



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

**Master of Arts/Accelerated Masters
Health Advancement and Promotion**

&

Coordinated Program in Nutrition and Dietetics

**Student Handbook +
Policy and Procedure Manual**

Revised November 2023

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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

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

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.

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.
- 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:

Jamie Daugherty, PhD, RD, LD, Assistant Professor & Chair, Family & Consumer Sciences
AB 123, 314-719-8020, jdaugherty@fontbonne.edu
Courses Taught: FDS 221, FDS 422, FDS 424, DTS 541, HAP 543

Dena French, EdD, RDN, LD, Assistant Professor, Dietetics Program Director, & Graduate Program Director
AB 125, 314-889-4760, dfrench@fontbonne.edu
Courses Taught: DTS 201, HAP 535, DTS 536, DTS 538, DTS 540, DTS 546, DTS 547, DTS 548

Melissa Ramel, PhD, MPH, RD, LD, Instructor, Family & Consumer Sciences
AB 116, MRamel@fontbonne.edu
Courses taught: NTR 216, NTR 410, NTR 316, NTR 323, NTR 415, NTR 416, DTS 542

Part-time/Adjunct:

Andria Bozzardi, MA, RD, LD, Lecturer, Department of Family & Consumer Sciences
Courses taught: NTR 419

Rebecca Hopkins, MBA, RD, LD, Lecturer, Department of Family & Consumer Sciences
Courses taught: FDS 326, FDS 345

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

Sarah Volling, MA, RD, LDN, Lecturer, Department of Family & Consumer Sciences
Courses Taught: NTR 537

DEPARTMENT OPERATIONS

DEPARTMENT OFFICE: AB 126. 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 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 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:
 - o *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 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 they have 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.

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:

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.
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 their 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.

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 they are being asked to serve in the capacity of employee, they 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 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 Academic Policies and Regulations 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 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 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 graduated in December 2020. The first class of CP students graduated in December 2021.

MISSION STATEMENTS

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

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

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)

Email: ACEND@eatright.org

Phone: 800/877-1600, ext. 5400

Mail: 120 South Riverside Plaza

Suite 2190, Chicago, IL 60606-6995

COORDINATED PROGRAM CONTACTS

Dena French, EdD, RDN, LD, Assistant Professor, Dietetics Program Director, Graduate Program Director
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PROGRAM GOALS AND OBJECTIVES

Goal #1 – Program graduates will be prepared as competent entry-level professionals in the areas of food, nutrition, and dietetics.

Objectives:*

- a.
 - i. “At least 80% of students complete program requirements within 3.75 years (150% of planned program length)”.
 - ii. “At least 80% of students complete program requirements within 28.5 months (150% of planned program length)”.
- b. "At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion”.
- c. “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%”.
- d. 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.
- e. Of the graduates who respond to the follow-up surveys within 12 months of graduation at least 80% will respond with a “4” or “5” to the question that asks them how much they agree that, due to their education and experience in the coordinated program, they have used their skills to enrich quality of life and advance the health of individuals, families, and/or communities.

Goal #2 – Program graduates will achieve their career goals in food, nutrition, and dietetics.

Objectives:*

- a. “Of graduates who seek employment, at least 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation”.
- b. 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.
- c. 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.

*Program outcome data are available upon request.

How to Become an RDN

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 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](#).

COORDINATED PROGRAM OVERVIEW

The coordinated program in nutrition and dietetics at Fontbonne University prepares graduates as registered dietitian nutritionists (RDNs) through one seamless program. We offer a pathway for freshmen, transfer, and second-degree students as well as students who have earned DPD verification from an ACEND accredited program.

Freshmen, Transfer, and Second Degree Students

Students begin as BS dietetics degree-seeking students and complete any remaining general education and/or dietetics prerequisite courses as needed. Then, student officially apply to enter the coordinated program during the first semester of their junior year, or after they have completed all 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:

- A. First-year students are defined as those entering the junior level, or third year of coursework according to the curriculum guide.
- B. Second year students are those entering the senior level, or fourth year coursework according to the curriculum guide OR students who have DPD verification through another university.

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 15 graduate credits to count toward both the bachelor's and master's degrees.

Graduate/Internship Only

This pathway is available to DPD graduates and other second-degree students who meet certain criteria.

DPD Graduates who meet the application criteria and who already hold at least a bachelor's degree will begin the program as second year coordinated students and are only required to complete graduate coursework and supervised practice requirements. These students will typically finish the program within 19 months or five academic semesters (summer, fall, spring, summer, and fall).

Students with a closely related bachelor's degree (nutrition or other similar degree) without DPD verification will be considered for graduate admission with conditional admission to the CP if the following conditions apply:

- Two semesters of Medical Nutrition Therapy were/will be completed with their bachelor's degree
- No more than two CP prerequisite courses are needed (must be completed with a C- or better by the end of the second semester at Fontbonne)
- Missing no more than three other undergraduate major courses that are required in our curriculum
- Director determines that all knowledge requirements and competencies covered in missing undergraduate major courses will be met through graduate level coursework and/or rotations.

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

Supervised Practice

Although experiential learning is integrated throughout both undergraduate and graduate coursework, documented supervised practice hours do not begin until the student reaches their second CP year (i.e. senior year of the curriculum). During that year, students are enrolled in three one-credit hour practicums in clinical, food service, and community settings. Each practicum is a total of 40 supervised hours. The practicum experiences are directly overseen by program faculty and are designed to assess and build upon student skills learned in the classroom.

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

Program Completion and Graduation

Upon successful completion of all program requirements, submission of paperwork by the program director

and 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) that 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/licensure>

ADMISSION REQUIREMENTS AND APPLICATION PROCESS

Students will work with their academic advisor to determine their personal timeline for applying to the CP. Internal (current student) applications to the CP are accepted beginning November 1st with a priority deadline of February 1st. If applying for second year entry (i.e. summer start), the application deadline is March 15th. Students applying after this deadline will not be considered for the CP and will need to work with their advisor to select a new degree plan. Please see the CP Application and Completion Checklist in Appendix D.

External (DPD graduate) applications to the CP are accepted beginning January 1st with a priority deadline of March 15th. DPD applicants meeting program eligibility requirements are accepted into the second-year class as space allows and will begin the CP the following summer semester.

CP Application 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)*
 - 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

Graduate Applicants*

- Completion of at least a bachelor's degree and DPD verification statement from an ACEND accredited institution OR completion of a closely related nutrition degree along with the following requirements:
 - Two semesters of Medical Nutrition Therapy were/will be completed with their bachelor's degree
 - No more than two CP prerequisite courses are needed (must be completed with a C- or better by the end of the second semester at Fontbonne)
 - Missing no more than three other undergraduate major courses that are required in our curriculum

- Director determines that all knowledge requirements and competencies covered in missing undergraduate major courses will be met through graduate level coursework and/or rotations.

- 3.0 overall GPA for all coursework completed
- Resumé
- Personal statement
- Two professional letters of recommendation
- Interview

**Applications for direct entry to the graduate program will only be considered when there are program openings that are not anticipated to be filled by current Fontbonne students.*

Conditional Admission Policy

For 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. They must also include 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 graduate 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

Undergraduate Courses

Upon applying to Fontbonne, the Admissions department reviews student transcripts for transferability of courses completed at other institutions. The CP director reviews and approves coursework completed in food and nutrition related courses. When necessary, the CP director will ask additional faculty members to review the course to decide whether it is equivalent to a course offered by our department.

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 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.

ACCELERATED MASTERS PATHWAY AND MOVING TO FULL GRADUATE STATUS

According to Fontbonne University's policy, students accepted to an accelerated master's pathway may take up to 13 credit hours of graduate coursework and count them toward both an undergraduate and graduate degree. However, students in the dietetics program may take up to 15 credit hours. These course credits are charged at the undergraduate tuition rate. The exception is that the summer graduate-only courses (typically six credit hours taken the summer before the fourth year of the curriculum) are charged at the graduate rate. Students must complete a Mixed Credit Registration form each semester that they are enrolling in a mix of both undergraduate and graduate courses. This form is filled out by the student, signed by their academic advisor, and turned in to the Registrar's office to complete registration.

Students accepted to the dietetics accelerated master's pathway are classified as undergraduate students until they reach their final semester before starting supervised practice rotations. At the start of that semester (typically the final spring semester), they will be classified as graduate students. In order to qualify for moving to graduate status, the student must have completed all general education requirements and undergraduate degree requirements prior to the start of that semester. The exception is one 400-level course (such as NTR 416) which may be taken as a graduate student. If these criteria are not met, the student may need to delay their move to graduate status and completion of the CP.

Students will fill out a Request to Move to Graduate Status form, which is signed by their advisor and submitted to the Registrar's office, requesting their official change in status at least one full semester prior to the one they intend to move to graduate status. Upon moving to graduate status, students will no longer be eligible for undergraduate loans or aid. Students should work closely with their academic advisor to assure they are on track to move to graduate status at the appropriate time. Students are also encouraged to discuss their change in financial aid status and loan eligibility with the Financial Aid office.

PROGRAM COMPLETION STANDARDS & GRADUATION REQUIREMENTS

In order to graduate with a BS (if applicable), MA, and receive a CP verification statement, students/interns must be continually enrolled and must:

- a. Achieve a grade of "B" or better in graduate courses taken while still classified as an undergraduate student (accelerated master's students)
- b. Achieve a grade of "B- "or better in all graduate courses once classified as a graduate student
- c. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.25 while still classified as an undergraduate student (accelerated master's students)
- d. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.0 once classified as a graduate student
- e. Achieve at least a "competent" rating in all ACEND required competencies (CRDNs)
- f. Complete a minimum of 1000 supervised practice hours
- g. Complete the program within 3.75 years (for accelerated master's students) or 28.5 months (graduate/internship only) from the start date (this time frame may be extended for extenuating circumstances at the discretion of the CP Director).

VERIFICATION STATEMENTS AND CDR EXAM ELIGIBILITY

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 degree, the CP Director provides each graduate with a signed Verification Statement substantiating program completion. An original signed Verification Statement is maintained indefinitely in program files. 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.

PROGRAM CALENDAR AND SCHEDULE

Academic calendars for each semester are located on the university website at:

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

CP students will follow the university academic calendar for scheduled holidays and breaks. During full time supervised practice rotations, CP students will follow the rotation schedule of Monday – Friday rotations with the exception of holidays and other breaks observed by the University: Martin Luther King Jr. Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving Break, and Winter Break. We also build in six additional days off that are placed throughout the rotation schedule and may be used for personal wellness or time to catch up on assignments. These holidays and other days off mentioned above are accounted for in the rotation schedule, and interns are not expected to attend rotations on those days. Interns may be required to make up hours 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 the Appendix show the recommended sequence of courses for both the accelerated master's (BS + MA) and the graduate only (DPD graduate) pathways. There are two required summer semesters where CP students are completing graduate courses and supervised practice rotations.

Full time supervised practice rotations occur during the final two semesters of the program, typically beginning around June and ending right before Thanksgiving. 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 rotations:

Practicum Rotations

Senior Year/Fall	Senior Year/Spring
DTS 540 – Food Service Practicum DTS 541 – Community Practicum	DTS 542 – Clinical Practicum

Summer/Fall (full time rotations)

Week	Rotation / Site
1	Clinical (long term care) – Sherbrooke Village
2	Clinical (long term care) – Sherbrooke Village

3	Clinical (long term care) – Sherbrooke Village
4	Clinical (acute care) – BJC West County Hospital
5	Clinical (acute care) – BJC West County Hospital
6	Clinical (acute care) – BJC West County Hospital
7	Clinical (acute care) – BJC West County Hospital
8	Clinical (acute care) – BJC West County Hospital
9	Clinical (acute care) – BJC West County Hospital
10	Food Service Management - BJC West County Hospital
11	Food Service Management - BJC West County Hospital
12	Food Service Management - BJC West County Hospital
13	Food Service Management - BJC West County Hospital
14	Community – Affinia Healthcare (WIC)
15	Community – Affinia Healthcare (WIC)
16	Community – Affinia Healthcare (WIC)
17	Community– McDaniel Nutrition Therapy (outpatient/private practice)
18	Community– McDaniel Nutrition Therapy (outpatient/private practice)
19	Community– McDaniel Nutrition Therapy (outpatient/private practice)
20	Community - BJC Community Health
21	Community - BJC Community Health
22	Community - BJC Community Health
23	Food Service Management – Brentwood School District
24	Food Service Management – Brentwood School District
25	Food Service Management – Brentwood School District
26	Thanksgiving Break -no rotations (unless needed for make-up hours)
27	Workshops
28	Final presentations

VACATION, HOLIDAYS, AND TIME OFF

See the **Program Calendar and Schedule** 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.

As a result of the pandemic, some sites are still working partially remote (or have permanently moved to this work format) and therefore a small number of rotations may be hybrid with both onsite and virtual hours. In these cases, interns are permitted to work virtually with preceptors and/or complete assignments to earn supervised practice hours from home. Interns should still follow the guidelines below if planning to take time off. Hours worked at home must be logged appropriately and approved by the supervising instructor/preceptor overseeing the experience.

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.

SCHOLARSHIPS, AWARDS AND FINANCIAL AID

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 on our Financial Aid webpage [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 Financial Information included in the [catalog](#) or contact the Financial Aid office

at fbunifuaid@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. Scholarship information is also posted on the Nutrition and Dietetics Student Canvas community.

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 department faculty give a Department Service Award to a student who demonstrates extraordinary service in advancing the mission and goals of the University and/or department. In addition, the department faculty give an annual award of Outstanding Student to a graduating student or students with the highest Fontbonne GPA.

STUDENT SUPPORT SERVICES

Information about [student support services](#) is available on the website including career development, counseling and health services. Students can also access information on the website regarding [Financial Aid and Scholarships](#) and [Student Success](#) includes information on testing, tutoring, and academic coaching.

Please visit each individual service webpage to learn more or make an appointment. The [Griffin Scratch Student Handbook](#) is also available for download and outlines available services in more detail along with all student related policies.

DIVERSITY, EQUITY AND INCUSION

Fontbonne University is committed to equal treatment of “every person, regardless of race, color, creed, national origin, gender, sexual orientation, age or disability.” Therefore, we strive to “create a learning environment that promotes, nurtures and supports the understanding, recognition and appreciation of contributions to society made by diverse individuals and groups.” The full Fontbonne University Diversity Statement can be found here: <https://www.fontbonne.edu/about-us/mission>

The CP recognizes and wholeheartedly agrees with the ACEND statement: “ACEND® will not tolerate any instances of inequity nor discrimination in our nutrition and dietetics education programs.” (Academy of Nutrition and Dietetics, 2022).

All CP faculty and preceptors are provided with and encouraged to explore and utilize the Diversity, Equity, and Inclusion resources available on the [ACEND webpage](#). These include reference materials and recorded webinars that may assist in working with students/interns from various backgrounds. Additionally, these topics are discussed periodically and as needed at faculty meetings.

CP students should report any instance of unfair or inequitable treatment based on race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, socioeconomic status, age, or any other personal attribute or identification to their academic advisor or program director. If you are not comfortable going to one of those individuals, please contact someone that you are comfortable with.

Students may also contact the Special Advisor to the President for Diversity, Equity, and Inclusion Deanna Williams at DWilliams@fontbonne.edu

Additionally, any member of Fontbonne’s campus may report an incident of bias at: <https://report.myredflag.com/reporter/login/client/fontbonne//?role=student>

Please see the section on **Grievance and Student Complaints** for further information and direction on filing a formal complaint with ACEND.

PROGRAM COSTS

Below are the estimated costs related to the CP program as of the 2023-2024 academic year. Following this table are sections detailing policies related to some of the costs involved in taking part in the CP.

	Total cost for accelerated master’s (BS + MA) students (includes time in program starting at Junior year)	Total cost for students with DPD verification (MA coursework + supervised practice)
Tuition and Fees	Year 1: Junior (fall, spring, summer) = \$34,471 Year 2: Senior/Graduate (fall, spring, summer) = \$26,163 Final year: Graduate (fall only): = \$3925 Total estimated cost: \$60,634	Year 1: Graduate (summer, fall, spring) = \$15,700 Year 2: Graduate (summer/fall) = \$7850 Total estimated cost: \$23,550
Room & Board (only if needed)	\$10,460–\$13,145 per academic year	\$10,460–\$13,145 per academic year
Graduation Fee	\$75	\$75
Additional Course & Lab Fees	\$1500	\$1100
Textbooks and Reference Materials	\$1600	\$800

Professional Liability Insurance (yearly enrollment in university policy)	\$39	\$26
Required Physical Examination, Immunizations, and annual TB test***	\$200	\$200
Background Check	\$60	\$60
Transportation (includes travel to/from assigned sites, parking, gas, car insurance, car maintenance, etc.)	Varies	Varies
ServSafe® Manager (or similar food protection certification) if not currently certified <i>Accelerated master's students complete this as part of an undergraduate course</i>	N/A	\$70
Academy of Nutrition and Dietetics Student Membership	\$58/year	\$58/year
St. Louis District Student Membership (recommended)	\$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 Catalog

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

** Reliable computer and internet access are required

***Additional immunizations and/or screenings may be required by certain rotation facilities

ACADEMY STUDENT 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 required for all CP students. Once admitted, students are required to provide proof of membership at the start of their first official semester of enrollment in the CP. After that, proof of continued membership will be required at the start of each new Academy membership year (June 1st).

Student Academy membership information and the application are available at:

<https://www.eatrightpro.org/member-types-and-benefits>

BACKGROUND CHECKS

All Fontbonne students must complete and pass a fingerprint background check and also register with the Missouri Family Care Safety Registry prior to the start of any practicum or internship experience offered through the university. Background checks are run through the Missouri Highway Patrol but includes all history of criminal activity. Students must also register with the Missouri Family Care Safety Registry. Results of both screenings are maintained within our college. When needed, a copy of the report may only be released directly to the student and is available to pick up from Colleen Patrick, Teacher Certification Coordinator, East Building room 235.

Some supervised practice facilities have their own background check requirements which may include a drug screen. If this is the case, the student must successfully complete those additional screenings in order to rotate to that site. The director will work with your sites and assist you in completing the needed requirements in a timely manner before the start of your rotation.

Students who fail any of the required screenings mentioned above may be limited on where they may rotate for practicum and internship experiences. Depending upon the offense, students may 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 the requirements of our partner facilities, every CP student must complete a health status/physical exam and assessment of functional abilities related to the internship, signed by a medical provider. You will be provided with copies of the forms to have your health provider complete. These forms can also be found in the Appendix of this handbook.

Students must also provide proof of their immunization or immune status against the following

communicable diseases: measles, mumps, rubella, varicella (chicken pox), Hepatitis A, and Hepatitis B. Flu shot is required when rotating during the flu season - generally between October and March. Students are encouraged to receive their flu vaccination as soon as doses are available. A yearly skin or blood test for tuberculosis is also required. If a student has prior exposure to TB, they may need to receive a chest x-ray to confirm negatively of the disease. The program director collects this information from all interns and stores it in their file.

Note that certain sites may require additional immunizations; interns will be notified of such situations by the CP Director who will work with you and your site to assure they are completed prior to your rotation. However, it is ultimately the student's responsibility to comply with all immunization and health requirements of the sites to which they are assigned.

COVID-19 Vaccination Requirement

To comply with mandates being imposed at a growing number of our supervised practice facilities, and to protect the health of interns and the individuals they serve, we are currently requiring COVID vaccination for all CP interns before they can begin any supervised practice rotation at an outside facility. This is aligned with the Academy of Nutrition and Dietetics' statement recommending that all dietetics professionals should be vaccinated "both to protect their own health and to assist in the treatment and recovery from the COVID-19 virus for all people" (Academy of Nutrition and Dietetics, 2021).

Currently we are only requiring the initial vaccination series and encouraging students to stay current by receiving booster shots as they become available. However, this may change based on site requirements.

Please find additional information regarding Covid-19 vaccines and current CDC recommendations at this link:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html>

Please see the complete list of requirements needed for students to be approved for a practicum/internship experience on the next page.

2023-2024 List of Required Documentation for practicum/internship checklist:	
Graduate/CP Handbook Signature Page	
Proof of Academy Student Membership (copy of membership card or certificate – must update yearly)	
DPD Verification Statement (if applicable)	
Final Transcript with degree posting from DPD institution (if applicable)	
Fingerprint Background Check - completed one time (follow instructions provided, if needed)	
MO Family Care Safety Registry - completed yearly (follow instructions provided to register or update)	
Professional Liability Insurance (University Policy Coverage) \$13.00 cash or check made out to Fontbonne, mail to campus Attn: Ann Spall or drop off in Controller's office Ryan Hall 210	
Health Exam + Functional Abilities Forms (signed by medical provider)	
TB Test (skin test, blood test OR chest xray showing negative (if prior exposure) – updated yearly	
MMR vaccine (typically a 2-shot series)	
Hepatitis B (3 shot series)	
Hepatitis A vaccine (2 shot series, must have at least completed shot #1)	
Varicella (Chicken pox) vaccine (typically a 2-shot series) OR titer showing immunity	
COVID Vaccine (showing full vaccination, 1 or 2 shots depending on manufacturer). <i>Booster not required but recommended</i>	
Tdap (Tetanus) booster - must be within last 10 years	
Flu shot – updated yearly by October 1 st	
Current ServSafe® Manager (or similar) certificate	
Proof of Current Medical Insurance (picture of scan of card)	
Proof of Current Auto Insurance (picture of scan of card)	
9-panel Drug Screen (only if required by facility – the director will inform you if you need to have this done)	

Vaccine Exemptions

If a student wishes to request an exemption from receiving the Covid (or any other) vaccine for a medical or religious reason, they must submit a signed letter from an appropriate authorized representative (i.e. medical doctor or religious leader) that outlines the circumstances. These requests will be reviewed by the CP Program Director, Department Chair, and Dean as needed. Interns will be informed whether their exemption has been approved.

An approved exemption from Fontbonne University does not mean that the exemption will be honored at supervised practice facilities. Therefore, the student may not have the opportunity be placed with certain clinical and community sites as each site has their own policy concerning granting COVID-19 vaccine exemptions.

- Individual sites approve or deny exemption requests based on their policy. These policies may change as more information is available.
- A site may also change their policy mid-rotation. If the student is unable to meet the policy, they may be dismissed from the site mid-rotation.

CP faculty will attempt to find sites that can accommodate medical and religious waivers. However, given that sites are developing policies to address unvaccinated individuals, finding experiences to accommodate students with a medical or religious waiver for vaccination will take additional time if they can be arranged at all. This may slow or block student progression in the dietetics program, as full participation in experiential learning is fundamental to meeting standards/competencies required to obtain eligibility for the RDN credentialing exam. The CP program is limited by availability of our sites and resources; therefore, CP faculty will spend a reasonable (not exhaustive) amount of time to find sites to accommodate interns requesting exemptions.

Should sites allow unvaccinated students to rotate to their facility:

- Students may not be allowed to participate in some patient and client care activities given the increased risk of spreading COVID-19 based on site policy. This may mean that some competencies are not completed during the rotation.
- Students may have direct contact with COVID-19 patients, placing them at increased risk of contracting the virus.
- The Coordinated Program asks students to consider their liability of infecting others with COVID- 19 when working with all patients and employees.

If a site allows unvaccinated students into their facility, students will be required to comply with the site's policies for unvaccinated individuals. These may include but are not limited to wearing a mask at all times and additional COVID-19 testing and screening. The student may be responsible for fees associated with the protocol including, but not limited to, purchasing specific types of masks, testing and screening, or other protective measures. Students may be dismissed from the experience if they do not follow the protocol.

INSURANCE REQUIREMENTS

Automobile insurance coverage is required for all students who plan to drive to their rotation sites and must be kept current throughout 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 practicum experience/rotation.

Medical insurance is also 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 depending upon the nature of the illness or injury. These fees, when incurred are the sole responsibility of the intern.

Professional liability insurance is required and must be purchased by every student 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 current fee for enrollment in our University policy is \$13 per year.

TRANSPORTATION

Each student/intern must have access to reliable transportation as travel to off-campus experiences and supervised practice sites is required (see **Insurance** section of this Handbook). Transportation costs will vary by student and include all costs relevant to travel to and from assigned sites. Depending whether students own their own vehicle or take public transport these costs may include gas, parking, car insurance, and car maintenance.

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 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 school related events. Students should also use discretion when using social media (see the **Social Networking** section of this Handbook). Professional attributes will be assessed by the CP director, faculty, and preceptors throughout the program. Specific expectations for professionalism can be found in the CP Student/Intern Responsibility Statement (see appendices), 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 CP 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 their schedule effectively to complete projects and other tasks on time (time management)
 - h. Demonstrate the ability to arrange their 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 their 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 full participation in all learning experiences are 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 their instructor and/or site preceptor if they are going to miss any part of a rotation due to illness or other extenuating circumstances. 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 result in the extension of the planned graduation date and/or require that the intern request a leave of absence. The procedure for requesting a leave of absence from Fontbonne University is provided under Academic Policies and Regulations in the online [Fontbonne University Catalog](#) under Registrar Policies. Please see additional program specific information below regarding Program Withdrawal and Leave of Absence.

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 course instructor and/or 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>

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

Professional workplace appropriate attire is required any time a student is participating in professional meetings (on or off campus), practicum/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. These are only general guidelines; students should always follow the dress code for each individual experience or practice site.

SOCIAL NETWORKING

Common sense and general privacy, including HIPAA guidelines should be followed at all times when using any form of electronic communication or social networking. It is recommended that all students set their personal social media accounts to the private setting and use discretion when posting in a public space. 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.

PEER MENTORING

All CP students will engage in mentoring, first as a mentee and later as a mentor. The purpose of peer mentoring is to create student to student connections and to foster leadership skills that will translate to professional practice. Mentors provide peer support and encouragement and contribute to the success of other students.

PLACEMENT AT SUPERVISED PRACTICE SITES

The CP Director meets individually with each student to discuss their career goals, interest areas, and specific sites that the student would like to experience during their supervised experiential learning rotations. The director considers all of these aspects when creating the rotation schedule.

In our program, students are not required to set up any of their own rotations. However, students are encouraged to inform the director if they desire to rotate at a facility that we do not have a current partnership with. If deemed an appropriate learning experience, the director will work to set up an agreement with that facility and schedule you for a rotation there.

Most of our supervised practice facilities are situated in the St. Louis metro area and are less than 25 miles from the University. We do work with a few sites that are further away (such as Ste. Genevieve). However, these are typically reserved for students who have requested them or live near that area.

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. For example, we have had a few interns request to complete a short rotation in their hometown while they stay with family. In these cases, the intern identified the facility and received confirmation from a preceptor who agreed to work with them. The program director needs to know about this type of request as soon as possible so that a formal agreement can be established prior to your rotation start date. In no case is an intern allowed to complete ≥ 10 percent, or more than 100 hours at a remote site.

PROCESS FOR SELECTION, MAINTENANCE, AND EVALUATION OF SUPERVISED PRACTICE SITES

The program director maintains all agreements that are in place with facilities and organizations offering supervised practice experiences for students in practicums and internships. When a new potential site is identified, the program director communicates with the person who will serve as the main preceptor contact to confirm that required projects may be completed there. If possible, the director schedules either a virtual or in-person visit to see the site and meet the main preceptor. Once it is determined that the preceptor is willing to serve and that the site is appropriate, the director works with the site to create an agreement. If the facility has an established agreement template that they prefer to use, they may send it for review. If not, the program director supplies our general agreement for review and changes, if needed by the site. Once both parties have reviewed and agreed to any needed changes, the agreement is signed by both and the final agreement is added to our program files.

To assess ongoing appropriateness of rotation sites, students/interns complete an evaluation of their experience with the preceptor/facility after each rotation ends. The program director reviews these as they are submitted to address any immediate concerns, but also reviews the responses in bulk before creating the schedule for the next rotation year. Students may also share concerns through email or other means, and these communications are noted and also taken into consideration when scheduling sites.

STUDENT ROLES AND RESPONSIBILITIES

CP students/interns may not be used to replace employees at supervised practice sites during rotations (exception during staff relief). In rare instances, 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.

Interns function 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 always present themselves in a professional manner. Professionalism expectations and responsibilities of CP students/interns are outlined in the Student/Intern Responsibility Statement, located in the appendix.

If an intern feels that they are being asked to replace a regular employee or complete duties that are not conducive to the learning experience, they should contact the CP Director immediately.

SUPERVISED PRACTICE HOURS AND DOCUMENTATION

Interns must complete a minimum of 1000 documented supervised practice hours to complete the CP and receive a verification statement. These hours are completed through coursework that involves simulation, case studies, and role playing, and supervised experiential learning through practicum and internship experiences. When completing onsite practicum and internship rotations, students/interns will enter their hours worked using the Typhon system. Their instructor or preceptor will then approve the hours using the same system. Class projects and other program activities that count toward supervised practice hours will be entered by the program director upon completion at the end of each semester. Additional information and training for students on using the Typhon system will be provided prior to starting practicum rotations.

The program also regularly monitors students' total earned hours while accounting for any planned time off (holidays, vacation days, etc.). The CP Director will periodically update students/interns on where they stand with their hours and inform them when they are required to make up time to stay on track for graduation. Interns are also encouraged to monitor their own hours using the Typhon system and should immediately inform their instructor, preceptor, and/or the CP Director if they notice any discrepancies.

PROGRAM WITHDRAWAL / LEAVE OF ABSENCE

Some circumstances may warrant program withdrawal or temporary leave of absence from the program. If this concern arises, the student should discuss options with their academic advisor. Return from a program withdrawal or Leave of Absence from the CP will be handled on a case-by-case basis. The student may be required to reapply and/or retake certain courses after returning, depending upon the length of absence. The procedure for requesting a leave of absence is described in the online [Fontbonne University Catalog](#) under Registrar Policies.

For information about refund of tuition and fees and/or program withdrawal, refer to the same catalog link above. More detailed information on refunds is published each semester. Please access the Add, Drop, and Refund Dates document for the active semester, posted on this page:

<https://www.fontbonne.edu/academics/registrar/>

ASSESSMENT OF STUDENT LEARNING, PERFORMANCE AND PROGRESS

Coordinated Program students are assessed for performance and progress in various ways. Course instructors

provide feedback about performance after the completion of assignments and other experiences. Student performance is also assessed formally at the end of each semester through course grades. The CP director reviews all students' course grades and GPA at the end of each semester to assure they are appropriate to remain in the program. If a course grade or GPA drops below the minimum requirement, a remediation plan will be required. Please see the **Retention and Remediation** section of this Handbook for the policies and procedures related to GPA and course grades.

Please see the section of this Handbook on Academic Integrity for information regarding the University's definitions and policies for handling instances of academic dishonesty. You can also access this information by visiting the Academic Policies and Regulations section of the [Fontbonne University Catalog](#) .

Graduate Coursework and Supervised Practice

ACEND required competencies are assessed in some graduate level courses by course instructors. The data are collected and 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 such as practicum and internship rotations are formally assessed at the completion of the rotation using an evaluation form.

Mid-Rotation Progress Reports

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

Preceptors will assess intern performance on some projects as well as their performance and skills using the evaluation form that is completed and submitted in Typhon. The final evaluation includes a formal assessment of intern professional attributes. At or near the end of the rotation, the preceptor and intern should review the completed evaluation together and discuss areas of strength and opportunities for improvement. The final evaluation is available for viewing by both the intern and director once submitted in Typhon.

Rotation Activities and Projects

Competencies that are connected to each supervised practice activity are noted on the rotation activity checklist. Within one week of the end of each rotation, interns submit all completed rotation activities and projects for review by the program director. The director assesses competencies related to each activity, taking preceptor evaluation ratings into consideration when needed and records the final rating using a rubric. Successful completion of each activity is also recorded in an Excel spreadsheet to confirm competencies completed for each project. This is tracked individually for each intern.

If remediation is needed on any practicum or internship related project, the director and/or instructor will inform the intern. 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

The 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 in order to complete the program.

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. 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 throughout, and at the completion of each rotation. They will also receive a progress report from the program director around the mid-point of full-time rotations.

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 and writing support, through the [Kinkel Center for Academic Resources](#), located on the third floor of Ryan Hall. The Kinkel Center provides free 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 increase your chances for success, you should work together with your course instructor, academic advisor, program director, and preceptors. 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 classified as 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 course grade of at least a 'B' in all 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 classified as graduate status)

Note: *accelerated master's students move to graduate status spring semester of their senior year*

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 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 Projects and 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 affected.

Practicum Course Performance

All CP students will complete a total of three 40-hour practicum experiences in clinical, community, and food service management settings. Formal assessment of performance, professionalism, and competencies will occur in these courses.

Policy: CP students/interns must demonstrate an acceptable level of competence in practicum experiences. When performance on these activities is rated below “competent/meets expectations”, the student/intern may be required to work with the instructor to create an action plan which may involve repeating part or all of the experience.

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.

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 practicum experience (does not include areas marked “not applicable”) the student/intern may be required to repeat the activities that did not meet the expectation.
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 practicum activities may be delayed in their start of full time 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).

Supervised Practice Performance

Policy: Interns are expected to make sufficient progress during supervised practice rotations, resulting in meeting each of the ACEND required CRDNs 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.

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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).

- f. 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 their 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

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.

- 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 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 such as the Department Chairperson, Dean, or Provost as appropriate. All disciplinary action initiative will be put in writing and placed in the student file.

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 Catalog](#)

COMPLAINTS / GRIEVANCE PROCEDURE

The program director and faculty are here to guide you in the completion of your program area of study. If issues or concerns 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, discuss your concerns with your academic advisor. Your advisor will assist you in next steps, which may include involving the CP program director.
3. If you are uncomfortable speaking with your advisor or the program director, or 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 dean and/or the provost.
4. If the problem is not resolved at the department or institutional level and is related to ACEND standards, students may file a complaint with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) through 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.

Note: Preceptors may also file a complaint using a similar process as described above. If a preceptor asks about this process, please refer them to the Preceptor Handbook.

ONLINE AND BLENDED COURSES

While our program is not offered fully online, we do offer some of our major required courses in an online or blended format. Additionally, most courses require students to access course materials, participate in discussions, and submit assignments online using the Canvas learning management system. Therefore, regular access to a reliable computer and internet connection will be necessary to be successful in our program.

Canvas requires a secure login and password for each user. In the case that a class session is offered in a synchronous (live online) format, the instructor will require each student to turn on their camera to verify identity and participation. In the rare case that an exam is given online, the instructor will either be present as a proctor or utilize the Kinkel Center's test proctoring services.

Additional resources for students engaging in online learning may be found at:
<https://www.fontbonne.edu/academics/online-learning/>

PROTECTION OF PRIVACY OF INFORMATION

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. More information on FERPA is available on the website at <https://www.fontbonne.edu/consumer-information/>

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.

Additionally, Fontbonne has safeguards in place to ensure security and confidentiality of student information as required by the Gramm-Leach-Bliley Act issued by the Federal Trade Commission.

All courses, including those with a blended or online format, require students to log into the Canvas learning management system with a username and password. Students' personal information, assignments and grades are never shared in a public space.

ACCESS TO PERSONAL FILES

Student/intern files are maintained by their academic advisor and/or CP director. Students may see any part of their file by making an appointment with the appropriate individual. Student records including class schedules, grades and unofficial transcripts are also available for students to access anytime through the student portal, [Griffinnet](#).

Appendix A: Family & Consumer Sciences Body of Knowledge

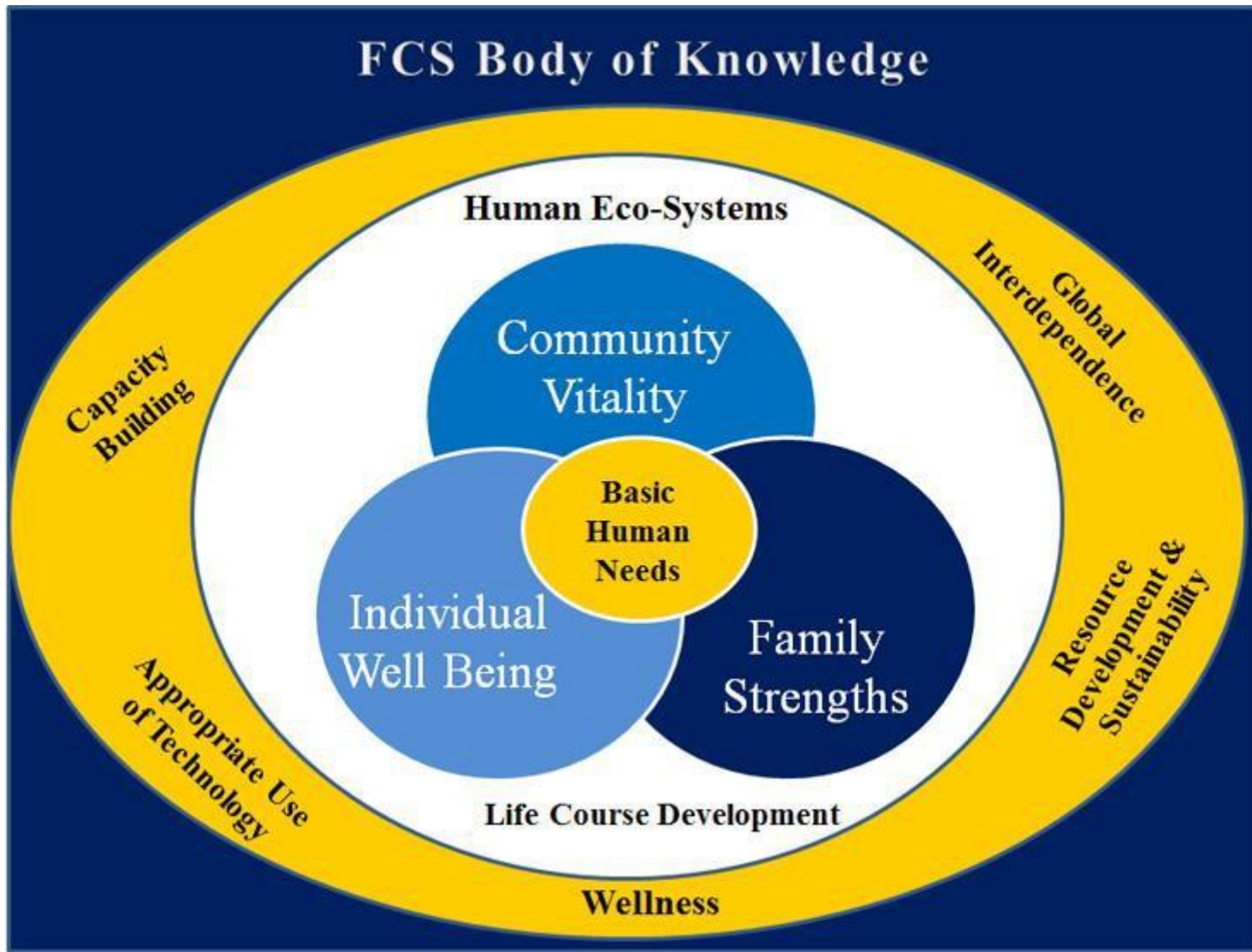


Image retrieved from: <https://www.ncat.edu/caes/departments/fcs/fcsbok.html>

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: Program Curriculum Guides

Fontbonne University Department of Family & Consumer Sciences
Accelerated Master's / Coordinated Program in Nutrition and Dietetics:
BS in Dietetics + MA in Health Advancement and Promotion Curriculum Guide

First Year - Fall			First Year - Spring		
INT 105	Culture & the Common Good	3	†CHM 128	General, Organic, Biochemistry (GOB) I (GER – PLR)	4
LIB 199	Info Lit in Higher Ed	1	†CHM 9128	General, Organic, Biochemistry (GOB) I Lab	0
COM	COM101 OR COM102	3	†BIO 240	Microbiology for Health Professionals	3
ENG 101	Composition I	3	†BIO 245	Microbiology Lab	1
MTH 105 or MTH 107	College Algebra (prerequisite for CHM128)	4	ENG 102	Composition II	3
CIS	CIS Elective	<u>3</u>	†PSY or SOC	Select an approved PSY or SOC course from the Social & Behavioral Sciences GER category (3 cr)	3
		17	GOV 101	US & MO Constitutions	1
					15
Second Year - Fall			Second Year - Spring		
†FDS 125	Food Service Sanitation	1	†MTH 115	Introduction to Statistics	3
†CHM 228	General, Organic, Biochemistry (GOB) II	4	†FDS 221	Food Science Theory & App	4
†CHM 9228	General, Organic, Biochemistry (GOB) II Lab	0	†BIO 222	Anatomy and Physiology II	4
†NTR 216	Principles of Nutrition	3	†BIO 9222	Anatomy and Physiology II Lab	0
†BIO 220	Anatomy and Physiology I	4	†CHM 328	General, Organic, Biochemistry (GOB) III	3
†BIO 9220	Anatomy and Physiology I Lab	0	†DTS 201	Introduction to Careers in Food, Nutrition and Dietetics	1
†PHL 260	Contemporary Moral Issues (meets Writing Intensive requirement)	<u>3</u>	Gen Ed. Elective	Select an approved course from the Fine Arts, History, or Literature categories	<u>3</u>
		15			18
APPLICATION TO CP OCCURS PRIOR TO ENTERING THE THIRD OR FOURTH YEAR					
Third Year - Fall (1 st year CP entry)			Third Year - Spring		
Div. and Justice	Select an approved course from the Diversity and Justice GER category	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
FCS 313	Methods and Practicum for Community Education	3	FDS 422	Cultural Competence through Food	3
Gen Ed. Elective	Select an approved course from the Fine Arts, History, or Literature categories	3	NTR 323	Interviewing, Education and Counseling	<u>3</u>
REL	Religion Elective (choose any course)	<u>3</u>			
		18			
Third Year – Summer (2 nd year CP entry)					
HAP 535	Leadership Development for Professional Practice	3			

Fontbonne University Department of Family & Consumer Sciences
Accelerated Master's / Coordinated Program in Nutrition and Dietetics:
BS in Dietetics + MA in Health Advancement and Promotion Curriculum Guide

HAP 533	Advocacy and Public Policy: Addressing a World in Need	<u>3</u>			
		6			
Fourth Year – Fall <i>Note: Students will move to Graduate status at the end of this semester)</i>			Fourth Year - Spring		
NTR 415	Medical Nutrition Therapy I	4	NTR 416	Medical Nutrition Therapy II	4
HAP 542	Interpreting and Translating Science for Consumers	3	HAP 543	Contemporary Applications for Health Communication	3
FDS 424	Experimental Foods (meets Writing Intensive requirement)	3	DTS 538	Professional Seminar in Nutrition and Dietetics II	1
NTR 419	Advanced Nutrition	3	DTS 540, 541, and/or 542	Choose remaining 1 – 2 practicums: Clinical, Community, and/or Food Service Management Practicum	1 - 2
DTS 540, 541, and/or 542	Choose 1 – 2 practicums: Clinical, Community, and/or Food Service Management Practicum	1 - 2			9-10
DTS 536	Professional Seminar in Nutrition and Dietetics I	<u>1</u>			
		15-16			
Fourth Year – Summer					
DTS 546	Graduate Supervised Practice I	3			
NTR 537	Advanced Topics in Medical Nutrition Therapy	<u>2</u>			
		5			
Fifth Year - Fall					
DTS 547	Graduate Supervised Practice II	3			
DTS 548	Professional Seminar in Nutrition and Dietetics III	<u>2</u>			
		5			

B.S. total hours: 122

M.A. total hours: 30

Hours that count toward both B.S. and M.A.: 15

Total program hours: 152

† = CP 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 or MTH 107 College Algebra (4 cr)

MTH 115 Intro to Statistics (3 cr)

**Fontbonne University Department of Family & Consumer Sciences
Accelerated Master's / Coordinated Program in Nutrition and Dietetics:
BS in Dietetics + MA in Health Advancement and Promotion Curriculum Guide**

NTR 216 Principles of Nutrition (3 cr)

PHL 260 Contemporary Moral Issues (3 cr)

PSY or SOC (3 cr)

Total = 45 credits of prerequisites

Fontbonne University Department of Family & Consumer Sciences
 Coordinated Program in Nutrition and Dietetics
 Master of Arts in Health Advancement and Promotion
 Graduate Curriculum Guide

Summer					
HAP 535	Leadership Development for Professional Practice	3			
HAP 533	Advocacy and Public Policy: Addressing a World in Need	<u>3</u>			
		6			
Fall			Spring		
DTS 536	Professional Seminar in Nutrition and Dietetics I	1	CDS 500	Introduction to Research Methods	3
DTS 540, 541, and/or 542	Choose 1 – 2 practicums: Clinical, Community, and/or Food Service Management Practicum	1 - 2	HAP 543	Contemporary Applications for Health Communication	3
HAP 542	Interpreting and Translating Science for Consumers	<u>3</u>	DTS 538	Professional Seminar in Nutrition and Dietetics II	1
		5-6	DTS 540, 541, and/or 542	Choose remaining 1 – 2 practicums: Clinical, Community, and/or Food Service Management Practicum	<u>1-2</u>
					8-9
Summer					
DTS 546	Graduate Supervised Practice I	3			
NTR 537	Advanced Topics in Medical Nutrition Therapy	<u>2</u>			
		5			
Fall					
DTS 547	Graduate Supervised Practice II	3			
DTS 548	Professional Seminar in Nutrition and Dietetics III	<u>2</u>			
		5			

Total program hours: 30

Sample Curriculum Guide for a Master of Arts in Health Advancement and Promotion (non-dietetics track)

Summer			Fall			Spring		
HAP 533	Advocacy in Public Policy: Addressing a World in Need	3	Elective	Choose any graduate level (500 or above) course not required for the major.	3	HAP 543	Contemporary Applications for Health Communication	3
HAP 535	Leadership Development for Professional Practice	3	HAP 542	Interpreting and Translating Science for Consumers	3	Elective	Choose any graduate level (500 or above) course not required for the major.	3
Total semester hours		6	Total semester hours		6	Total semester hours		6
Summer			Fall			Spring		
Elective	Choose any graduate level (500 or above) course not required for the major.	3	Elective	Choose any graduate level (500 or above) course not required for the major.	3	Elective	(Choose any graduate level (500 or above) course not required for the major.	3
Total semester hours		3	CDS 500	Introduction to Research Methods	3	Total semester hours		3
			Total semester hours		6			

Hours for Graduation: 30 semester hours

**The guide outlines a summer start. MA students may begin graduate course work any semester.*

Appendix D: CP Application and Program Completion Checklist

Student Name:

Planned entry semester for CP:

CP Eligibility Requirements

- Completed/will complete at least 60 credit hours of college coursework (includes transfer) by the semester you plan to begin the program
- Completed/will complete at least 75% (36 credit hours) of prerequisite courses by the semester you plan to begin the program
- Overall Fontbonne University GPA of at least 3.25 (does not include transfer courses)

If under 3.25, will need to write a letter of appeal discussing a reasonable timeline to increase GPA within the next 1 – 2 semesters

- C- or better in all prerequisite courses (48 cr. Total)
 - 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 or 250 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 or MTH 107 College Algebra (4 cr)
 - MTH 115 Intro to Statistics (3 cr)
 - NTR 216 Principles of Nutrition (3 cr)
 - PHL 260 Contemporary Moral Issues (3 cr)
 - PSY or SOC (any approved course in psychology or sociology) (3 cr)

Desirable/Recommended:

- Work or volunteer experience in dietetics
- Leadership experience
- Community service experience (on or off campus)

Application Instructions

- Fill out the Graduate Admissions application located at: <https://apply.fontbonne.edu/apply/>
 - **Please select: MA Health Advancement and Promotion/Coordinated Program in Nutrition and Dietetics**
 - **If prompted, select “accelerated bridge” (this means you are a current FBU student and will enter the accelerated BS+MA once accepted)**

Application will include:

- Resume (highlighting relevant work, volunteer, leadership, and/or community service experience)

Need assistance with your resume? Contact Emily Huey, Director of Career Development for an appointment EHuey@Fontbonne.edu

- Professionally written personal Statement, thoroughly covering the prompts below:
 - Your current interest area(s) in dietetics
 - 2 – 3 of your strengths and how they will contribute to your success in our program
 - 1 – 2 areas for improvement, and what you have done/are doing to improve upon them
 - Discussion of your most meaningful experiences (school, work, volunteer) that have contributed to your preparation for graduate school and supervised practice

Need assistance with your writing? Contact the Kinkel Center at writing@fontbonne.edu

- Name and contact information for at least two individuals who have agreed to write letters of reference, and speak to your professionalism and/or academic abilities
 - We recommend one from a work/volunteer supervisor and one from a faculty or staff member outside of dietetics).
 - Please let your letter writers know they should submit their letter directly to Admissions fbyou@fontbonne.edu or to Dena dfrench@fontbonne.edu

Application Deadlines:

- February 1st – Priority deadline for 1st year entry (fall start)
- March 15th – final deadline for 2nd year entry (summer start)

Accepted?

Yes

No

Date of Acceptance:

Program Start (semester/year):

Maintaining Admission Status/Good Standing in Program

While classified as Undergraduate

B or better in all graduate (500 level) courses

Maintain a 3.25 GPA at Fontbonne

While classified as Graduate (typically during the final three semesters of enrollment)

B- or better in all graduate (500 level) courses

Maintain a 3.0 GPA at Fontbonne

Program Completion Requirements

Successful completion of all required BS and MA coursework (see section above)

Successful completion of at least 1000 supervised practice hours

Competent rating in each of the required competencies (CRDNs)

Appendix E: 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.

Appendix F: 2022 Core Knowledge Requirements and Competencies for the Registered Dietitian Nutritionist (KRDNs and CRDNs)

The knowledge requirements (KRDNs) and competencies (CRDNs) are covered throughout coursework and experiential learning 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 Select and use appropriate 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 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.

CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.

CRDN 1.5 Incorporate critical-thinking skills in overall practice.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner 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 Practice for the Registered Dietitian Nutritionist and the Code of Ethics for the Profession of Nutrition and Dietetics.

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.

KRDN 2.6 Demonstrate cultural humility, awareness of personal biases and an understanding of cultural differences as they contribute to diversity, equity and inclusion.

KRDN 2.7 Describe contributing factors to health inequity in nutrition and dietetics including structural bias, social inequities, health disparities and discrimination.

KRDN 2.8 Participate in a nutrition and dietetics professional organization and explain the significant role of the organization.

KRDN 2.9 Defend a position on issues impacting the nutrition and dietetics profession.

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 Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, 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 Work collaboratively with NDTRs and/or support personnel in other disciplines.

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

CRDN 2.7 Apply change management strategies to achieve desired outcomes.

CRDN 2.8 Demonstrate negotiation skills.

CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.

CRDN 2.10 Demonstrate professional attributes in all areas of practice.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

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

Knowledge

KRDN 3.1 Use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions and develop plans to monitor the effectiveness of these interventions.

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

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

KRDN 3.4 Practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol).

KRDN 3.5 Describe concepts of nutritional genomics and how they relate to medical nutrition therapy, health and disease.

KRDN 3.6 Develop nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

Competencies

CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements 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 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation).

CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.

CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.

CRDN 3.8 Design, implement and evaluate presentations to a target audience.

CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14 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/financial management plan and interpret financial data.

KRDN 4.3 Demonstrate an understanding of 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 Apply safety and sanitation principles related to food, personnel and consumers.

KRDN 4.6 Explain the processes involved in delivering quality food and nutrition services.

KRDN 4.7 Evaluate data to be used in decision-making for continuous quality improvement.

Competencies

CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.

CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition 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 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

Knowledge

KRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

KRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch).

KRDN 5.4 Practice resolving differences or dealing with conflict.

KRDN 5.5 Promote team involvement and recognize the skills of each member.

KRDN 5.6 Demonstrate an understanding of the importance and expectations of a professional in mentoring and precepting others.

Competencies

CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.

CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.

CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.

CRDN 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).

CRDN 5.5 Demonstrate the ability to resolve conflict.

CRDN 5.6 Promote team involvement and recognize the skills of each member.

CRDN 5.7 Mentor others.

CRDN 5.8 Identify and articulate the value of precepting.

Appendix G: Physical Exam & Functional Abilities Forms

Physical Examination Form



Section 1: To be completed by patient.

Name: _____ Age: _____ Date: _____

	No	Yes	Explain "Yes" answers
Significant Previous Injuries			
Hospitalizations/Surgeries			
Current Medications (OTC/Rx)			
Chronic Illness			
Allergies			
Seizures			
Musculoskeletal Disorders			
Physical impairments			
Hearing aid			
Glasses or Contact Lenses			

Section 2: To be completed by health care provider

Height: _____ Weight: _____ Blood Pressure: _____ Pulse: _____

System	Normal	Abnormal	Comments
Skin			
HEENT			
Respiratory			
Cardiovascular			
Musculoskeletal			
Neurological			
Genitourinary			
Gastrointestinal			
Lymphatic			
Endocrine			
Psychological			
General Health			

Additional comments: _____

On the basis of this examination and the medical history as furnished to me, I have found no reason(s) which would make it medically inadvisable for this student to complete dietetic supervised practice activities.

Health Care Provider (please print) _____

Address _____

Phone: _____ Fax _____

Provider's Signature: _____ MD, PA, or CRNP/ANP

ASSESSMENT OF SPECIFIC FUNCTIONAL ABILITIES: Dietetics Program

Dietetic Intern Name: _____ Date: _____

Part 1 - Directions: Read the environmental factors below and sign that you agree to participate in supervised practice placements with the following conditions.

Environmental Factors:

- Exposure to chemical compounds, slippery floor conditions, possible hazardous conditions en route to supervised practice locations and class days
- Exposure to possible hazards of microwaves, various pieces of kitchen equipment (steam kettles, ovens, mixers, slicers) while in foodservice operations.
- Exposure to loud noises (e.g. kitchen equipment).
- Working in varied locations/sites associated with the affiliated facilities.
- Exposure to excessive humidity and dampness in various kitchen or office areas.
- Exposure to excessively dry or cold areas (kitchens, offices, dock areas).
- Limited space for work and for personal property in some work areas.
- Working independently of others, as well as in teams.
- Variations in expected work hours, depending on assignment.
- Possibility of early morning or late evening hours depending on rotations.
- Exposure to sick and dying patients and infectious illnesses during clinical and community rotations.
- Exposure to potentially violent patients or employees in some rotations.

I have read and agree to the above environmental factors that I may encounter while in supervised practice rotations.

Signed: _____ Date: _____

Part 2 - Directions: Review with your Health Care Provider at time of physical examination. Health Care Provider should sign below proving support that you are able to meet the functional/physical, motor and sensory capabilities of the dietetics supervised practice program.

Physical Capability:

1. Light to heavy lifting --- up to 50 lbs. with resistance, in some rotations and assignments (office, kitchen).
2. Reaching above shoulders and stretching to reach storage shelves to retrieve materials and supplies.
3. Bending to check trays and to complete sanitation inspections.
4. Fine manipulation (computers, typewriters, calculators).

5. Use of both hands required or compensated by acceptable prosthesis (especially lifting, working in kitchen areas).
6. Walking --- about 1-2 hours/day
7. Standing --- about 3 hours/day
8. Sitting --- about 3-4 hours/day
9. Both legs required unless intern is capable of functioning in the kitchen and on patient units and in the community with minimal assistance.
10. Keen visual acuity to distinguish numbers, doctors' orders in charts, nourishment and patient data, recipes, spreadsheets, and for focusing on computer screens.
11. Ability to distinguish colors and shades of color (for teaching and use of various menus and tools).
12. Good sense of direction for fast and efficient movement through facilities; use of stairs often required.
13. Normal or corrected hearing.

Motor Capability:

1. Move from room to room and maneuver in small spaces.
2. Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs.
3. Use hands repetitively; use manual dexterity.
4. Perform CPR.
5. Travel to and from academic and supervised practice sites.

Sensory Capability:

1. Coordinate verbal and manual instruction.
2. Comfortable working in close physical proximity to patients and preceptors.

Attach current physical examination form dated within 6 months; an original signature is required.

From this physical examination, based on my assessment of _____(name) physical and emotional health on _____(date), they appear able to participate in the activities of a health professional in a clinical, community, and foodservice setting.

Check one: Yes _____ No _____ If no please explain:

Signed: _____ MD, PA, or CRNP/ANP Date: _____

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 a BS (if applicable), MA, and receive a CP verification statement, students/interns must be continually enrolled and must:

- a. Achieve a grade of “B” or better in graduate courses taken while still classified as an undergraduate student (accelerated master’s students)
- b. Achieve a grade of “B-” or better in all graduate courses once classified as a graduate student
- c. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.25 while still classified as an undergraduate student (accelerated master’s students)
- d. Maintain a minimum cumulative grade point average (GPA) at Fontbonne of at least 3.0 once classified as a graduate student
- e. Achieve at least a “competent” rating in all ACEND required competencies (CRDNs)
- f. Complete a minimum of 1000 supervised practice hours
- g. Complete the program within 3.75 years (for accelerated master’s students) or 28.5 months (graduate/internship only) from the start date (this time frame may be extended for extenuating circumstances at the discretion of the CP Director).

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: _____