in the practicum. This may delay or prevent graduation from the DPD and receipt of a Verification Statement.
- Transportation costs for field trips/field based experiences (varies by location).

- Graduate Record Examination fee \$150. (not required by all supervised practice programs); for more information see: <http://www.ets.org/gre/>.
- Supervised Practice Application fees vary for each program the student applies to, but includes a general fee of \$40 plus \$20 for each additional application (DICAS) and computer matching fee of \$55. [NOTE: for a complete description of the computer matching policy and procedures, including updated calendars and information sheets, please visit the following web site: <http://www.eatrightpro.org/resources/acend/students-and-advancing-education/dietetic-internship-match-students> or speak to the DPD program director. This information is also discussed in great detail in DTS 459 Internship Preparation Seminar.]
- Students are required to join the Academy as a student member, when enrolled in the courses designated for Jr Fall (e.g., NTR 312 Application of Nutrition Concepts, NTR 316 Life Cycle Nutrition, FDS 326 Quantity Food Production, etc.). Please visit: <http://www.eatrightpro.org/resources/membership/membership-types-and-criteria/student-member>
The student fee is \$58 per year.

PROGRAM WITHDRAWAL / LEAVE OF ABSENCE [Guideline 10.2.p., q.]

Some circumstances may warrant withdrawal or temporary leave of absence from the program. If this concern arises, the student should discuss the options with their academic advisor. The procedure for requesting a leave of absence is described in the Fontbonne University 2018-19 Catalog, p. 55).

For information about refund of tuition and fees and/or program withdrawal, refer to the Fontbonne University 2018-19 Catalog, p. 23-24 [ACEND Guideline 10.2.p.].

REGISTRATION ELIGIBILITY REQUIREMENTS FOR DIETETIC TECHNICIANS: PATHWAY III

Effective June 1, 2009, individuals who have completed both a baccalaureate degree and a Didactic Program in Dietetics (DPD) will be able to take the registration examination for dietetic technicians without meeting additional academic or supervised practice requirements. This decision is consistent with CDR's public protection mission in that it provides a credential for the numerous non-credentialed DPD graduates working in NDTR positions. These individuals will be required to comply with CDR recertification requirements, the Code of Ethics for the Profession of Dietetics, and the Standards of Practice. CDR also believes that this alternative registration eligibility option will increase the availability and visibility of NDTRs throughout the country ultimately enhancing the value of the NDTR credential.

Effective June 1, 2009, the three pathways to establish eligibility to take the registration examination for dietetic technicians will be:

Pathway I

Completion of an Associate degree granted by the US regionally accredited college or university with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited Dietetic Technician Program.

Pathway II

Completion of a Baccalaureate degree granted by a US regionally accredited college/university, or foreign equivalent, and completion of an Accreditation Council for Education in Nutrition and Dietetics (ACEND) Didactic Program in Dietetics (DPD), and completion of an ACEND accredited Dietetic Technician supervised practice.

Pathway III

Completion of a Baccalaureate degree granted by a US regionally accredited college/university, or foreign equivalent, and completion of an ACEND accredited Didactic Program in Dietetics (DPD) or Coordinated Program in Dietetics (CP).

Students will be provided with the Student Exit Packet and further instructions during DTS 459 Internship Preparation Seminar.

Source: Commission on Dietetic Registration (n.d.). Registration eligibility requirements for dietetic technicians: New Pathway III. Retrieved from:

<https://www.cdrnet.org/program-director/registration-eligibility-requirements-for-dietetic-technicians-new-pathway-iii>

REQUIREMENT TO MEET ALL CORE KNOWLEDGE AREAS (KRDN's)

In order to complete the didactic program in dietetics (DPD) and receive a verification statement, all students must successfully achieve a passing score for each ACEND required core knowledge area (KRDN). This will be achieved through various course related assignments and projects throughout students' time in the program. The definition of "passing" may vary between individual assignments and projects but is pre-determined prior to course start and is noted on the syllabus. Please refer to Appendix A for a full listing of the required KRDNs.

Procedure: Course instructors will track individual students' scores and report their assessment at the end of each semester. Academic advisors will track each student's achievement to assure they have met each KRDN by updating a KRDN tracking form at the end of each semester. This form will then be shared with the student and any areas of concern and/or remediation needs will be communicated to them at that time.

While the student is enrolled in DTS 459: Internship Preparation Seminar he or she will be required to become up to date with any remediation needs in order to pass the course.

If any remediation needs are required in a course taken during the student's final semester, he or she will be required to successfully complete the required remediation before receiving a grade for the course, their diploma, and their DPD verification statement. In these cases, the student will be given a grade of "X" until the required assignment is submitted and assessed at an acceptable level.

STUDENT COMPLAINTS [ACEND Guideline 10.2.h.]

If students have a complaint related to the ACEND standards, they should follow the process outlined in the Problem Solving through Communication section of this handbook. If the issue remains unresolved at the level of the FCS Department chairperson, students have the right to file a written complaint directly to ACEND. The written complaint must be submitted to ACEND only after all other options with the DPD and Fontbonne University have been exhausted. Students may reach ACEND by any of the following methods:

- a. postal mail: 120 S. Riverside Plaza, Suite 2190, Chicago, IL, 60606-6995,
- b. phone: 312-899-0040, ext. 5400
- c. email: acend@eatright.org

ACEND will review complaints that relate to a program's compliance with the accreditation standards. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty or students.

The DPD Program Director maintains a chronological record of student complaints related to the ACEND accreditation standards, including the resolution of complaints, for a period of seven years.

STUDENT LEARNING ASSESSMENT (ACEND Guideline 9.3.f.; 10.1.c.; 10.2.j.)

Once students are admitted into the university, they must follow the satisfactory academic progress (SAP) policy of the university (Fontbonne University 2018-19 Catalog, pp. 26-27) and achieve major approval to be accepted into the dietetics program. The program follows university policy and procedure for major approval (see Fontbonne University 2018-2019 Catalog; pp. 51-52).

If students enter the university as a traditional first year student, they will apply for major approval after the successful completion of 45 credit hours of coursework. This typically occurs after grades are received at the end of the spring semester of the sophomore year. If students

enter the university as a transfer student, they will apply for major approval after completing 12 credit hours of coursework.

Major approval is assessed based on the professional GPA (grades for courses designated as professional on the Curriculum Guide; refer to the Appendices). Grades are entered into the professional GPA calculator by the assigned academic advisor. Students must have a professional GPA ≥ 3.2 to be accepted into, and remain in, the dietetics major. All students in the Department of Family & Consumer Sciences are required to earn grades of C- or better in all professional courses (see curriculum guides).

Once students are accepted into the dietetics program, they will be assessed in numerous ways. For example, program faculty provide feedback about performance after the completion of each assignment. Both students with major approval and those who have yet to receive major approval are assessed each semester for early detection of academic difficulty. It is university policy that faculty submit mid-semester grade reports using an online system for 100 and 200 level courses. If students are not performing well for any reason, the system generates an email message to them. The Director of Advising sends a list of students who received an early alert warning to each advisor. NOTE: If your name is on the list, your academic advisor will reach out to you and offer assistance and advice about campus resources available to students (e.g., Kinkel Center for Academic Resources; see the Working Together with Your Advisor located in the Appendices).

Student performance is assessed formally at the end of each semester. Your academic advisor will assess your professional GPA at the end of each semester and it will be discussed during each advising session (mandatory at least once each semester). If you have major approval and your professional GPA drops to < 3.2 , and you could realistically raise it back up to ≥ 3.2 within one additional semester, you may be given major approval with qualification. Students who drop below the professional GPA of ≥ 3.2 and who cannot realistically achieve it within one additional semester will be counseled into other career paths.

STUDENT RETENTION AND REMEDIATION [ACEND Guideline 10.1.c; 10.2.k.]

The FCS faculty makes every effort to support student success. The evaluation process allows for ongoing feedback by the faculty to each student. You will receive formal feedback for course work following each assignment and at the end of each course in the form of grades. The grading scale used by individual faculty is noted on the course syllabus. You will also meet with your academic advisor at least once each semester (mandatory for clearance to register for courses in the following semester).

If you find that you are not doing well in one or more of your courses, don't delay in getting assistance. Students have access to remedial instruction, such as tutoring, through the Kinkel Center for Academic Resources, located on the third floor of Ryan Hall. The Kinkel Center

provides academic support for all Fontbonne students through academic tutoring, coaching on academic matters, workshops, placement testing, and disability services. Academic tutoring is available at no cost in business, math, and writing with specialists who are experts in their subject area. Peer and graduate-level academic tutors are available in other subjects, also at no cost (e.g., science). Each student is allowed two hours of tutoring per subject area per week, but if the need is present additional academic tutoring hours can be approved.

The Kinkel Center offers workshops, either in person or on-line, on topics such as test anxiety, organization and time management skills, and study tips, to name a few. You may schedule an appointment at the Kinkel Center for Academic Resources to request accommodations under the Americans with Disability Act (ADA). You must provide appropriate medical and/or psychological documentation to support your request for academic accommodations.

Remember, to better your chances for academic success, work together with your academic advisor. S/he is skilled at navigating the university landscape and can point you in the right direction by identifying resources that can help you achieve your academic goals.

VERIFICATION STATEMENTS [ACEND Guideline 9.3.h.; 10.2.n.]

Verification of completion of dietetics programs is the method used by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to ensure that academic and supervised practice requirements for membership in the Academy of Nutrition and Dietetics or Commission on Dietetic Registration eligibility for the Registration Examination for Dietitians and Dietetic Technicians have been met (see www.eatrightacend.org/acend). At various times in preparing for professional membership or registration, an individual will be asked to supply verification of both academic and supervised practice qualifications. Therefore, it is the responsibility of the Director of the ACEND-accredited/approved program to provide the appropriate number of Verification Statements and the responsibility of the individual to safeguard them until the time they are to be used in various application processes (e.g., when applying to or accepted to a ACEND-accredited supervised practice program (dietetic internship), when applying for state licensure/certification, or Academy of Nutrition and Dietetics membership, etc.

To receive a Verification Statement from the DPD at Fontbonne University, students must complete all DPD requirements including a professional grade point average (GPA) of ≥ 3.2 , receipt of major approval, a grade of C- or better in all professional courses (designated on the Curriculum Guide Sheet), and successful completion of a DPD portfolio (guidelines available from the DPD Program Director). Verification Statements must have an ORIGINAL signature of the Program Director. The Program Director will retain two original copies in the student/graduate file at the University (one for program management purposes and one in the event of an audit by the Commission on Dietetics Registration).

VERIFICATION STATEMENTS FOR SECOND DEGREE STUDENTS

Students already holding a baccalaureate degree in a closely related field (i.e. biology, hospitality, health sciences or other allied health programs) who wish to gain eligibility to apply

to dietetic internships may be interested in pursuing Verification Only. It is recommended that students discuss their specific situation with their advisor to determine the best option. Below are a few facts that may aid in the decision making process related to Verification Only versus a second degree.

1. Verification Only students are considered non-degree seeking, or Unclassified by the university.
2. Unclassified students do not qualify for federal financial aid, including loans.
3. Second degree students typically only need 1 - 2 courses in addition to those required for DPD verification

Further information about enrolling as an unclassified student can be found in the Fontbonne University 2018-19 Catalog, p. 18.

Appendix A: Core Knowledge for the RDN (KRDNs)

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

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

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

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

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

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

KRDN 3.5 Describe basic concepts of nutritional genomics.

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

Appendix B: Dietetics Curriculum Guide

Fontbonne University
DEPARTMENT OF FAMILY & CONSUMER SCIENCES
(314) 889-1415

Curriculum Guide for a Major in Dietetics

Freshman Year (I)

INT	105	Culture & the Common Good (MC I) (exempt for TR >30 credit hours)	3
LIB	199	Info Lit in Higher Ed (GER – FND*)	1
COM		COM101 OR COM102 (GER-FND*)	3
ENG	101	Composition I (GER – FND*)	3
MTH	105	College Algebra (GER - FND*) (prerequisite for CHM128)	4
			14

Freshman Year (II)

CHM	128	GOB I (GER-PLR**)	4
BIO	240	Micro. for Health Prof. (GER-FND*)	4
ENG	102	Composition II (GER-FND*)	3
PSY	100	Intro. to Psychology (GER-PLR**; also meets Bridges GER category)	3
GOV	101	US & MO Constitutions (GER-FND*)	1
FDS	125	Food Service Sanitation	1
			16

Sophomore Year (I)

DTS	201	Career Seminar I	1
CHM	228	GOB II	4
NTR	216	Principles of Nutrition	3
BIO	220	Anatomy and Physiology I	4
CIS		CIS Elective (GER – FND*)	3
			15

Sophomore Year (II)

MTH	115	Introduction to Statistics	3
NTR	223	Interviewing, Ed & Counseling	3
FDS	221	Food Science Theory & App	4
BIO	222	Anatomy and Physiology II	4
PHL		(GER-PLR*)	3
			17

APPROVAL OF MAJOR REQUIRED DURING SECOND SEMESTER SOPHOMORE YEAR

Junior Year (I)

DTS	301	Career Seminar II	1
NTR	312	Application of Nutrition Concepts	3
NTR	316	Life Cycle Nutrition	3
FDS	326	Quantity Food Production	3
FCS	340	Family Resource Mgt. & Relations (MCII)	3
GER-PLR**		(see note below)	3
			16

Junior Year (II)

CHM	328	GOB III	3
EDU	313	Methods & Practicum in Middle/Sec./Community Education	3
FDS	345	Food Syst. & Dietetics Mgt.	3
PSY	330	Research Methods for the Behavioral Sciences***	3
DTS	457	Applic of Princ & Prac in Dietetics	3
			15

Senior year (I)

NTR	415	Medical Nutrition Therapy I	4
NTR	419	Advanced Nutrition	3
FDS	424	Experimental Foods***	3
DTS	459	Internship Preparation Seminar	2
REL		Religion Elective (F)	3
			15

Senior Year (II)

NTR	416	Medical Nutrition Therapy II	4
NTR	410	Community Health	4
FDS	422	Cultural Competence through Food	3
GER-PLR**		(see note below)	3
FCS	485	Public Policy & Advocacy in FCS***	3
			17

- Dietetic students are required to take courses in the Pillars GER category for Life Science, Physical Science, Philosophy and Social and Behavioral Science. Students must choose 2 courses in the remaining 3 Pillars categories (Fine Arts, History, or Literature)
- To be eligible for a major in dietetics, a student must have a minimum cumulative “professional” grade point average of ≥ 3.2 on a 4.0 scale. This GPA must be maintained to remain in the didactic program in dietetics (DPD), graduate from Fontbonne University and receive a DPD Verification Statement. **Students must receive a grade of C- or better in all courses designated as professional courses.** It is important to note that many supervised practice programs require, or have students currently enrolled with minimum grade point averages that exceed those required for graduation from Fontbonne (see the FCS Student Handbook for details).
- All courses except those in Computer Science (CIS), English (ENG), Fine Arts (FNAR), Government (GOV), History (HST), Information Technology (LIB), Literature (LIT), Religion (REL), as well as INT105, MTH105, CHM128, and FCS340 are designated as “professional courses.” They are designed to meet the requirements for a DPD accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition & Dietetics for entrance into an accredited supervised practice program after graduation.
- **125 total required semester hours for graduation**

*GER- FND = General Education Requirement – Meets Foundations Category

**GER – PLR = General Education Requirement – Meets Pillars Category

***These courses are designated as writing intensive by the university.

(F) indicates a Fontbonne University Graduation Requirement

AY18-19

Appendix C: Writing in Family & Consumer Sciences

The Department of Family & Consumer Sciences (FCS) is comprised of two program areas whose content directly impacts the health and well-being of individuals, families and communities. Throughout the FCS coursework, written, oral, and visual communication skills are introduced/practiced, and improved upon, complementing the strategies used that are specific to each program area. Because the discipline of FCS addresses the need of individuals, families, and communities, FCS students must develop communication skills that allow them to successfully engage with a variety of audiences, from young children to senior citizens, who demonstrate a multiplicity of needs. Most importantly, FCS graduates must be able to communicate to their respective audiences with sensitivity. Throughout the FCS Core and programmatic coursework, graduates enter the next phase of their lives (work, graduate school, internships) prepared to gather, summarize, interpret, evaluate, and generate information that is communicated to their respective audiences effectively.

Dietetics students can expect to develop the ability to write clear, detailed, and succinct scientific lab reports. In addition, the ability to generate brief synopses is further practiced in the writing of abstracts and other types of research summaries. A variety of assignments are employed to develop such higher order thinking/writing skills that might include developing case study responses and completing essay exams.

The American Psychological Association (APA) Writing Style:

- The 6th edition (5th printing, January 2011) is the required writing style for all research papers submitted in the Department of Family & Consumer Sciences.
- Is a standardized, formal method of written communication designed to meet the needs of both writers and readers of term papers, essays, master's theses, doctoral dissertations, journal articles, and reports or books.
- Is an effective way to organize and communicate technical information.
- Dictates specific rules for format, punctuation, grammar, quotations, and citations in text references.
- Enables students to communicate in a way that is familiar to and is accepted by the people for whom they are writing.

Appendix D: How to be Successful at Fontbonne University [ACEND Guideline 10.2.t.]

The following factors are crucial to your success in a university.

1. **Understand why you are attending a university.** Identify specific goals and a useful goal-setting process for yourself.
2. **Learn what resources your campus offers and where they are located.** Fontbonne has academic and personal support services that are free and confidential. Successful people use them.
3. **Know how to find information on campus, including at the library.** The library isn't as formidable as it might seem, and it offers a wealth of resources. The librarians are there to help you. Peggy Ridlen is the liaison for our department, and can be reached at pridlen@fontbonne.edu or 314-889-1443
4. **Make use of your academic advisor.** Your advisor is there to guide and support you. You should take the opportunity to meet with your advisor at times other than registration.
5. **Members of the campus community care about your survival. Get to know at least one.** It takes only one person to make a difference. It might be the leader of your orientation seminar, an instructor, an academic advisor, someone at the career or counseling center, a dean, or an advisor to a student organization. You will need to take the initiative to establish this relationship, but it will be well worth it.
6. **If you are attending classes full time, try not to work more than 20 hours per week.** Most students begin a downhill slide academically when they work beyond 20 hours per week. If you need more money, talk to a financial aid officer. Students who work on campus tend to do better in classes and are more likely to stay enrolled than those working off campus.
7. **Set up a daily schedule and stick to it.** If you can't do it alone, talk to a staff member in the Kinkel Center for Academic Resources (3rd floor of Ryan Hall) or in the Counseling Center to assist you. Get a day timer or "week at a glance" calendar from the bookstore. Assign sufficient time for study, sleep, work, and recreation. If you have family or work obligations, find ways to balance them with academic demands.
8. **Assess and improve your study habits.** Find out about your own learning style. This will help you learn how to take better, more efficient notes in class, and be more successful on tests. The Kinkel Center for Academic Resources and the Counseling Center can assist you.
9. **Develop critical thinking skills.** Challenge, ask why, and look for unusual solutions to ordinary problems and ordinary solutions to unusual problems.
10. **See your instructor outside of class.** It's okay to go for help. Students who interact with instructors outside of class tend to stay in college longer.
11. **Improve your writing.** Employers want graduates who can write. Write every day; the more you write, the better you will write. The Kinkel Center is there to provide assistance.
12. **Show up for class.** When asked what they do differently if they could do it all over again, most seniors say, "Go to class and participate. Be there!"
13. **Join a study group.** Studies have shown that students who study in groups get the highest grades and survive college better.

14. **Develop your computer skills.** You should be comfortable with basic file manipulation, the use of a standard word processing program, and e-mail.
15. **Try to have realistic expectations.** At first you may not make the grades you could be making or made in high school. If you were a star athlete in high school, you might not be in college. Develop realistic goals for yourself.
16. **Make at least one or two close friends among your peers.** Choose your friends for their own merits, not what they can do for you. In college, as in life, you become like those with whom you associate.
17. **If you're not assertive enough, take assertiveness training.** Check at the Counseling Office for workshops on assertiveness training. Learn how to stand up for your rights in a way that respects the rights of others.
18. **Get involved in campus activities.** Visit the Student Development Office. Work for the campus newspaper. Join a club or organization, or campus ministry. Play intramural sports. Most campus organizations welcome newcomers—you're their lifeblood. Students who join even one group are more likely to graduate.
19. **Take your health seriously.** How much sleep you get, what you eat, whether you exercise, and what decisions you make about such things as drugs or alcohol, all contribute to your well-being. Be good to yourself and you'll be happier and more successful. Find healthy ways to deal with stress. The Counseling Office can help you.
20. **Visit the Career Center early in your first year.** See a career counselor before you get too far along in college, even if you have chosen your academic major. Discuss career opportunities with your Academic Advisor.
21. **Assume responsibility for your own education---**it's your education, not your advisor's and not your friend's. Good luck!

Adapted for Your College Experience: Strategies For Success
by John Gardner, A. Jerome Jewler, and Mary-Jane McCarthy.
Concise Second Edition, Wadsworth Publishing Company, 1996.

Appendix E: Working Together with your Advisor

You are assigned an academic advisor to assist you in making appropriate decisions about your program of study and in exploring a wide range of academic and professional opportunities. The following suggestions are offered to clarify what you can anticipate from your advisor and what your advisor in turn will expect from you.

STUDENT:

ADVISOR:

1. Meet with your advisor frequently throughout the semester.	Post office hours and adhere to the schedule.
2. Make and keep appointments or call if it is necessary to change or cancel an appointment.	Keep appointments, or call if it is necessary to change or cancel an appointment. Be on time.
3. Be willing to discuss school work, study habits, academic progress, etc.	Be familiar with the student's academic background. Help the student explore options or alternatives. Be a good listener.
4. Come with specific questions in mind.	Provide accurate and specific information.
5. Come with necessary materials (pencils, registration materials, schedule of classes, forms, Catalog, etc.)	Have on hand resource materials (Advising Handbook, Catalog, schedule of classes, etc.)
6. Make decisions about academic and professional opportunities, choice of major, selection of courses.	Suggest options about academic and professional opportunities, choice of majors, and selection of courses.
7. Build a class schedule free of time conflicts.	Check the schedule for appropriate selection of courses, review the registration form for correct and complete information, and sign the form.
8. Ask about the sources of information.	Suggest other sources of information and make referrals if necessary (Kinkel Center, Counseling Center, Financial Aid).

WHEN SHOULD YOU SEE YOUR ACADEMIC ADVISOR?

1. To address any problems which affect academic performance.
2. To select courses for the upcoming semester (during pre-registration week, also called advising week).
3. To add or drop a course.
4. To discuss academic progress.

5. To explore academic and/or professional issues.

HOW TO SEE YOUR ADVISOR

1. Become familiar with your advisor's office hours/schedule, which is posted outside their office door.
2. Whenever possible, call to make an appointment rather than dropping in without one.
3. If it is necessary to drop in without an appointment, try to come at a time when your advisor has office hours. Allow time in case you have to wait.
4. Since the first and last two weeks of each semester are usually the busiest for your advisor, schedule longer conferences (to discuss issues such as possible majors) during the middle part of the semester. Remember, you have one advisor, but your advisor has numerous advisees.
5. If your advisor does periodic group advising, be sure to be there – your peers may have questions you never thought of and you may have questions they never thought of.

Appendix F: Best Practices for Presentations in the FCS Department

General Guidelines

- Identify main point to address and provide context for the rest of the presentation.
- Condense your information. Think - What really matters to your audience?
- Plan out your presentation.
 - Outline your presentation; The structure of your presentation should be similar to a final paper assignment
- Streamline your text.
 - Use your slides to support your thoughts. Never read from your slides! Keep the amount of text to a minimum, and present it in ways that are easy to follow.
- Use informative graphics.
 - Graphics should be a way to convey information to your audience that might be difficult to describe in words. Use graphs and charts, and cite in APA appropriately. Don't use someone else's image unless you are sure that you have permission
- Practice makes perfect!
 - Practice your presentation to be sure that what you are saying fits with the slides, and that your presentation meets the time limits.
- How you present yourself is just as important! Business casual is preferred. If you have questions, please chat with your faculty member.
- Please practice your presentation before you present with your group or individually.

Specific Guidelines

- If it takes the audience more than ten seconds to read the text on your slide, it is too long!
- Suggested Font Sizes
 - Slide titles = 36 to 44 pt.
 - Slide text = 28 to 32 pt.
- Suggested Fonts
 - Times New Roman, Arial, Tahoma, Verdana
- Use Contrasting Colors
 - Try a dark background with light text, or a light background with dark text
 - Avoid overly bright, neon colors
 - Avoid using similar colors for the background and the text color
- A twenty minute presentation should have a maximum of 20 slides, but about 10 would be preferable.
- Use a consistent background and layout for all of your slides
- Check your work carefully for spelling/grammar errors.
- Use bullet points rather than complete sentences.

Adapted from: Ashford University (2017). Retrieved May 9 2018 from: <https://content.bridgpointeducation.com/curriculum/file/616b3bdf-7040-4d49-859c-694acef90df5/1/PowerPoint%20Presentation%20Best%20Practices.pdf>

Appendix G: Campus Map



SIGNATURE PAGE
DEPARTMENT OF
FAMILY & CONSUMER SCIENCES
HANDBOOK FOR STUDENTS
2018-2019

FONTBONNE UNIVERSITY

This signature certifies that I have received and read a copy of this handbook and agree to comply with the policies.

Student Name _____

(Please print)

Student Signature _____

Academic Advisor _____

Date _____