



Department of Family & Consumer Sciences
6800 Wydown Boulevard
St. Louis, MO 63105

Master of Arts in Health Advancement and Promotion

Coordinated Program in Nutrition and Dietetics

Student Handbook & Policy and Procedure Manual

June 2020

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SECTION ONE: DEPARTMENT AND GRADUATE PROGRAM INFORMATION

DEPARTMENT INTRODUCTION

The Department of Family & Consumer Sciences (FCS) is housed in the College of Education and Allied Health Professions (CEAHP). The Department of FCS currently offers a master of arts in Health Advancement and Promotion. The 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 MA is offered as a standalone master's degree and in conjunction with the Coordinated Program in Nutrition and Dietetics (CP).

The MA curriculum allows students the opportunity to tailor their learning experiences to meet their professional endeavors by selecting at least 3 courses (9 credit hours) of electives. Electives may be within the offerings of the FCS department, or from another department's graduate course offerings.

Students completing the MA in conjunction with the Coordinated Program in Nutrition and Dietetics will complete the required courses for that option, rather than elective courses.

Graduate students will work with their academic advisor to select the most appropriate course sequence and electives, if needed.

ABOUT 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 sciences professionals 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

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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, miserable, cruel, fearful and prejudiced.

See Appendix A for the Family & Consumer Sciences Body of Knowledge

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.

FCS DEPARTMENT MISSION AND GOALS

The mission of the Department of Family & Consumer Sciences is to prepare graduates to become leaders and advocates who enhance the quality of life of individuals, families, and communities.

2017 – 2022 Student Learning Outcomes (revised June 2020)

For graduate students in the Department of Family & Consumer Sciences

Goal 1: To confirm the mission, vision, and commitments of Fontbonne University by empowering individuals, strengthening families, and fostering community.

- A. Prior to graduation, 70% of FCS graduate students will demonstrate participation in local, regional, or national professional meetings. (Professional Development Student Survey)
- B. Prior to graduation, 70% of FCS graduate students will demonstrate engagement in community service experiences. (Professional Development Student Survey)
- C. Upon graduation, 80% of FCS graduate students will select a 4 or 5 (on a scale of 1 to 5) indicating they are prepared to achieve personal and/or professional goals. (Exit Survey)
- D. Upon graduation, 80% of FCS graduate students will select a 4 or 5 (on a scale of 1 to 5) indicating they are prepared to foster capacity building in others to improve the lives of individuals, families, and/or communities. (Exit Survey)
- E. Upon graduation, 100% of FCS graduate students will report that they participated in at least one activity that contributed to the development of other Fontbonne University students. (Exit Survey)
- F. After graduation, 75% of alumni will report achievement of personal and/or professional goals. (Alumni Survey)
- G. After graduation, 75% of alumni will report fostering capacity building in others (Alumni Survey)
- H. After graduation, 75% of alumni will report participating in activities that have contributed to the development of Fontbonne University students. (Alumni Survey)

Goal 2: Obtain quality educational experiences reflected by a professional body of knowledge.

- A. By participating in high-impact learning and classroom experiences:, students will:

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- i. 100% of FCS graduate students will receive at least one exceptional or competent rating for oral communication skills. (embedded, culminating project presentation)
- ii. 100% of FCS graduate students will receive at least one exceptional or competent rating for visual communication skills. (embedded, culminating project presentation)
- iii. 100% of FCS graduate students will receive at least one exceptional or competent rating for electronic communication skills. (embedded)
- iv. 100% of FCS graduate students will receive at least one exceptional or competent rating for written communication skills. (embedded)
- v. 100% of FCS graduate students will receive at least one exceptional or competent ratings for critical thinking. (embedded, culminating project presentation)
- vi. 80% of FCS graduate students will receive an exceptional or competent rating for the ability to identify the competing and complementary needs and values of individuals, families, and communities that exist globally, in terms of their implications for local job related roles. (FCS 533)
- vii. 80% of FCS graduate students will receive an exceptional or competent rating for the ability to develop skills for advocating with, and on behalf of, individuals, families, and communities within the context of one's work. (FCS 533)
- viii. 80% of FCS graduate students will receive an exceptional or competent rating for the ability to investigate, analyze, and apply various models for leadership in FCS appropriate to their field of work. (FCS 535)
- ix. 80% of FCS graduate students will receive an exceptional or competent rating for the ability to utilize descriptive and inferential statistics to interpret research results. (RMD 500)
- x. 80% of FCS graduate students will receive will receive at least one exceptional or competent rating for the skill to demonstrate the ability to seek and utilize credible health-related resources to support their role as professional health communicators. (FCS 541, 542, 543)
- xi. 80% of FCS graduate students will receive an exceptional or competent rating for the ability to translate and disseminate science-based information in a way that is understandable, ethical, and utilizes modern communication channels as a means to empower individuals to make positive lifestyle changes. (FCS 542)
- xii. 80% of FCS graduate students will receive at least one exceptional or competent rating for the ability to advocate and argue for just health-related policies that directly impact the lived experiences of those whom they serve through their daily work. (FCS 533)
- xiii. 80% of FCS graduate students will receive at least one exceptional or competent rating for the ability to develop strategies/programs that seek to improve the quality and years of healthy life and reduce health disparities in the populations of those whom they serve through their professional practice. (FCS 541)

B. While completing the Coordinated Program in Nutrition and Dietetics, 100% of FCS graduate students will receive at least one competent rating on each of the ACEND determined CRDN statements.

STRENGTHS OF THE GRADUATE PROGRAM

- The graduate program in the department reflects the Common Body of Knowledge of the American Association of Family and Consumer Sciences (AAFCS).
- The curriculum is consistent with the philosophy and the goals of the institution, college and the department.

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- All graduate students will complete a culminating project with an oral presentation that relates to their work during the program and reflects their career goals.
- The program is enhanced by the wealth of excellent resources and opportunities provided by the greater metropolitan St. Louis area.

PROGRAM CONTACTS AND FACULTY

Full-time:

Elizabeth Cowie MS, RDN, LD, Instructor, Family & Consumer Sciences, office #, phone number,
ECowie@Fontbonne.edu
 Courses Taught: NTR 316, FCS 536, FCS 538

Jamie Daugherty, PhD, RD, LD, Assistant Professor & Chair, Family & Consumer Sciences
 AB 123, 314-719-8020, jdaugherty@fontbonne.edu
 Courses Taught: NTR 410, FDS 424

Dena French, EdD, RDN, LD, Assistant Professor, Dietetics Program Director, & Graduate Program Director AB
 125, 314-889-4760, dfrench@fontbonne.edu
 Courses Taught: FCS 536, FCS 538, FCS 546, FCS 547, FCS 548

Sarah Huisman, PhD, Associate Professor, Early Childhood
 East 221, 314-889-4531, SHuisman@Fontbonne.edu
 Courses Taught: FCS 533

Janelle Julian, PhD, Assistant Vice President for Student Affairs
 Medaille 404, 314-719-8057, jjulian@fontbonne.edu
 Courses Taught: FCS 535

Mary Beth Ohlms, MEd, RDN, LD, Assistant Professor, Department of Family & Consumer Sciences AB114, 314-
 719-8083, mbohlms@fontbonne.edu
 Courses Taught: FDS 326, FDS 345

Kathleen Roy, PhD, Assistant Professor, Mathematics and Computer Science
 Ryan 403 C, 314-719-8081, KRoy@Fontbonne.edu
 Courses Taught: RMD 500

Catherine Schroy, PhD, CCC-A, Instructor, Communication Disorders and Deaf Education
 East 229, 314-719-3667, CSchroy@Fontbonne.edu
 Courses Taught: CDS 500

Part-time/Adjunct:

Connie Diekman, MEd, RD, CSSD, LD, FADA, FAND, Lecturer, Department of Family & Consumer Sciences
cdiekman@fontbonne.edu
 Courses Taught: FCS 542

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Amy Knoblock-Hahn, PhD, MPH, MS, RD, LD, Lecturer, Department of Family & Consumer Sciences
aknoblockhahn@fontbonne.edu
 Courses Taught: FCS 541, FCS 543, FCS 544

Sarah Volling, MA, RD, LDN, Lecturer, Department of Family & Consumer Sciences
 Courses Taught: NTR 415, NTR 416

Dawn Weber, MS, RD, LD, Lecturer, Department of Family & Consumer Sciences
 Courses Taught: NTR 419

DEPARTMENT OPERATIONS

DEPARTMENT OFFICE: AB126. This office is maintained for faculty use. The office is generally open from 8:00am – 4:30pm, Monday – Friday but may vary. Students wishing to meet with faculty should either make an appointment or come during their set office hours. There is no full time administrative assistant in the FCS office, but work study students do periodically cover front desk shifts. There is a drop box outside the office for assignments turned in after hours. Students should always alert their instructor if they have placed something in this drop box, as it is not checked regularly.

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

FCS DEPARTMENT FACEBOOK PAGE: [FCS Fontbonne University](#)

DEPARTMENT COMMUNICATION

ACADEMIC ADVISOR: For matters pertaining to academic programs, curriculum and specific standards and expectations you should seek the advice of your Academic Advisor. See Appendix B of this handbook for additional guidelines for working with your academic advisor.

PHOTOGRAPHS/VIDEO: Photographs and video recordings may be taken of classroom activities or projects and department events. These photographs and video recordings may be used in university or department promotional materials. Please inform us if you do not wish to be included in any photos or videos that might be posted publicly.

ACADEMIC ADVISING

Upon entering Fontbonne, you are assigned an academic advisor to assist you in making appropriate decisions about your program of study. Your advisor will remain the same throughout your time in graduate/coordinated program.

Advising is a collaborative process between faculty and students. This process occurs on a formal and informal/ongoing basis. For additional information on this topic, see Appendix B.

CURRICULUM GUIDES

Curriculum guides are provided in Appendix C and D of this Handbook. As mentioned previously, graduate students will work with their assigned academic advisor to select the proper course sequence and electives, if applicable.

PROBLEM-SOLVING THROUGH COMMUNICATION

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 individual(s) involved (student, faculty, etc.).
2. If problem cannot be resolved at this level, discuss concerns with your advisor and/or graduate program director.
3. If the problem cannot be resolved at this level, the next appropriate level would be to discuss your concerns with the department chairperson.
4. If resolution is not reached at this level, your department chair will advise you of further appropriate action.

If the concern is CP/dietetics related, discuss concerns with the Program Director. See additional information in the CP handbook for how to submit a complaint to ACEND for unresolved complaints related to the ACEND standards.

FCS PROFESSIONAL ORGANIZATION

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

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 & Consumer Sciences is to provide leadership and support

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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.
- Seek 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 individuals, families, and communities.

American Association of Family and Consumer Sciences. (2015). About us. American Association of Family and Consumer Sciences, retrieved from <http://www.aafcs.org/AboutUs/index.asp>

ACADEMIC STANDARDS, DEGREE REQUIREMENTS, AND EXPECTATIONS

The graduate faculty are strongly interested in the success of all students; but are likewise prepared to directly address academic issues.

All graduate courses taken will earn letter grades (A, A-, B+, B, B-, C, or F), unless identified in the *Fontbonne University Catalog* as a Pass/No Pass course.

Satisfactory Academic Progress (as found in the *Fontbonne University Catalog*)

To earn a Fontbonne University graduate degree, a student must complete all requirements for the specific graduate program and the degree.

Federal regulations require the university to establish standards for satisfactory academic progress as an eligibility requirement for financial assistance.

A degree-seeking graduate student at Fontbonne University is expected to perform at a satisfactory academic level by:

- earning grades of B- or above in all graduate courses,
- achieving and maintaining a minimum cumulative grade point average (GPA) of 3.0, and
- following additional academic requirements specific to their graduate program:
 - *CP students in the accelerated master's pathway must maintain a cumulative GPA of 3.25 and earn at least a B in all graduate courses taken as an undergraduate*

The following policies apply to all students enrolled in the graduate program:

C and/or F Grades

A student who earns a grade of C in a graduate course will immediately be sent a letter of concern by the graduate program director with a copy sent to the advisor and a copy placed in the student's file. A student who earns a second C will be dismissed. The student may appeal the dismissal and request immediate

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reinstatement to the program by petitioning the college dean and with their permission may retake one of the two courses in which the C was earned as soon as the course is available. The Dean may set the conditions for retaking the course, including which of the two courses should be repeated.

Note: CP students are required to repeat any course in which they received a C.

A student who earns an F in a graduate course will be dismissed from the program and the university.

Repeating Graduate Courses

A graduate student may repeat one graduate course and repeat that graduate course one time only. Since many graduate courses are not offered each academic semester/term, the student who earned a first grade of C in a graduate course may, with the approval of the graduate program director, be allowed to take a limited number of additional graduate courses until he/she has the opportunity to repeat the course in which the C was earned. Additional conditions pertaining to continued enrollment may be set by the program. A letter stating the conditions will be sent by the program to the student, the Office of Academic Affairs, and the advisor, with a copy placed in the student's file.

Remediation

The FCS faculty makes every effort to support student success. In an effort to track student progress and identify concerns early on, the graduate program director will check in with each faculty member who is teaching FCS graduate students halfway through each semester. If concerns are present, they will be handled between the student, instructor, director, and chair as appropriate.

At the end of each semester, graduate faculty will complete an assessment form that evaluates all relevant graduate program objectives by student. Using this data, the graduate program director will track each individual student's progress in achieving each of the program objectives.

If concerns regarding a student's progress are identified through this assessment form, they will be discussed and handled on a case-by-case basis as mentioned above. This may involve completing remediation in the form of re-doing an assignment or demonstrating the objective in a different way.

Please see additional remediation policies and procedures outlined in the CP section of this handbook.

Dismissal

A student will be dismissed from the graduate program and the university by the Office of Academic Affairs if the student:

- earns a second C in a graduate course; or
- earns an F in a graduate course

GRADUATION

The FCS curriculum guide sheet for your graduate program that was in effect when you were admitted to Fontbonne is the one that you will follow to meet graduation requirements. Exceptions to this would be: changes that are made in the curriculum after you have been admitted that may be determined to be in your own best interest; and changes required by outside certifying, regulatory or licensure agencies.

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In order to graduate, students must complete an Application for Degree by the deadline for the semester they plan to graduate. Your advisor can assist you with this process, but ultimately it is your responsibility to complete the application by the deadline:

Graduation semester	Deadline for Application
Fall (December)	September 15
Spring (May)	February 1
Summer (August)	June 15

The application for degree and other forms can be located on the Fontbonne University website, under Academic Resources at the bottom of the registrar's office page:

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

EMPLOYMENT

Graduates of the MA in Health Advancement and Promotion from Fontbonne University will be prepared to work within a wide variety of settings that serve individuals, families, communities, and/or industry, which promote all aspects of health and wellness. Job outlook is strong for health communications, technical writing, and public relations.

CLASSROOM EXPECTATIONS

- Regular attendance: 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.
- Appropriate Dress: Refer to the section on Professional Meetings, Field Trips, Internships, Practicums and Field Based Experiences for more information about professional dress.
- Professionalism: FCS 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.
- Demonstrate Academic Integrity/Honesty in all assignments and interactions.

CLASSROOM RESPONSIBILITIES

Both faculty and students have responsibilities within the classroom. In order to maximize teaching and learning at Fontbonne University, the following are 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.

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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 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 3-4 hours per week for each credit hour taken.
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 PRACTICUMS

In order to provide a variety of experiences during the educational experience, 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 or will be announced by faculty members.

Field trips 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 should be appropriate to the site. Remember that you not only represent yourself but your peers, the department, and the University.

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Parking is available on the Fontbonne University campus for a fee (see costs section of the University Course Schedule). The parking permit/tag is only valid on the Fontbonne University campus. Students are responsible for all parking fees associated with field trip sites.

Medical insurance is the student's responsibility as are all fees associated with medical emergencies experienced on a field trip.

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 any practicum/supervised practice. If a student feels he/she is being asked to serve in the capacity of employee, he/she should contact the faculty member 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.

WRITING IN THE GRADUATE PROGRAM

The Department of Family & Consumer Sciences graduate program aim is to directly impact the health and wellbeing of individuals, families, and communities. Family & Consumer Sciences graduate students study together to develop a broad sense of our professional and Fontbonne University missions, that both call students to serve people in need. Throughout the FCS graduate coursework, students are expected to demonstrate written, oral, and visual communication skills. For some students, these skills are introduced/practiced, and improved upon, throughout the graduate program.

Because the discipline of Family & Consumer Sciences envelops the needs of individuals, families, communities, and businesses, 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 graduate coursework, graduates are prepared to gather, summarize, interpret, evaluate, and generate information that is communicated to their respective audiences effectively. Students may expect to develop the ability to write clear, detailed, and succinct technical reports vital to accurate reporting of both quantitative and observational data that is inherent to working with children, families, communities, and businesses. 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.

Graduate students in FCS can expect writing assignments that foster both the ability to critique as well as the ability to assert one's own reasoned judgments, especially in light of relating theory and practice. In addition, technical writing skills associated with documentation and curriculum development, along with informational

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writing skills appropriate for consumer and professional audiences will be developed, FCS graduate students must develop the skills to communicate with sensitivity to a variety of constituents. Students can expect a variety of reflective writing assignments to enhance these skill sets necessary to working with, and on behalf of children, families, communities, and businesses.

Please refer <https://www.fontbonne.edu/wp-content/uploads/2015/11/WritingatFontbonne.pdf> for more information.

The American Psychological Association (APA) Writing Style

The 7th edition is the required writing style for all 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 of 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.

The *Publication Manual of the American Psychological Association* (seventh edition) serves as a key reference in your FCS courses, it is advantageous for you to have your own copy. The APA manual is available for purchase at the Fontbonne University Bookstore.

Students may find this online APA tutorial helpful as a quick guide to some of the larger concepts:

<https://www.apastyle.org/learn/tutorials/basics-tutorial>

ACADEMIC HONESTY/INTEGRITY

Please access the Graduate section of the [Fontbonne University Catalog](#) for full policy information

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

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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).

Individual instructors will set specific policies regarding academic integrity. In general, students may expect to receive a zero (0) on any assignment, exam, test, or quiz and perhaps fail a course when a violation of academic integrity has occurred.

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 for 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.

Violations of academic integrity have a broad impact on the University and will result in University review and action. Faculty who observe violations of academic integrity are asked to report all violations to the office of academic affairs where records of violations will be maintained for five years. University review and action may include tutorials on the appropriate use of material, academic probation or expulsion, depending on the nature of the offense. All procedures for disciplinary action are detailed in the Griffin Scratch and Fontbonne policy manuals.

AMERICANS WITH DISABILITIES ACT

Fontbonne University offers services to students with documented physical, visual, hearing, learning, or psychiatric disabilities. Any student seeking academic accommodations under the Americans with Disabilities Act (ADA) must schedule an appointment with the director of the Kinkel Center to request specific accommodations; provide appropriate and verifiable documentation of the specific disabilities for which

accommodations are requested; and submit a request for accommodations in a timely fashion, usually at least 48 hours before the accommodation is needed. Depending on the disability and the accommodation requested, timely notification may be four to six weeks prior to the semester in which the accommodation is needed. For additional information, please see <https://www.fontbonne.edu/academics/academic-resources/kinkel-center-for-academic-resources/americans-with-disabilities-act-accommodations/>

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 found in the online [Fontbonne University 2020-21 Catalog](#).

PARKING

Parking is available on the Fontbonne University campus; the cost for a parking permit is \$40 for the summer semester; \$90 for the fall and spring semesters; or \$150 for the entire academic year (fall through summer). The parking permit/tag is only valid on the Fontbonne University campus. Students are responsible for any parking fees incurred at offsite experiences.

SCHOLARSHIPS/AWARDS

Scholarships are available from various professional organizations. Information regarding scholarships is available at the Fontbonne University Financial Aid office. The faculty will also be glad to help you with the application process given adequate notice.

SECTION TWO: COORDINATED PROGRAM IN NUTRITION AND DIETETICS

INTRODUCTION

Welcome to the Fontbonne University Coordinated Program in Nutrition and Dietetics (CP)! In 1917 the state of Missouri granted a charter for the Sisters of St. Joseph of Carondelet, St. Louis Province, to establish a liberal arts college for women in St. Louis, Missouri. Fontbonne is named for Mother St. John Fontbonne who refounded the Congregation of the Sisters of St. Joseph in Lyon, France, in 1808 after the French Revolution, and who sent the first six Sisters of St. Joseph to the United States in 1836. These sisters established their new headquarters in the Carondelet area of St. Louis. Fontbonne held its inaugural classes in 1923, and dietetics was one of the founding programs of the institution. The dietetics program later became and ACEND accredited didactic program in dietetics (DPD) which prepared graduates to enter a dietetic internship (DI).

In September of 2011, in an effort to address the imbalance in the number of qualified students versus available internship opportunities, the Academy of Nutrition and Dietetics introduced the Individualized Supervised Practice Pathway, or ISPP. Fontbonne immediately applied for a spot as a pilot school — and was accepted to enroll up to 12 students annually. In 2018, we increased our ISPP program capacity to a maximum of 15 students.

In 2019, our department made the decision to reorganize the DPD and ISPP into a master's level coordinated program in nutrition and dietetics (CP). This decision was based on many strategic factors, including a desire to better serve our existing students by allowing them to complete one seamless dietetics educational program. We feel that the new coordinated model will be more supportive of our current students while still providing opportunities for others seeking to complete supervised practice. The final cohort of ISPP students has a planned graduation date of December 2020. The first class of CP students will begin in summer of 2020.

MISSION STATEMENTS [ACEND Guideline 9.3.b.]

The CP at Fontbonne University has established its own mission, separate from the department and institutional mission, but one that is still compatible with the mission statement and philosophy of the sponsoring institution and the preparation of entry-level dietetics practitioners. To fully appreciate the CP mission, it is important to first have an understanding of the mission statements of Fontbonne University, the College of Education and Allied Health Professions, and the Department of Family & Consumer Sciences.
[University Mission Statement](#)

Fontbonne University, a Catholic institution sponsored by the Sisters of St. Joseph of Carondelet, is committed to the common good through the daily pursuit of transformative education, inspiring students to become global citizens who think critically, act ethically and serve responsibly.

<http://www.fontbonne.edu/about-us/mission/>

[College Mission Statement](#)

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The mission of the College of Education and Allied Health Professions (CEAHP) is to provide clinical, classroom, and community experiences in order to continue Fontbonne University's tradition of excellence in teacher, therapist, and allied health professional education. Programs offered in the departments of Education and Special Education, Communication Disorders and Deaf Education, and Family & Consumer Sciences are committed to enhancing both the personal and professional growth of individuals who will respect diversity, value lifelong learning, and make professional decisions guided by evidence based practice. Graduates will serve children, adults, and their families through the life cycle in a variety of settings.

Department Mission Statement

The mission of the Department of Family & Consumer Sciences (FCS) is to prepare graduates to become leaders and advocates who enhance the quality of life of individuals, families, and communities.

Program Mission Statement

The mission of the Coordinated Program in Nutrition and Dietetics at Fontbonne University is to prepare graduates as competent entry-level registered dietitian nutritionists. Graduates use their knowledge and skills in food, nutrition, health promotion, and communication to enrich quality of life and advance the health of individuals, families, and communities.

Educational Philosophy

The faculty in FCS are guided by the university's mission, vision, values, commitment, purposes and Catholic identity statement. We believe in the integration of a liberal arts education with professional competence in meeting the needs of individuals and families. All professional areas of specialization within the department recognize the impact of values and change on the lives of people.

ACCREDITATION [ACEND Guideline 9.3.a.]

Fontbonne University is accredited by The Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools. Fontbonne University is a member of the North Central Association, 30 North LaSalle Street, Suite 2400, Chicago, Illinois 60602-2504, 800-621-7440

The Fontbonne University Coordinated Program in Nutrition and Dietetics 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, IL 60606, 312/899-400, www.eatrightpro.org/acend

PROGRAM CONTACTS

Dena French, EdD, RDN, LD, Assistant Professor, Dietetics Program Director, Graduate Program Director
AB 125, 314-889-4760, dfrench@fontbonne.edu

Jamie Daugherty, PhD, RD, LD, Assistant Professor & Chair, Family & Consumer Sciences
AB 123, 314-719-8020, jdaugherty@fontbonne.edu

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PROGRAM GOALS AND OBJECTIVES [ACEND Guideline 9.3.b.]

Program Goal #1: *To prepare competent entry-level dietetics graduates in the areas of food, nutrition, and dietetics.*

*Objectives**

- a. At least 90 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (Required Element 3.3.3.a. Graduate Performance on Registration Exam; Data source: Pearson VUE Program Summary Reports)
- 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 dietitian nutritionists is at least 80 percent. (Required Element 3.3.3.b Graduate Performance on Registration Exam; Data source: Pearson VUE one-year summary report)
- c. Of the employers who respond to the survey, at least 80 percent will report that program graduates are at least adequately prepared for their position. (Required Element 3.4.d. Employer Satisfaction; Data source: Employer Survey)

Program Goal #2: *To prepare competent entry-level graduates who will achieve their career goals in food, nutrition, and dietetics.*

- a. At least 80 percent of program interns will complete program/degree requirements within 3.75 years (150% of the program length). (Required Element 3.3.b.1. Program Completion; Data source: Student information tracking sheet)
 - a.i. At least 80 percent of program interns who enter the program through the "alternative" pathway (with existing bachelor degree and DPD verification statement) will complete program/degree requirements within 26 months (150% of the program length). (Required Element 3.3.b.1. Program Completion; Data source: Student information tracking sheet)
- b. Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation. (Required Element 3.3.b.2. Graduate Employment; Data source: Six-Month/One-Year Graduate Follow-up Surveys)
- c. At least 50 percent of graduates who indicate that they are employed in nutrition and dietetics or related fields will report being employed in their desired area of practice (i.e. clinical, community, food and nutrition management, consulting and business, or education and research) within 12 months. (Required Element 3.3.a Program Specific Objectives; Data source: Supervised Practice Course Survey and Six-Month/One-Year Graduate Follow-up Surveys)
- d. Of the graduates who respond to the 12 month follow up survey, at least 80% will respond with a "4" or "5" to the question that asks how adequately the supervised practice portion of the program

prepared them for their current position. (Required Element 3.3.a. Program Specific Objectives; Data source: Program Graduate One-Year Follow-up Survey)

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

Program Concentration Area: Health Advancement and Promotion

The Fontbonne University CP provides a concentration in Health Advancement and Promotion, which is designed to build upon the knowledge requirements (KRDNs) and core competencies (CRDN's) set forth by ACEND in the 2017 standards. The concentration will equip our graduates with a unique skill set that can contribute to the overall health and wellbeing of the populations they serve, in a variety of settings. Through their graduate course work and supervised practice projects, students/interns are tasked with examining complex issues that affect health and well-being; proposing and implementing solutions; and advocating for clients and patients in a variety of settings, through various communication methods.

Graduates of the coordinated program in nutrition and dietetics will meet the following four concentration competencies through a combination of graduate coursework and supervised practice experiences:

- i. Demonstrate the ability to seek and utilize credible health-related resources to support their role as professional health communicators.
- ii. Translate and disseminate science-based information in a way that is understandable, ethical, and utilizes modern communication channels as a means to empower individuals to make positive lifestyle changes.
- iii. Advocate and argue for just health-related policies that directly impact the lived experiences of those whom they serve through their daily work.
- iv. Develop and implement strategies/programs that seek to improve the quality and years of healthy life and reduce health disparities in the populations of those whom they serve through their professional practice.

COORDINATED PROGRAM OVERVIEW [ACEND Guideline 9.3.d.]

The coordinated program in nutrition and dietetics at Fontbonne University prepares graduates as registered dietitian nutritionists (RDNs) through one seamless program. Beginning on January 1st, 2024 all candidates will be required to hold a graduate degree in order to be eligible to sit for the credentialing examination for RDNs.

The requirements to become a registered dietitian nutritionist (RDN) involve the following steps:

1. Completion of at least a bachelor's degree including didactic coursework through a university accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND)*;
2. Completion of supervised practice experience as required by ACEND
3. Passing a national examination administered by the Commission on Dietetic Registration (CDR)

**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 order*

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*to be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before **12:00 midnight Central Time, December 31, 2023**. For more information about this requirement visit CDR's website: <https://www.cdrnet.org/graduatedegree>. In addition, CDR requires that individuals complete coursework and supervised practice in program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Graduates who successfully complete the ACEND-accredited CP program at Fontbonne University are eligible to apply to take the CDR credentialing exam to become an RDN.*

In most states, graduates also must obtain licensure or certification to practice. For more information about state licensure requirements [click here](#).

Licensure information for Missouri can be found [here](#).

For more information about educational pathways to become a RDN [click here](#).

The coordinated program begins during the first semester of the junior year, or after they have completed all of the required prerequisites and successfully applied and been accepted to the program. Early applications are accepted when the student will have completed at least 75% of the prerequisite courses by the semester they plan to enter the CP. Students apply and are accepted as either first or second year CP students. First year students are defined as those entering the junior level, or third year of coursework according to the curriculum guide. They have two academic years remaining before they are ready to enter supervised practice. Second year students are those entering the senior level, or fourth year coursework according to the curriculum guide. They have one academic year remaining before they enter supervised practice.

Once accepted to the CP, students begin taking graduate level courses toward the master of arts along with undergraduate courses in nutrition and dietetics as part of the accelerated master's pathway which allows for up to 12 graduate credits to count toward both the bachelor's and master's degree.

CP students accepted under the alternative second year pathway are those who have already earned a bachelor's degree and DPD verification statement from an ACEND accredited program. They are only required to complete the graduate coursework and supervised practice portions of the CP.

Although experiential learning is integrated throughout the undergraduate coursework, documented supervised practice hours do not begin until the student reaches the second year of the coordinated program. During this time, students are enrolled in the two-course sequence Preparation for Supervised Practice I and II. While enrolled in these courses, students complete various experiences that count toward the required 1200 supervised practice hours including a practicum in pediatric counseling, catering events, and community wellness tables. These experiences are directly overseen by program faculty and are designed to assess and build upon student skills in order to prepare them for their upcoming full time rotations.

The following summer, students begin their full time rotation schedule which continues through the fall semester. During their final summer semester, students take a graduate elective course, and an advanced MNT seminar course in addition to supervised practice rotations. During the final semester of the program, students take a professional seminar course along with their rotations that includes various activities aimed toward preparing them to be successful on the credentialing exam, prepare for the job search and interviews,

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and sharpen their professional presentation and mentoring skills. Students typically graduate in December, unless for some reason they need to complete additional rotation hours or repeat a course (this is a very rare occurrence).

Students who meet our application criteria and who already hold at least a bachelor's degree and DPD verification will begin the program as second year coordinated students and are only required to complete graduate coursework and supervised practice requirements. The third and fourth year graduate courses are combined for these students, so they will typically finish the program within 18 months or five academic semesters (summer, fall, spring, summer, and fall).

Please refer to the curriculum guides included in Appendices A and B which show the course sequence for students entering as traditional freshmen/transfer students, and students who are only required to complete the graduate portion of the program.

Upon approval by the commission on dietetic registration (CDR), CP graduates are eligible to sit for the national registration exam for dietitian nutritionists in order to earn the RDN credential. In the state of Missouri, passing the CDR registration examination and successful submission of a licensing application and fee will result in licensure (LD or LDN) in the state of Missouri. Licensure information for Missouri can be found here: <https://www.pr.mo.gov/dietitians.asp>

Program graduates should check dietitian professional licensing laws in the state(s) in all states which they intend to practice as it can vary greatly from state to state. Licensure information is available on the CDR website at: <https://www.cdrnet.org/state-licensure-agency-list>

ADMISSION REQUIREMENTS AND APPLICATION PROCESS (ACEND guideline 9.3.f; 10.1.a.)

Applications to the CP are accepted between January and May each year. The preferred deadline is April 1; however, applications will be considered on a rolling basis through the start of the desired starting semester until all spaces for first and second year students are filled.

First year CP students typically begin the following fall semester, and second year students typically begin in the summer. This may vary depending upon the amount of coursework remaining in an individual student's curriculum plan.

Current Fontbonne students will work with their academic advisor to determine their personal timeline for applying to the CP.

CP Admission Requirements

For current Fontbonne Students (freshmen, transfer, second degree):

- Completion of at least 60 credit hours (includes transfer coursework)
- Completion of all required prerequisite courses with a C- or better (see curriculum guide)*

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- cumulative GPA for all coursework completed at Fontbonne
- Résumé
- Personal statement
- Two professional letters of recommendation

*Applications will be considered for students who will have completed at least 75% (36 credits) of prerequisite courses by the semester they plan to enter the CP

For Alternative 2nd Year CP Pathway Applicants*

- Completion of at least a bachelor's degree and DPD verification statement from an ACEND accredited institution by the semester they plan to enter the CP
- 3.0 overall GPA for all coursework completed
- Resumé
- Personal statement
- Two professional letters of recommendation
- Interview

**Applications for the alternative second year pathway from non-Fontbonne students will only be accepted when there are program openings that are not anticipated to be filled by current Fontbonne students.*

Detailed application instructions are provided on the program website at

<https://www.fontbonne.edu/academics/college-education-allied-health-professions/family-consumer-sciences-department/coordinated-program-in-nutrition-and-dietetics-b-s-and-m-a/ispp-admission-requirements-and-application-process/>

Conditional Admission Policy

For Current Fontbonne Students (Accelerated master's pathway applicants)

Students who do not meet the minimum GPA requirement at the time of application but who will be able to meet it within a reasonable amount of time may petition for conditional admission. These students must first submit a full application packet as outlined above. In the rejection letter, they will be invited to write a letter of petition outlining how they propose to meet the GPA requirement and a plan and timeline for doing so. Each case will be reviewed by the program director and program faculty, and the applicant will be informed of the committee's decision within 30 days. If the student is admitted, the conditions of their admission will be specified in the acceptance letter and must be met in order to remain in the program.

For Alternative Pathway (Graduate/Internship only applicants)

Graduate applicants with lower than an overall 3.0 GPA in all previous coursework will be considered for admission on a case-by-case basis. If admitted, the student must achieve a Fontbonne cumulative GPA of at least 3.0 upon completion of their first 12 graduate credit hours completed at Fontbonne University.

ASSESSMENT OF PRIOR LEARNING [ACEND Guideline 10.2.i.]

Undergraduate Courses

Upon applying to Fontbonne, the Admissions department reviews student transcripts for transferability of courses completed at other institutions. The CP director also completes a review, specifically geared toward coursework completed in food and nutrition related courses. When necessary, the CP director will ask additional faculty members to review the course to make a decision about whether it is equivalent to a course in the CP curriculum.

Graduate Courses

Fontbonne University will accept up to six graduate academic credit hours from another institution that are deemed to be transferable as currently required CP courses. The CP director will make a decision about course transferability. The transfer of credit policy is found under Academic Policies and Regulations in the online [Fontbonne University 2020-21 Catalog](#).

Competencies/Supervised Practice Hours

Fontbonne University does not currently have a policy for assessing competence or to allow students to earn supervised practice hours for volunteer or paid work experience completed prior to admission to the institution.

PROGRAM COMPLETION STANDARDS & GRADUATION REQUIREMENTS [ACEND Guideline 9.3.h.; 10.2.m.]

In order to graduate with an MA and receive a CP verification statement, students/interns must be continually enrolled and must:

- a. Achieve a grade of “B-” or better in all graduate courses
- b. Achieve a grade of “B” or better in graduate courses taken as an undergraduate student (accelerated master’s students)
- c. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.0
- d. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.25 while taking graduate courses as an undergraduate student (accelerated master’s students)
- e. Achieve at least a “competent” rating in all ACEND required CRDNs and the four program concentration competencies.
- f. Complete a minimum of 1200 supervised practice hours*
- g. Complete the program within 3.75 years (for accelerated master’s students) or 26 months (graduate/internship only) from the start date (this time frame may be extended for extenuating circumstances at the discretion of the CP Director).

*Due to the COVID-19 pandemic, ACEND has temporarily reduced the number of required supervised practice hours to a total of 1000 through June 30, 2022. If deemed necessary, the CP Director will use this flexibility to allow students to graduate in a timely manner.

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At least 600 of these hours must be in professional work settings (onsite or virtual). These remaining hours may be accomplished through simulation or other alternative experiences. (See Appendix E for ACEND communication on this policy change)

Also due to the pandemic, there is an expected reduction in site availability. When this occurs, every effort will be made to assure all interns complete the program in the expected timeframe, including the use of alternative experiences mentioned above. However, it is possible that circumstances may require supervised practice experiences to extend past that time. (See Appendix F for ACEND communication to current and future students)

VERIFICATION STATEMENTS [ACEND Guideline 10.2.n.]

Upon successful completion of all required course work, assignments, supervised practice experiences, hours, competencies, and conferral of the Master of Arts in Health Advancement and Promotion, the CP Director signs a Verification Statement substantiating program completion. Each graduate is provided with six (6) original signed CP verification statements and/or an electronically signed and verified PDF. One original signed Verification Statement is maintained indefinitely by the Department of Family & Consumer Sciences. After signing the verification statement, the CP Director submits each graduate's eligibility application to the Commission on Dietetic Registration (CDR) via the online Registration Eligibility Processing System (REPS) within 30 days of receiving final transcripts with conferred degrees.

CALENDAR AND PROGRAM SCHEDULE [ACEND Guideline 9.3.g; 10.2.q.]

Academic calendars for each semester are located on the university website at:
<https://www.fontbonne.edu/academics/academic-resources/course-schedule/>

First year CP students will follow the university academic calendar for scheduled holidays and breaks.

Second year CP students/interns who are in full time supervised practice rotations will follow the schedule provided by their site, with the exception of the following holidays (as observed by the University, see academic calendars):

Martin Luther King Jr. Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Break

These holidays mentioned above are accounted for in the rotation schedule, and interns are not expected to attend rotations on those days. Interns should plan ahead to use their "extra" hours as vacation time if they desire to take additional days off (for more information on this topic, see the **Vacation, Holidays, and Time off** section of this Handbook).

The curriculum guides provided in Appendix C and D show the recommended sequence of courses for both the accelerated master's (BS + MA) and the alternative 2nd year (graduate only) pathways.

Full time supervised practice rotations occur during the final two semesters, typically beginning in May, at the start of the early summer semester. The exact sequence of rotation experiences may vary, but each intern will

receive a well-rounded experience in clinical, community, and food service management. Below is a sample rotation schedule showing a typical sequence of experiences:

Sample Rotation Schedule

Week	Rotation / Site
1	Clinical - Anderson Hospital
2	Clinical - Anderson Hospital
3	Clinical - Anderson Hospital
4	Clinical - Anderson Hospital
5	Clinical - Anderson Hospital
6	Clinical - Anderson Hospital
7	Clinical - Anderson Hospital
8	Clinical - Anderson Hospital
9	Clinical - Anderson Hospital
10	Clinical - Anderson Hospital
11	Food Service Management - Anderson Hospital
12	Food Service Management - Anderson Hospital
13	Food Service Management - Anderson Hospital
14	Food Service Management - Anderson Hospital
15	Food Service Management - Anderson Hospital
16	Food Service Management - Anderson Hospital
17	Food Service Management - Anderson Hospital
18	Food Service Management - Anderson Hospital
19	Food Service Management - Anderson Hospital
20	Community - People's Health Center WIC
21	Community - People's Health Center WIC
22	Community - St. Louis ARC
23	Community - St. Louis ARC
24	Community - St. Louis ARC
25	Community - St. Louis ARC
26	Community - BJC Help for your Health
27	Community - BJC Help for your Health

28	Community - BJC Help for your Health
29	Thanksgiving-no rotations (unless needed for make-up hours)
30	Workshops/presentations
31	Workshops/presentations

SCHOLARSHIPS/AWARDS AND FINANCIAL AID [ACEND Guideline 9.3.i.]

Financial assistance is available to CP students in the form of federal aid and loans. All students should fill out the [FAFSA](#) for each year they are enrolled in the program, even if they do not plan to accept all of their financial aid/loan package. The Financial Aid office on campus is available to assist students in understanding their options for paying for school. Additional information can be found online [here](#).

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 online [Fontbonne University 2020-21 Catalog](#). 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 be glad to help you with the application process and provide a letter of recommendation given adequate notice (at least two weeks prior to deadlines).

Annually, the FCS department faculty gives an annual 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 Student for a graduating student or students with the highest Fontbonne GPA.

STUDENT SUPPORT SERVICES [ACEND Guideline 10.2.t.]

Information about student support services is located under Student Life in the online [Fontbonne University 2020-21 Catalog](#). Topics covered there include academic support services, the bookstore, health services, ID cards, parking, financial aid, the student activity center, student affairs, and student honors societies.

COSTS (ESTIMATED) [ACEND Guideline 9.3.d.]

	Total cost for students beginning from first year status (includes time in program starting at Junior year)	Total cost for students beginning from second year status (includes only graduate coursework and supervised practice)
Tuition and Fees	Year 1 (including summer) = \$30,570 Year 2 (including summer) = \$27,100 Final year (summer semester only) = \$3,200 Total estimated cost: \$60,870	\$28,000
Graduation Fee	\$150 (\$75 for B.S. + \$75 for M.A.)	\$75
Additional Course Fees (covers cost of lab fees, RDN exam study materials, and electronic student tracking tool)	\$1530	\$1110
Textbooks and Reference Materials**	\$1600	\$800
Professional Liability Insurance	\$39	\$26
Physical Examination, Immunizations (MMR, Chicken pox, Hepatitis A, annual Flu) and annual two-step TB test***	\$200 (estimated, depends on individual needs insurance plan)	\$200 (estimated, depends on individual needs insurance plan)
Background Check and Drug screen	\$120	\$120

ServSafe® or similar food protection certification (if not currently certified)	\$70	\$70
Academy of Nutrition and Dietetics Student Membership	\$58/year	\$58/year
St. Louis District Student Membership	\$11/year	\$11/year
Parking	\$90/semester; \$150/academic year	\$90/semester; \$150/academic

*For information about refund of tuition and fees and/or program withdrawal, refer to the Academic Policies and Regulations in the online [Fontbonne University 2020–21 Catalog](#). [ACEND Guideline 10.2.p].

Financial Aid information can be found online [here](#).

** Reliable computer and internet access are required

***Additional immunizations and/or screens may be required by site.

ACADEMY MEMBERSHIP

Coordinated Program students/interns are often required to utilize resources which are only available to members of the Academy of Nutrition and Dietetics (AND). Examples include the Evidence Analysis Library (EAL) and articles from the AND Journal. Student membership has many other benefits, including eligibility for scholarships and connecting with other students through the online community.

Student membership in the Academy is recommended for first year CP students, and required for second year CP students. Second year students are also required to join, and attend monthly meetings for the St. Louis chapter of the Academy (AND-STL). Students must provide continued proof of current membership in AND once they become second year CP students.

Student membership information and application are available at <https://www.eatrightpro.org/membership/membership-types-and-criteria/student-member>

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DRUG TESTING AND CRIMINAL BACKGROUND CHECKS* [ACEND Guideline 10.2.d]

All students must complete a criminal background check at least four weeks prior to the start of any experiential learning or supervised practice experience/rotation. Background checks are run through the Missouri Highway Patrol, but includes all history of criminal activity. The student must also register with the Missouri Family Care Safety Registry. Results of both screenings are maintained on record within our college. A copy of the report may only be released directly to the student, and is available to pick up from Jane Wolff, Teacher Certification Coordinator, East Building room 235.

The student must complete and pass a drug screen test prior to the start of supervised practice rotations. Further details and instructions on the each of these screenings will be provided.

The program director must receive documentation that the applicant has a negative drug screen and has not been convicted of any crime pursuant to Section 324.217 or other disqualifications that would prohibit licensure as a registered dietitian. Further information about Section 324.217 and Missouri Licensure can be found at:

<http://www.moga.mo.gov/mostatutes/stathtml/32400002171.html>

<https://www.eatrightmissouri.org/page/missouri-licensure>

*Students who fail the above screenings will be subject to termination from the CP. See the Disciplinary and Termination Procedures outlined in another section of this handbook.

IMMUNIZATIONS AND HEALTH RECORDS

To meet Federal and State health code requirements, each student/intern must provide proof of current immunizations for a minimum of measles, mumps, rubella, chicken pox, Hepatitis A and flu and submit a health report, which includes a physical exam and tuberculosis skin test (PPD for TB) completed a minimum of four weeks prior to the start of any experiential learning or supervised practice experience/rotation. Note that certain sites may require additional immunizations; interns will be notified of such situations by the CP Director. The flu and 2-step tuberculin tests must be repeated annually. It is the intern's responsibility to comply with all immunization and health requirements of the sites to which they are assigned. This information will be held in the intern's file.

INSURANCE REQUIREMENTS [ACEND Guideline 10.2.a., b., c.]

Automobile insurance coverage is required and must be kept current throughout all supervised practice rotation experiences. The CP assumes no liability in this area. Interns must provide proof of automobile insurance coverage at least four weeks prior to the start of their first supervised practice experience/rotation. Failure to maintain uninterrupted automobile insurance may result in program suspension; no supervised practice experiences/rotations can be completed without proof of automobile insurance.

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Medical insurance is the intern's responsibility while participating in the CP. Supervised practice sites must make emergency medical care available to interns who may become ill or injured while at the site. There may be fees for this service dependent upon the nature of the illness or injury. These fees are the sole responsibility of the intern.

Professional liability insurance is required and must be purchased by the student/intern on a yearly basis. The purpose is to protect the student/intern against liability for any damages arising out of negligent acts, errors, or omissions in connection with the intern's performance to meet CP requirements. The CP Director will provide interns with information about how to obtain the professional liability insurance and the fee payment (see the **Costs** section of this Handbook). The finance department submits the required application material and fee to the designated insurance company for processing and approval and maintains a file for the original forms.

TRANSPORTATION [ACEND Guideline 10.2.b.]

Each student/intern must have his/her own car and valid driver's license as travel to off-campus experiences and supervised practice sites is required (see **Insurance** section of this Handbook). Students/interns are responsible for safe travel to and from the assigned sites, as well as any expenses incurred for gas, tolls, parking, meals, and housing to and from assigned graduate courses, supervised practice sites, and professional meetings/conferences.

PROFESSIONALISM AND STUDENT RESPONSIBILITIES

Coordinated program students/interns are expected to uphold the highest standard of professionalism at all times when participating in classroom, experiential learning/supervised practice experiences, university sponsored activities, and other related events. Students/interns should also use discretion when using social media (see the **Social Networking** section of this Handbook). Professional attributes will be assessed by both the CP director, faculty, and preceptors throughout the program. Specific expectations for professionalism can be found in the CP Student/Intern Responsibility Statement (see Appendix G), the Classroom Responsibilities section of the Graduate Handbook, and the list below (please note this is *not* an exhaustive list).

Failure to comply with any of the aforementioned professionalism standards may result in written warning(s) that could lead to termination from the program (see the **Disciplinary and Termination Procedures** section of this Handbook).

Professionalism Expectations for Students/Interns

- a. Arrive prepared and take initiative to complete tasks on one's own (initiative and proactively developing solutions)
- b. Act as a role model for the dietetics profession
- c. Demonstrate genuine concern and provide excellent customer service when serving various populations (customer focus)
- d. Demonstrate a willingness to leave one's comfort zone and to try new things (risk taking)

- e. Demonstrate critical thinking in a variety of situations
- f. Ability to alter schedule/projects as needed and respond appropriately to changing situations (flexibility)
- g. Manage his/her schedule effectively to complete projects and other tasks on time (time management)
- h. Demonstrate the ability to arrange his/her workload appropriately to meet deadlines and the needs of the site (work prioritization)
- i. Demonstrate reliability by arriving on time, adjusting schedule as needed to complete work, and complete projects and tasks in a manner that is accurate and of high quality (work ethic)
- j. Demonstrate a positive attitude toward learning by actively participating and showing interest in the content of rotation or experience
- k. Communicate regularly and appropriately with director and preceptors
- l. Take responsibility for his/her learning
- m. Handle stressful situations appropriately by maintaining composure / excusing oneself from the situation when unable to do so
- n. Appropriately accept constructive criticism, and show a willingness to incorporate feedback in future actions

ABSENCES

Class attendance and participation is integral to your success in the program. Check your course syllabi, as instructor policies related to class attendance may vary. If you need to miss a scheduled class session, it is your responsibility to contact the course instructor ahead of time and to make arrangements to submit any coursework that is due. You should also arrange to obtain notes from a classmate and assure you have all materials needed to complete any homework assigned for the next class session.

When participating in supervised practice experiences, interns must immediately notify the appropriate preceptor if they are going to miss any part of a rotation due to illness or other extenuating circumstances. The Program Director must also be notified by email of all absences when they occur. Interns should indicate the reason for the absence, the amount of time missed and the plan for making up for the missed time, if needed. Excessive absences (defined as ≥ 15 rotation days) may require that the intern request a leave of absence. The procedure for requesting a leave of absence is provided under Academic Policies and Regulations in the online [Fontbonne University 2020-21 Catalog](#). [ACEND Guideline 10.2.p.]

Weather Related Absences

Interns are expected to report to their supervised practice sites on all scheduled days. If the site should close due to inclement weather or other unforeseen conditions, the intern will not report to that site that day but should still inform their Program Director of the absence and make arrangements for making up the missed time.

For on campus classes, please follow campus alerts to find out if classes are in session, delayed, or cancelled. Typically an email is sent to the campus community to alert you of closings or scheduling changes. Students may also sign up for text alerts at: <https://www.getrave.com/login/fontbonne>

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CODE OF ETHICS FOR THE DIETETICS PROFESSION

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 CP students/interns are required to be members of the Academy by the start of their second 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>

DRESS CODE

Professionally appropriate attire is required any time a student/intern is participating in professional meetings (on or off campus), experiential learning, supervised practice rotations, or other university sponsored activities. Shorts, jeans, low cut tops, and graphic t-shirts are examples of inappropriate dress. Tennis shoes, flip flops, and spiked heels are examples of inappropriate shoes. Distracting clothing, jewelry, hair, nails, body art/tattoos, and body piercings are typically considered inappropriate. Students/interns should follow the dress code of each supervised practice site when provided.

SOCIAL NETWORKING

Common sense and general HIPAA and FERPA rules should be followed at all times when using any form of electronic communication or social networking. You may not mention anything that pertains to your supervised practice experience in these forms of social media. This includes, but is not limited to location, name of facility, name of preceptor or other staff, or any specific information about clients/patients.

LEADERSHIP

The coordinated program curriculum includes a 40-hour leadership experience during students' second year. Students will have the opportunity to engage in various positions where they would like to gain experience including: Academy/St. Louis District Student Liaison, Class Historian/Social Media Committee, Community Engagement and Service Chair, Department Teaching Assistant, Griffin Market Assistant, Mentoring Program

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Committee, Public Policy and Advocacy Chair, Teaching Kitchen Assistant, and Preceptor Appreciation Committee. A list of available positions will be provided and students will “apply” prior to the fall semester. The CP director will attempt to match students to one of the top three positions they desire, but this is not guaranteed. After receiving their leadership position assignment, students will complete a leadership skills module and create a set of objectives and a roadmap for their position. Upon completing the duties of their leadership position, students will self-evaluate their skills and success based on their objectives and complete a reflection of the experience.

MENTORING

All CP students will engage in mentoring, first as a mentee and later as a mentor. First year students are matched with a mentor in the class ahead of them as they are entering their second year of the program (i.e. first summer). The following summer, as they are beginning supervised practice, those students become mentors to the class behind them. The purpose of the mentoring program is to foster leadership skills that will translate to professional practice. Mentors provide peer support and encouragement, and help increase success of other students.

PLACEMENT AT SUPERVISED PRACTICE SITES [ACEND Guideline 8.1]

The CP Director meets with each student the semester prior to the start of supervised practice to discuss current career goals, interest areas, and specific sites that the student would like to experience. The director makes an effort to consider all of these aspects when creating the rotation schedule. Students are not required to identify any of their supervised practice sites, although arrangements may be made to accommodate special interests when the program does not have an existing relationship with a requested site. In no case may a student identify ≥ 10 percent, or more than 120 hours of their own supervised practice experiences.

All facilities used for supervised practice are considered local (less than 100 miles from the university). On rare occasions, a remote site (100 miles or more from the university) may be incorporated into an intern’s schedule, but only at the intern’s request and when the intern has identified this site as a possibility. An example might be requesting to complete a short rotation in one’s hometown, at a hospital when the intern has already established a relationship with the clinical manager. In these situations, the request is discussed between the director and the intern and an affiliation agreement is worked out with the site to allow the intern to rotate there. In no case is an intern allowed to complete ≥ 10 percent, or more than 120 hours at remote and/or student identified sites.

ROLE AND RESPONSIBILITIES OF CP STUDENTS/INTERNS [ACEND Guideline 10.2.e.; 10.2.f.]

CP students/interns may not be used to replace employees at supervised practice sites during rotations (exception during staff relief). On rare occasions, a site may temporarily hire an intern and place them on their payroll for the time they are there. In these cases, interns must apply for these rotations through a selective

process that involves the CP Director and hiring manager at the supervised practice facility. Otherwise, interns are not considered to be employees of supervised practice sites and are not compensated for their work.

If an intern feels he/she is being asked to serve in the capacity of an employee or is asked to complete duties that are not conducive to the learning experience, he/she should contact the CP Director immediately.*

The intern functions in a learning capacity with the direct guidance and supervision of a professional preceptor. Therefore, an intern is expected to work closely with their assigned preceptor(s) and CP Director, keep them informed of their daily activities and whereabouts, and present him/herself in a professional manner at all times. Professionalism expectations and responsibilities of CP students/interns are outlined in the Student/Intern Responsibility Statement, located in Appendix G.

*Important Note: Due to the COVID-19 pandemic, there is a possible reduction in site availability expected through the 20-21 school year. Therefore, at time interns may fulfill a different role than normally expected at a site. If a site is accepting interns and deemed safe for all those involved, interns may be asked to assist in a volunteer capacity in order to gain perspective on current operations in light of the pandemic. In these cases, interns will be provided with supplemental and virtual activities to complement their learning, which are overseen by a site preceptor and/or the Program Director. (See Appendix F for ACEND communication to current and future students)

SUPERVISED PRACTICE HOURS AND DOCUMENTATION [ACEND Guideline 10.1.d.]

Interns must complete a minimum of 1200 documented supervised practice hours in order to complete the CP and receive a verification statement.* Approximately 200 hours are built into activities that take place during the final two semesters leading up to supervised practice rotations (such as those that are part of FCS 536 and FCS 538). Supervised practice rotations are scheduled to provide the remaining required hours and are part of the supervised practice courses FCS 546 and FCS 547.

The hours earned through curriculum related activities and scheduled rotation hours may result in an excess of hours that may be used toward vacation, personal, or sick days during rotations. See further information about appropriate use and requesting to use these additional hours in the **Vacation, Holidays and Time Off policy**.

The CP Director is responsible for tracking all supervised practice hours completed by interns and continuously monitors student/interns' earned hours and accounts for any planned time off. The CP Director will periodically update students/interns on where they stand with their earned hours and inform them when they are required to make up time in order to stay on track for graduation. Interns are encouraged to also monitor their own hours, and should immediately inform the CP Director if they notice any discrepancies related to documentation of their supervised practice hours.

Class projects and other program activities that count toward supervised practice hours will be tracked by the program director upon completion. When completing onsite rotations, students/interns will enter their hours

worked using the Typhon system. Their preceptor will then approve those hours using the same system. Additional information and training on using the Typhon system will be provided prior to starting supervised practice rotations.

***Important Note:** Due to the COVID-19 pandemic, ACEND has temporarily reduced the number of required supervised practice hours to a total of 1000 through June 30, 2022. At least 600 of these hours must be in professional work settings (onsite or virtual). These remaining hours may be accomplished through simulation or other alternative experiences. In order to accommodate for these policy changes along with a significant reduction in site availability, some rotations may be partially or fully virtual, and/or overseen by the Program Director during the 20-21 and 21-22 school year. (See Appendix E and F for ACEND communications)

VACATION, HOLIDAYS, AND TIME OFF [ACEND Guideline 10.2.q.]

See the **Calendar** section for information on holidays observed by the university and other days that students/interns are not expected to attend class/rotations. Note that rotation sites may be closed or unavailable on other days, but these are not included in the rotation schedule. Examples may include Veteran's Day, Columbus Day, school closing dates, or preceptor vacation days. When possible, the CP Director will inform students/interns of these situations, but it is ultimately the student/intern's responsibility to stay abreast of the days their rotation site is unavailable and to adjust/make up hours accordingly.

In the case of rotation sites closings, interns have the option to use excess hours (if available) to take the day off or they may work on campus if the university is open. Interns are typically not approved to work from home (see temporary exception to this outlined in the Update below)*. Either way, the intern must inform the CP Director of the situation as soon as possible. If working on campus, the intern should request an additional project to work on, either from their preceptor or the program director. Interns may not use time on campus to work on class homework assignments.

*Due to the COVID-19 pandemic, interns are approved to work virtually with preceptors and/or complete assignments to earn supervised practice hours at home during the 20-21 and 21-22 school year. Interns should still follow the guidelines above if planning to take time off. Hours worked at home must be logged appropriately according to the **Supervised Practice Hours and Documentation** policy outlined above.

Policy for Short Time-Off Requests (One or Two Consecutive Work Days): Planned time off, such as vacation or personal days, must be requested and pre-approved by the CP Director. Interns should submit day off requests as early as possible, preferably within two weeks of the start date of the effected rotation. This allows the director to inform the site when introducing the intern two weeks prior to the rotation starting. When requesting days off after this time frame, interns must obtain approval from both the program director *and* the main preceptor for the rotation.

Policy for Longer Time-Off Requests (Three or More Consecutive Work Days): If an intern wishes to take more than two consecutive work days off during rotations (for example, Monday, Tuesday, and Wednesday or

Friday, Monday, and Tuesday) they must submit this request within 60 days of the start of their rotation schedule. Requests submitted past this date will not be considered.

Unplanned absences, such as missing days due to illness or car trouble, are accounted for in the same manner as planned absences. Both scenarios result in a reduction of the intern's excess supervised practice hours, when available. If the intern does not have excess hours available, the intern must make up the missed hours. See the **Absences** section of this Handbook for more specific information on how to handle unplanned absences.

Due to the various situations outlined above which include the potential for unplanned circumstances, interns are strongly encouraged to keep a positive balance of supervised practice hours at all times throughout the supervised practice portion of the internship.

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 online [Fontbonne University 2020-21 Catalog](#) under Academic Policies and Regulations

For information about refund of tuition and fees and/or program withdrawal, refer to the same catalog link above [ACEND Guideline 10.2.p.].

ASSESSMENT OF STUDENT LEARNING AND PROGRESS [ACEND Guideline 10.2.j.]

Once students are accepted into the coordinated program, they will be assessed in numerous ways. Program faculty provide feedback about performance after the completion of each assignment. Student performance is also assessed formally at the end of each semester. Academic advisors will review all CP students' GPA at the end of each semester and assure that the required grades were received in all courses. See the Retention and Remediation section of this Handbook for the policies and procedures related to GPA and course grades.

Graduate Coursework and Supervised Practice Experiences

ACEND and program concentration competencies are assessed in graduate work by course instructors. The data are reviewed by the CP Director at the end of each semester. If concerns arise, the CP Director will contact the course instructor for additional information and to determine whether a remediation plan is needed.

Supervised practice experiences that are part of graduate courses (i.e. FCS 536 and FCS 538) are formally assessed at the completion of the project/experience. The course instructor will provide a rubric/evaluation to the student and in some cases, meet to discuss progress. If concerns arise through these projects, the CP Director will work with the course instructor to determine whether a remediation plan is needed.

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For more information on the remediation procedure, see the **Retention and Remediation** section of this Handbook.

Mid-Rotation Progress Report

In an effort to increase intern success and identify potential concerns early, the CP Director will solicit informal feedback from preceptors at or around the midpoint of each supervised practice rotation. If concerns are expressed, the director will discuss appropriate next steps with the preceptor and carry out a remediation plan if needed. If necessary, the director will follow the Procedure for Unsatisfactory Supervised Practice Performance of the Retention and Remediation policy.

End of Rotation Evaluation

Competencies related to each supervised practice activity are noted on the rotation activity checklist. Preceptors will assess intern performance on some of these projects using the online end of rotation evaluation that is completed in Typhon. Each evaluation also includes a formal assessment of intern professional attributes. Interns will also self-evaluate using a similar online form. At or near the end of the rotation, the preceptor and intern review the completed forms and discuss areas of strength and opportunities for improvement. Both the preceptor evaluation and the intern's self-evaluation are available for the CP Director to review once submitted in Typhon.

Rotation Activities and Projects

Within two weeks of the end of each rotation, interns submit all completed rotation activities and projects through their online portfolio for the CP Director to review. The CP Director assesses intern competency related to each activity and records the rating directly on the rotation documentation checklist before returning to the intern. Competency ratings are then recorded on assessment data forms and in a master spreadsheet which tracks all ACEND and program concentration competencies met by each intern individually.

If remediation is needed on any supervised practice project, the CP director will inform the intern when returning the documentation checklist. At that time, the specific needs and timeline for completion of remediation will be determined. The program director will reassess the competencies once the project has been resubmitted.

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

The FCS and CP faculty make every effort to support student/intern success. The evaluation process allows for ongoing feedback by the faculty to each student/intern. Every CP student/intern will be formally assessed, and must successfully meet each of the ACEND required competencies and all four of the program concentration competencies (for a complete listing, please see Appendix H).

Students receive formal feedback for coursework following completion of 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.

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You will also meet with your academic advisor at least once each semester (mandatory for clearance to register for courses in the following semester).

When completing supervised practice experiences, students/interns will receive both informal feedback and formal evaluations from preceptors at the completion of each rotation. They will also meet with the CP Director at the mid-point of full time rotations to discuss progress made up to that point.

To support the successful completion of the program and ACEND/program concentration competencies, the program faculty and CP Director may require that a student/intern repeat assignments, courses, supervised practice activities, and rotations where competencies have not been met; this includes course assignments where competencies are assessed, or when receiving a rating below “competent” on an evaluation for a supervised practice activity or rotation.

If you find that you are not doing well in one or more of your courses or in a rotation, do not 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 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 success, work together with your course instructor, academic advisor, program director, and/or preceptor. Communicating potential issues and concerns early will typically lower the severity and in many cases, eliminate the issue altogether.

The following sections outline program policies and procedures for situations when student/intern work does not meet the standard.

Accelerated Master’s Pathway (applies to students taking graduate courses while still classified as an undergraduate)

Policy: Undergraduate students admitted to a master’s program through an Accelerated Path must maintain a cumulative GPA of 3.25 (or higher if required by the specific program) and meet any other requirements established by the specific program in order to retain their Accelerated Path admission status.

Students must earn at least a 'B' in graduate courses taken as an undergraduate to maintain eligibility to advance to the master's level following conferral of their bachelor's degree. Students who do not retain their Accelerated Path admission to a graduate program are eligible to apply for admission to the graduate program through the regular application process. Failure to satisfy admission requirements or leaving Fontbonne University before completion of the bachelor's degree negates the Accelerated Path agreement.

Procedure for GPA:

1. A student accepted to the coordinated program/accelerated master's pathway whose cumulative GPA at Fontbonne drops below 3.25 will be sent a letter of concern and placed on program probation.
2. The student will be required to raise their GPA to 3.25 by the end of the next academic semester in which they are enrolled in courses.
3. If the GPA requirement is not met by the end of that semester, the student will be terminated from the coordinated program/accelerated master's pathway and will be required to select a different degree program. If desired, they may reapply for the traditional graduate program.

Procedure for Course Grades:

1. A student accepted to the accelerated master's pathway who earns a B- in a graduate level course will be sent a letter of concern and placed on program probation. (see procedure below for what will occur if a grade of C or F is earned in any graduate course)
2. The student will be required to retake the course that they earned a B- in the next time it is offered.
3. The B.S. will not be conferred until after the course is retaken and the student successfully earns a B or better.
4. If after the second attempt, the student still does not earn a grade of B or better, the student will be terminated from the accelerated master's pathway and will be required to select a different degree program. If desired, they may reapply for the traditional graduate program.

Graduate (applies to all students once they reach full graduate status)

Policy: CP students must maintain a cumulative Fontbonne GPA of at least 3.0 and earn at least a B- in all graduate level courses (see policy above that applies to students while in the accelerated master's pathway). If a grade of C is earned in a course, the student must retake the course the next time it is offered. In accordance with Fontbonne University policy, a CP student who earns a second C or an F in any graduate course will be dismissed from the program and the university. For more information, please see the full policy for Satisfactory Academic Progress in the online [Fontbonne University 2020-21 Catalog](#)

Procedure for GPA:

1. A graduate student whose cumulative GPA at Fontbonne drops below 3.0 will be sent a letter of concern and placed on program probation.
2. The student will be required to raise their GPA to 3.0 by the end of the next academic semester in which they are enrolled in courses.

3. If the GPA requirement is not met by the end of that semester, the student will be terminated from the program and the university.

Procedure for Course Grades:

1. A student who earns a course grade of "C" in a graduate level course will immediately be sent a letter of concern, and the student will be required to repeat the course the next time it is offered.
2. A student who earns a second course grade of "C" in a graduate level course will be dismissed from the program and university.
3. Any student who earns a course grade of "F" in a graduate level course will be immediately dismissed from the program and university.
4. The requirement to repeat a graduate course could result in a delay of graduation, depending on when the course is offered. This will be handled on a case by case basis.

Course Assignments

Policy: At times, a student may be required to re-do a course assignment if they received a grade below C, and/or received lower than a "competent" rating from the instructor on the course assessment form.

Procedure:

1. The student will be informed of the need to re-do the course assignment.
2. The student will work with the course instructor to outline the expectations and deadline of completing the assignment. If needed, an alternative assignment may be provided to demonstrate a competency.
3. The course instructor will inform the CP Director of the agreed upon plan and timeline
4. Once completed, the instructor will provide the CP Director with documentation that the assignment was redone successfully along with the updated grade and/or competency rating.
5. The final course grade will not be effected.

Supervised Practice Performance

Preparation for Supervised Practice

CP Students/interns are given opportunities to meet competencies and earn supervised practice hours through required experiences in FCS 536 and FCS 538, Preparation for Supervised Practice. Examples include classroom teaching, catering, and community counseling. These activities are supervised by program faculty and are meant to assist students/interns in gaining experience and confidence prior to the start of full time supervised practice rotations.

Policy: CP students/interns must demonstrate an acceptable level of competence in course activities that are designed to meet ACEND and program concentration competencies. When performance on these activities is rated below "competent/meets expectations", the student/intern may be required to repeat the activity. In certain situations, the CP Director may delay the start of full time rotations and/or discuss alternative career pathways and counsel the student/intern into a different degree program.

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Procedure:

1. If a student/intern does not receive at least a competent rating in a minimum of 80% of the evaluated areas for the activity (does not include areas marked “not applicable”) the student/intern may be required to repeat the activity, or another one similar to it.
2. A remediation plan will be determined and agreed upon by the student/intern, supervising faculty, and the CP Director.
3. Students/interns undergoing remediation for pre-supervised practice activities may be delayed in their start of supervised practice rotations until it is deemed appropriate for them to do so by the CP Director.
4. If deemed appropriate by the student’s academic advisor and/or CP Director, logistics related to placement in an alternative degree plan will be discussed (for example, B.S. in Nutritional Sciences). [ACEND Guideline 10.1.c.]

Supervised Practice

Policy: Interns are expected to make sufficient progress during supervised practice rotations, resulting in meeting each of the ACEND required CRDNs and program concentration competencies at the “competent” level for entry-level practitioners. Interns are expected to inform the CP Director and their preceptor in a timely manner if they are struggling in their rotation.

Interns are evaluated both informally and formally during each rotation. At a minimum, intern progress is evaluated at the midpoint and at the completion of each rotation by their preceptor(s). Goals and plans for continued improvement will be discussed as needed based on the results of the evaluation. It is the intern’s responsibility to proactively seek feedback if it is not being provided in a timely fashion from their preceptor, and to alert their CP Director of any concerns related to this area. Any concerns related to an intern’s performance should be brought to the CP Director immediately.

To pass a rotation, interns must receive at least a competent rating in a minimum of 80% of the evaluated areas for the rotation (does not include areas marked “not applicable”) and an overall recommendation of “pass” from the preceptor on the final evaluation form

If the evaluation qualifies as passing but the preceptor recommends remediation for a particular skill, task, or project an individualized plan will be developed, agreed upon, and signed by the CP Director, preceptor, and intern.

If the preceptor recommends passing but less than 80% of the evaluated areas are rated competent, the CP Director will review the below competent areas and determine whether a remediation plan is needed. If needed, an individualized plan will be developed, agreed upon, and signed by the CP Director, preceptor, and intern.

Remediation may involve additional supervised practice hours, projects, or assignments that allow the intern to achieve the goals of the plan. Although remediation may result in additional work hours outside of the planned time frame for supervised practice, it is not considered a rotation failure.

Unsatisfactory performance that persists despite attempts at remediation may result in warnings leading up to suspension and program termination. The CP Director reserves the right to utilize progressive discipline procedures in these cases (see **Disciplinary and Termination Procedures** section of this Handbook).

Failed rotations must be repeated in order to receive credit for competencies and supervised practice hours. Reassignment for failed rotations is at the discretion of the CP Director and is dependent upon site/preceptor availability. The intern will have one chance to repeat a rotation in accordance with the agreed upon remediation plan. A second rotation failure will result in termination from supervised practice.

Procedure:

1. The preceptor at the affiliating institution will notify the intern of his/her unsatisfactory performance.
2. The preceptor at the affiliating institution will notify the CP Director of the intern's unsatisfactory performance.
3. A conference will be held including the intern, the affiliating institution's preceptor and the CP Director. As this time, a written plan for improvement identifying specific knowledge and skills that must be satisfactorily demonstrated and the expected time frame for completion will be developed and signed by all the parties at the conference.
4. If performance improves to an acceptable level during a time span agreed upon by the involved parties, the intern will be allowed to continue through the remainder of their rotations as planned.
5. If performance does not improve and the intern fails the rotation, an individualized remediation plan will be developed to allow the intern to demonstrate competency in the specific identified area(s).
 - The remediation plan may involve additional simulation activities, homework, projects, and/or repeating part or all of the rotation at a later date.
6. Depending upon the extent of remediation required and the time frame needed to demonstrate competency, the intern's graduation date may be delayed.
7. If the intern is unable to demonstrate competency through the agreed upon remediation plan within the specified time frame, the intern will be terminated from the CP and required to select a different degree plan.

DISCIPLINARY AND TERMINATION PROCEDURES [ACEND Guideline 10.2.1.]

Coordinated Program students/interns must adhere to all policies and procedures of Fontbonne University, the graduate program, the CP, and those of supervised practice sites at all times. The student/intern can be terminated from the program at any time due to serious problems related to their behavior or performance. It is the CP Director's discretion to determine the appropriate disciplinary procedures.

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- a. Verbal and written warnings as outlined in the Progressive Discipline Procedure (see below).
- b. Suspension for remediation of knowledge, skill, or other aspects of performance as determined by the CP Director (see **Retention and Remediation** section of this Handbook)
- c. Suspension for a time period appropriate for the offense
- d. Termination from the program (see below)

Following are some of the possible reasons interns may be terminated from the program.

- a. Not meeting academic standards of the program (see **Retention and Remediation** section of this Handbook)
- b. Repeated poor performance despite attempts at remediation
- c. Two rotation failures
- d. Failure to pass drug screen or background check
- e. Insubordination
- f. Repeated absenteeism or tardiness
- g. Unprofessional or unethical conduct
- h. Violating program, departmental, or university policies
- i. Unsatisfactory financial record
- j. Academic dishonesty (see Academic Policies and Regulations in the online [Fontbonne University 2020-21 Catalog](#))
- k. Other reasons as deemed appropriate by the CP Director

Examples of serious offenses that may result in immediate termination include, but are not limited to: Theft or attempted theft; destruction of property belonging to the University or a supervised practice facility; Violation of civil law on or off campus; abusive or violent behavior toward a member or guest of the campus community or supervised practice facility. Termination is based on written documentation of the student/intern's behavior and/or performance. When a student/intern is terminated, termination is immediate.

Unless the offense warrants immediate suspension or termination, the CP Director, Graduate Program Director, and/or the site preceptor will follow progressive disciplinary procedures for any student/intern who fails to comply with stated policies and procedures of the program or site.

Progressive disciplinary procedures typically include:

1. Verbal warning issued and documented in writing, outlining next steps and signed by the student/intern.
2. Written warning issued and documented in the form of a letter, outlining next steps and signed by the student/intern.
3. Suspension notice issued and documented in the form of a letter, outlining the time period of suspension and next steps and signed by the student/intern.
4. Termination letter issued that immediately dismisses the student/intern from the program.

Disciplinary action will be delivered to the student/intern by the CP Director and will include other parties as appropriate. All disciplinary action initiative will be put in writing and placed in the student file.

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The policy for progressive discipline and subsequent termination is designed to be fair and consistent. A student/intern may grieve this process at any time (see the **Grievance Procedure/Student Complaints** section of this Handbook).

For more information on policies and procedures related to academic and non-academic dismissals and appeals, see the Academic Policies and Regulations in the online [Fontbonne University 2020-21 Catalog](#)

GRIEVANCE PROCEDURE/STUDENT COMPLAINTS [ACEND Guideline 10.2.g., h.]

The faculty are here to guide you in the completion of your program area of study. If problems arise, the following procedure should be followed to achieve problem resolution.

1. Talk directly and privately to the individual involved (student, faculty, preceptor, etc.)
2. If the problem cannot be resolved at the individual level, and it is related to graduate course work, discuss your concerns with your academic advisor. Your advisor will assist you in next steps, which may include involving the FCS graduate program director and/or the CP Director.
3. If the problem is still not resolved at this level, the FCS Department Chairperson should be contacted for assistance which may include putting you in contact with the college Dean and/or the VP of Academic Affairs.
4. If the problem is not resolved at the department or institutional level, students who wish to report a grievance to the Accreditation Council for Education in Nutrition and Dietetics (ACEND) may do so using one or more of the following methods:
 - postal mail: 120 S. Riverside Plaza, Suite 2190, Chicago, IL, 60606-6995,
 - phone: 312-899-0040, ext. 5400
 - email: acend@eatright.org

The CP 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.

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

Student/intern files are maintained by their academic advisor. Students may see any/all of their file by making an appointment with their advisor.

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

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, is a federal law that protects the privacy of student education records. Contents of intern files will be restricted to use by the FCS and CP faculty.

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More information on FERPA is available on the website at <https://www.fontbonne.edu/consumer-information/> and the Fontbonne University FERPA policy is available here: https://www.fontbonne.edu/wp-content/uploads/2015/10/FERPA_1_.doc

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.

Appendix A: Family & Consumer Sciences Body of Knowledge

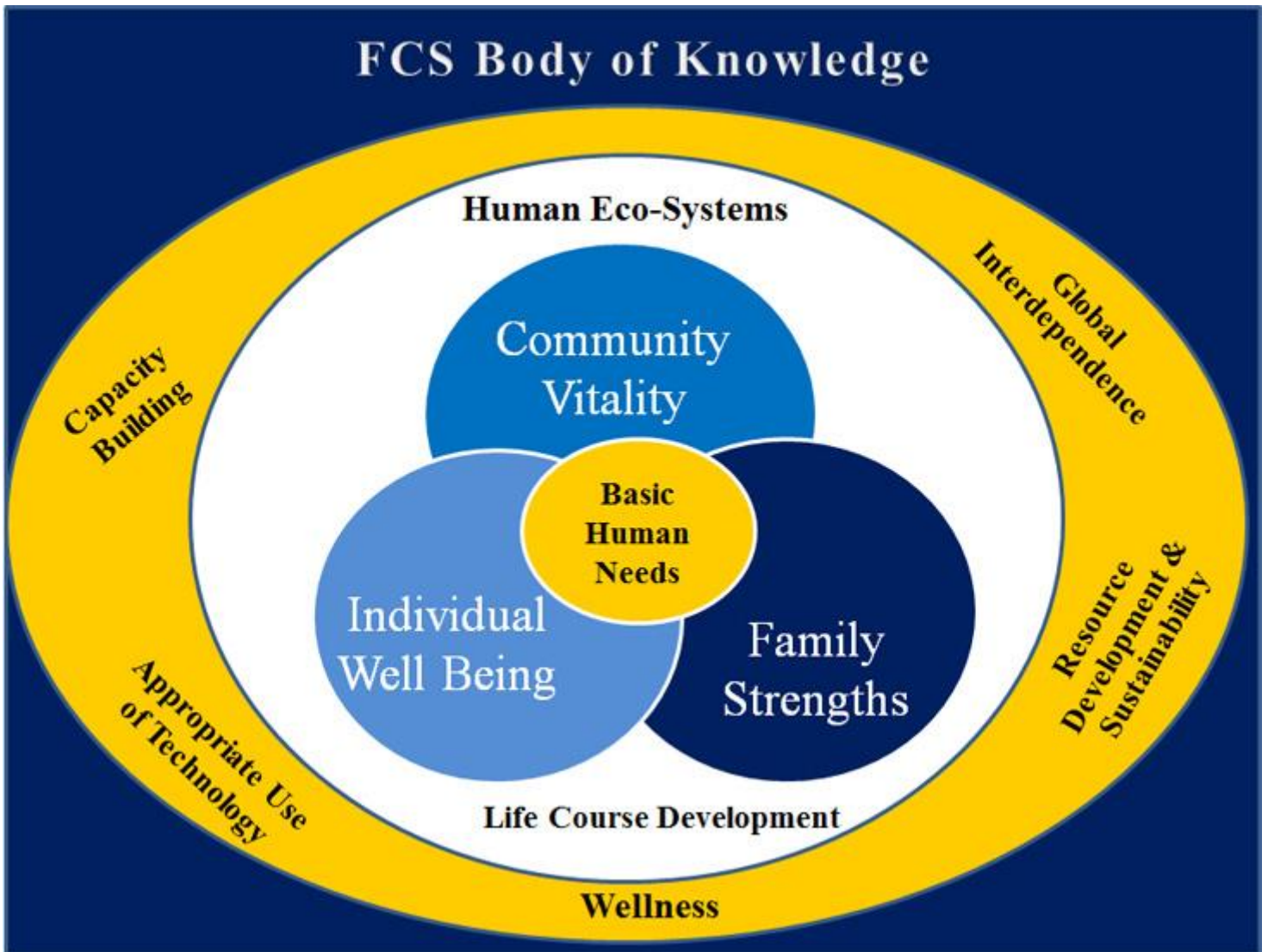


Image retrieved from: <https://www.ncat.edu/caes/departments/fcs/fcsbok.html>

Appendix B: How you and your Advisor Should Work Together

Welcome to Fontbonne University. 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
Meet with your advisor frequently throughout the semester	Post office hours and adhere to the schedule
Make and keep appointments or email/call if it is necessary to change or cancel an appointment	Keep appointments, or email/call if it is necessary to change or cancel an appointment. Be on time.
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.
Come with specific questions in mind.	Provide accurate and specific information.
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.)
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.
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.
Ask about resources.	Suggest other resources and make referrals if necessary (Kinkel Center, Wellness/Counseling Office, Financial Aid).

When You Should 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)
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.
2. Whenever possible, email/call to make an appointment.
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.

Appendix C: Coordinated Program in Nutrition and Dietetics BS in Dietetics + MA in Health Advancement and Promotion - Accelerated Master's Curriculum Guide

First Year - Fall			First Year - Spring		
INT 105	Culture & the Common Good (GER-FND) TR <30 credit hours	3	†CHM 128	GOB I (GER-PLR)	4
LIB 199	Info Lit in Higher Ed (GER – FND)	1	†CHM 9128	GOB I Lab	0
COM	COM101 OR COM102 (GER-FND)	3	†BIO 240	Micro. for Health Prof. (GER-FND)	3
ENG 101	Composition I (GER – FND)	3	†BIO 245	Microbiology Lab	1
†MTH 105	College Algebra (GER - FND) <i>(prerequisite for CHM128)</i>	4	ENG 102	Composition II (GER-FND)	3
CIS	CIS Elective (GER – FND)	<u>3</u>	†PSY 100	Intro. to Psychology (GER-PLR**; <i>also meets Bridges GER category</i>)	3
		17	GOV 101	US & MO Constitutions (GER-FND)	<u>1</u>
					15
Second Year - Fall			Second Year - Spring		
†FDS 125	Food Service Sanitation	1	†MTH 115	Introduction to Statistics	3
†DTS 201	Introduction to Careers in Food, Nutrition and Dietetics	1	†FDS 221	Food Science Theory & App	4
†CHM 228	GOB II	4	†BIO 222	Anatomy and Physiology II	4
†CHM 9228	GOB II Lab	0	†BIO 9222	Anatomy and Physiology II Lab	0
†NTR 216	Principles of Nutrition	3	†CHM 328	GOB III	3
†BIO 220	Anatomy and Physiology I	4	†NTR223	Interviewing, Ed & Counseling	<u>3</u>
†BIO 9220	Anatomy and Physiology I Lab	0			
†PHL 260	Contemporary Moral Issues (GER-PLR) *	3			17
		16			
APPLICATION TO CP OCCURS PRIOR TO ENTERING THE THIRD YEAR					
Third Year - Fall			Third Year - Spring		
	Diversity and Justice GER (select from list of approved courses)	3	NTR 410	Community Health	4
NTR 316	Life Cycle Nutrition	3	CDS 500	Introduction to Research Methods	3
FDS 326	Quantity Food Production	3	FDS 345	Food Syst. & Dietetics Mgt.	3
EDU 313	Methods & Practicum in Middle/Sec./Community Education	3		GER-PLR (see note below)	3
RMD 500	Statistical Methods for Research	3	FCS 543	Contemporary Applications for Health Communication	<u>3</u>
REL	Religion Elective (F)	<u>3</u>			16
		18			
Third Year - Summer					
FCS 535	Leadership Development for Professional Practice	3			
FCS 533	Advocacy and Public Policy: Addressing a World in Need	<u>3</u>			
		6			
Fourth Year - Fall			Fourth Year - Spring		
NTR 415	Medical Nutrition Therapy I	4	NTR 416	Medical Nutrition Therapy II	4

FCS 541	Applied Health Behavior to Enhance Health Outcomes	3	FDS 422	Cultural Competence through Food	3
FDS 424	Experimental Foods*	3	FCS 542	Interpreting and Translating Science for Consumers	3
NTR 419	Advanced Nutrition	3		GER-PLR (see note below)	3
FCS 536	Preparation for Supervised Practice I	<u>2</u>	FCS 538	Preparation for Supervised Practice II	<u>1</u>
		15			14
Fourth Year – Summer					
FCS 546	Graduate Supervised Practice I	3			
FCS 537	Advanced Topics in Medical Nutrition Therapy	1			
Elective	FCS 544 or FCS 545	3			
		7			
FCS 547	Graduate Supervised Practice II	3			
FCS 548	Professional Seminar in Nutrition and Dietetics	<u>1</u>			
		4			

B.S. total hours: 122

M.A. total hours: 35

Hours that count toward both B.S. and M.A.: 12

Total program hours: 145

GER- FND = General Education Requirement – Meets Foundations Category

GER – PLR = General Education Requirement –Pillars (choose 2 courses in the remaining 3 Pillars: Fine Arts, History, or Literature)

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

†Prerequisite courses – must be complete or in process at time of CP application

List of prerequisite courses (must be completed, or in process at time of CP application):

Students must receive a grade of C- or better in all prerequisite courses and have at least a 3.25 overall GPA at

Fontbonne to be considered for the accelerated master's / coordinated program in nutrition and dietetics.

Please see additional application requirements on the program website, or contact Dena French for more information.

BIO 220 Anatomy & Physiology I (4 cr)

BIO 9220 Anatomy & Physiology I Lab (0 cr)

BIO 222 Anatomy & Physiology II (4 cr)

BIO 9222 Anatomy & Physiology II Lab (0 cr)

BIO 240 Microbiology (3 cr)

BIO 245 Microbiology Lab (1 cr)

CHM 128 GOB I (4 cr)

CHM 9128 GOB I Lab (0 cr)

CHM 228 GOB II (4 cr)

CHM 9228 GOB II Lab (0 cr)

CHM 328 GOB III (3 cr)

DTS 201 Introduction to Careers in Food, Nutrition, and Dietetics (1 cr)

FDS 125 Food Service Sanitation (1 cr)

FDS 221 Food Science Theory and Applications (4 cr)

MTH 105 College Algebra (4 cr)

MTH 115 Intro to Statistics (3 cr)

NTR 216 Principles of Nutrition (3 cr)

NTR 223 Interviewing, Education, and Counseling (3 cr)

PHL 260 Contemporary Moral Issues (3 cr)

PSY 100 Intro to Psychology (3 cr)

Total = 48 credits of prerequisites

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Appendix D: Master of Arts in Health Advancement and Promotion + Coordinated Program in Nutrition and Dietetics Curriculum Guide (For students with existing bachelor's degree + DPD verification)

Summer					
FCS 535	Leadership Development for Professional Practice	3			
FCS 533	Advocacy and Public Policy: Addressing a World in Need	<u>3</u>			
		6			
Fall			Spring		
FCS 541	Applied Health Behavior to Enhance Health Outcomes	3	CDS 500	Introduction to Research Methods	3
RMD 500	Statistical Methods for Research	3	FCS 542	Interpreting and Translating Science for Consumers	3
FCS 536	Preparation for Supervised Practice I	<u>2</u>	FCS 543	Contemporary Applications for Health Communication	3
		8	FCS 538	Preparation for Supervised Practice II	<u>1</u>
					10
Summer					
FCS 546	Graduate Supervised Practice I	3			
FCS 537	Advanced Topics in Medical Nutrition Therapy	1			
Elective	FCS 544 or FCS 545	<u>3</u>			
		7			
Fall					
FCS 547	Graduate Supervised Practice II	3			
FCS 548	Professional Seminar in Nutrition and Dietetics	<u>1</u>			
		4			

Hours for Graduation: 30 semester hours

Appendix E: ACEND Communication on Temporary Reduction of Required Supervised Practice Hours



April 7, 2020

Dear colleagues,

Following is an update on ACEND decisions in support of our nutrition and dietetics programs. Since the spread of COVID-19 continues, please know that ACEND is seriously committed to supporting each accredited program as you navigate the challenges created during this public health emergency. As a result, ACEND has most recently taken the following action:

On Monday April 6, 2020, the ACEND Board voted to **temporarily reduce the required number of supervised practice hours for programs accredited under the ACEND 2017 Accreditation Standards from 1200 hours to 1000 hours for RDN programs, and from 450 hours to 375 hours for NDTR programs, for the period starting January 1, 2020 and ending June 30, 2022.**

This action was made with the following factors taken into consideration:

1. Increasingly, students/interns are losing the authorization to complete their rotations at various practice sites, delaying their ability to complete the program in a reasonable timeframe.
2. It is estimated that the impact of the COVID-19 situation will be prolonged lasting through 2021 resulting in the loss of practice sites and suspension of practicums for the current and incoming classes of students/interns.
3. The temporary requirement for a minimum of 600 hours for RDN programs and 225 hours for NDTR programs in authentic, professional work settings remains. Authentic activities in real-world professional settings do not need to be in-person, but they must include real clients/patients and/or entail real-life work situations.
4. Programs must ensure that students/interns demonstrate they met the competencies before receiving a verification statement.
5. In its March 2020 correspondence, USDE encouraged accreditors to be flexible during this emergency situation.
6. Consultation with Academy's legal counsel on licensure revealed that 1000 hours of supervised practice should meet the current and anticipated future requirements for licensure across the U.S. and its territories.
7. A crucial need for dietitians as essential health care professionals to assist during the COVID-19 emergency.

As a reminder, ACEND has made other temporary changes to our requirements to assist programs and students/interns during this emergency which include:

1. Approval to offer distance education during the COVID-19 situation without submitting a substantive change and going through the regular ACEND approval process.

2. Reduction in the number of supervised practice hours in professional settings to a minimum of 600 hours for RDN programs and 225 for NDTR programs.
3. Ability to allow students/interns a one to two-week break to give the program director the time to plan and arrange alternate experiences without seeking ACEND approval.
4. Approval to temporarily use a different activity to measure a student's/intern's achievement of the competency or knowledge requirement.

ACEND will continue to monitor the COVID-19 situation unfolds and be mindful of how it is impacting our accredited programs. We continue to post updated documents and responses to questions we receive on our ACEND COVID-19 page found here: <https://www.eatrightpro.org/acend/public-notices-and-announcements/acend-update/acend-covid-19>. For other recent information about ACEND visit the ACEND UPdate page: <https://www.eatrightpro.org/acend/public-notices-and-announcements/acend-update>. As always, please do not hesitate to contact your ACEND manager if you have any questions or need additional information in order to address a specific situation at your institution.

Warmly,

Rayane AbuSabha

Appendix F: ACEND Communication to Current and Future Students



Dear Current or Future Students and Interns,

The Accreditation Council on Education in Nutrition and Dietetics (ACEND[®]) has received questions from concerned students and interns regarding the potential impact of the COVID-19 pandemic on ACEND[®] accredited programs. ACEND[®] requires that all accredited dietetics education programs follow their institutional and/or program policies and procedures in any instance that may affect the program. If needed, the program may consider alternate experiences, moving courses online or other ways to provide the education to its students or interns. As the COVID-19 pandemic is a fluid situation, programs may need to make decisions to provide coursework or supervised practice experiences differently than what was originally advertised when you applied to the program. During the pandemic, decisions to move coursework online or provide alternative supervised practice experiences are made at the discretion of the program, as long as the program ultimately provides the necessary coursework to meet ACEND's curriculum requirements and a minimum of 1200 hours supervised practice as required by the ACEND[®] Accreditation Standards.

ACEND[®] believes that supervised practice can take place in professional work settings (hospitals, schools, long-term care facilities, businesses, etc.) and through alternate supervised practice experiences such as simulations, case studies and role plays. ACEND[®] Standards currently allow programs to offer up to 300 of the required 1200 hours of supervised practice hours through alternate experiences. However, due to the pandemic, ACEND[®] has expanded these requirements so programs can offer additional supervised practice hours using simulations, case studies, role play and/or other practice activities.

Please contact the program director of the program you are enrolled in or to which you plan to apply for specific answers to questions you may have.

ACEND[®] is closely monitoring the information emerging regarding the spread and scale of the COVID-19 virus and its potential impact on its accredited nutrition and dietetics programs and will provide updates on its website as necessary.

Appendix G: Fontbonne University CP Student/Intern Responsibility Statement

MY Responsibilities as a Fontbonne University Coordinated Program Student/Intern

As a Fontbonne University Coordinated Program Student/Intern, I understand...

It is MY responsibility to be on time, be prepared, and participate fully in all supervised practice experiences, classes, assignments and events.

- I have a positive attitude, that is, I am prepared and eager to learn – even when the value of the experiences may not be immediately evident to me at the time.
- I am internally motivated, that is, I am interested in learning because I want to become an excellent practitioner, team member, and professional leader.
- I am always on time for rotations, classes, field trips, meetings and deadlines set for assignments. When a situation does occur that would prevent timeliness, I act proactively by discussing the situation with the appropriate person ahead of time.
- I look ahead and contact upcoming preceptors, usually 1 week in advance, to arrange schedules and review assignments.

It is MY responsibility to communicate regularly and appropriately with preceptors and others so that expectations, arrangements, responsibilities etc. are understood and agreed upon.

- I read my e-mails daily and respond (if needed) promptly.
- I am open to new information, ideas, experiences, approaches, ways of accomplishing things, and opportunities – even when these seem to be or are in conflict with my personal beliefs and prior experiences.
- I am willing to approach each new situation with the same openness and eagerness that I had at the beginning of my program.
- I remember that preceptors, wonderful as they are, are not mind-readers.
- I am not expected to know all the answers; I am here to learn, so I ask lots of questions to enhance my knowledge.
- I practice good listening skills and display positive body language, such as eye contact, firm hand shakes, greeting people with a smile and avoiding distracting non-verbal behavior.

It is MY responsibility to plan carefully and thoroughly as my director, preceptor, or other supervisor asks me to do. It is also MY responsibility to follow through with all supervised practice plans and to prepare for the unexpected.

- I am organized and willing to assume responsibility for my own learning. Therefore, I do not make excuses for disorganization and forgetfulness.
- I am flexible and willing and able to adapt appropriately as situations change and circumstances warrant. I expect and accept that problems and frustrations will occur periodically, but learning to deal with issues will allow me to grow as a professional.

- I respond positively to changes in schedules or assignments, seeing this as an opportunity rather than a burden.

It is MY responsibility to learn when to ask for guidance and when to be appropriately self-directed.

- I know when to ask others questions and when to search for the answers myself. If expectations are not clear to me, I confirm with the preceptor, director, or other supervisor what the expectations are.
- I am able and willing to build upon my prior learning.
- I integrate new information and concepts with those that I learned previously (preceptors do not have the time nor should they be expected to teach or re-teach theory that I should have mastered previously).

It is MY responsibility to maintain an appropriate perspective and stay focused on learning and the tasks at hand.

- I manage my personal life so that I can take full advantage of the experiences the program and preceptors are providing for me.
- I expect that completing this program will be time-consuming and challenging. Without challenge and stretching, there will not be growth.
- I utilize personal technology devices only when allowed/appropriate.

It is MY responsibility to look for connections

-between theory and practice

-to what is already known and understood

-between and among the new things being learned

-between the training environment and future roles

- I expect to spend time in reflection and self-assessment.
- I am patient – with patients, clients, employees, preceptors, and myself. Learning and the development of professional skills takes time, effort, practice, and patience.
- I understand that not everyone is ‘great’ at everything. I expect my assessments will generally reflect the fact that there is room to improve.
- I understand that I am expected to develop and demonstrate entry-level competence for all of the ACEND competencies, and program focus competencies. If I am not able to so in the time allotted, I am prepared to devote additional time and energy in these areas.

It is MY responsibility to take care of myself.

I will:

- Eat well
- Exercise

- Get enough rest
- Manage my stress

It is MY responsibility to be organized, respectful, and appreciative.

- I practice good organizational skills and pay attention to details.
- My behavior reflects and recognizes that many are doing extra tasks and giving generously of their time, energy, and talents so that I can take part in these learning experiences.
- I do not take my supervised practice program or the guidance of my preceptors for granted, or make unwarranted assumptions.
- I am always courteous and treat others with respect, even when I don't share the same values or opinions.

It is MY responsibility to take an active role in my learning.

- When I run out of things to do, I am proactive and ask for more tasks, rather than waiting to be told what to do or working on personal items or homework.
- When I feel that I lack guidance or am not receiving the experience I want, I express this to my preceptor, or to my internship director when necessary.
- I am able to accept constructive criticism because I understand that it is given to improve my skills.

Adapted from:

Commission on Dietetics Registration. (2013). *Online Dietetics Preceptor Training Program*.

Retrieved from <http://www.cdrcampus.com/user/view.php?id=5739&course=131>

Golden Gate Dietetic Internship (n.d.). *MY Responsibilities as a GGDI Program Intern*. Unpublished document. Greenbrae, California.

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Appendix H: Core Knowledge Requirements and Competencies for the Registered Dietitian Nutritionist (KRDNs and CRDNs)

The knowledge requirements (KRDNs) and competencies (CRDNs and four program concentration competencies) are covered throughout coursework and experiences in the CP curriculum. The competencies are formally assessed and coordinated program students must achieve at least a “competent” rating in each one to complete the program.

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

Knowledge

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

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.

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

Knowledge

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.

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KRDN 2.8: Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Competencies

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.

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.

CRDN 2.4 Function as a member of interprofessional teams.

CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.

CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.

CRDN 2.7 Apply leadership skills to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Participate in professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.

CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.

CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

CRDN 2.15 Practice and/or role play mentoring and precepting others.

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

Knowledge

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 for 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.

Competencies

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.

CRDN 3.2 Conduct nutrition focused physical exams.

CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.

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.

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

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

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.

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CRDN 4.10 Analyze risk in nutrition and dietetics practice.

Program Concentration Competencies: Health Advancement and Promotion

1. Demonstrate the ability to seek and utilize credible health-related resources to support their role as professional health communicators
2. Translate and disseminate science-based information in a way that is understandable, ethical, and utilizes modern communication channels as a means to empower individuals to make positive lifestyle changes.
3. Advocate and argue for just health-related policies that directly impact the lived experiences of those whom they serve through their daily work.
4. Develop and implement strategies/programs that seek to improve the quality and years of healthy life and reduce health disparities in the populations of those whom they serve through their professional practice.



Student Signature Page

Sign and return this page to the CP Director after you have fully reviewed the handbook and had all of your questions answered.

I have read and understand the Fontbonne University Coordinated Program in Nutrition and Dietetics (CP) Student Handbook/Policy and Procedure Manual, and am aware of the roles, responsibilities, and criteria required to maintain my status as an CP student/intern and to be able to continue in the supervised practice component of the program.

I have read and understand the following CP completion requirements, which supersede those specified for the FCS graduate program.

In order to graduate with an MA and receive a CP verification statement, students/interns must be continually enrolled and must:

- a. Achieve a grade of “B- “or better in all graduate courses
- b. Achieve a grade of “B” or better in graduate courses taken as an undergraduate student (accelerated master’s students)
- c. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.0
- d. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.25 while taking graduate courses as an undergraduate student (accelerated master’s students)
- e. Achieve at least a “competent” rating in all ACEND required CRDNs and the four program concentration competencies.
- f. Complete a minimum of 1200 supervised practice hours*
- g. Complete the program within 3.75 years (for accelerated master’s students) or 26 months (graduate/internship only) from the start date (this time frame may be extended for extenuating circumstances at the discretion of the CP Director).

*Due to the COVID-19 pandemic, ACEND has temporarily reduced the number of required supervised practice hours to a total of 1000 through June 30, 2022. If deemed necessary, the CP Director will use this flexibility to allow students to graduate in a timely manner.

I agree to maintain the standards outlined above and understand that failure to meet these standards may result in my dismissal from the CP.

Student Name (print): _____

Signature: _____ Date: _____