COORDINATED DIETETICS PROGRAM (CDP)
Coordinated Dietetics Program (CDP)

The Coordinated Dietetics Program (CDP) is designed for persons seeking both academic course work and supervised practice required to qualify to take the examination to become a Registered Dietitian. Students who complete the requirements in the CDP are eligible for membership in the Academy of Nutrition and Dietetics (AND). The curriculum integrates academic preparation and clinical experience needed by the generalist in dietetics. Upon passing the national examination administered under the direction of the AND, graduates are recognized as Registered Dietitian Nutritionists (R.D.N). The CDP is currently granted accreditation by the Accreditation Council for Education in Nutrition & Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040, ext. 5400.

The DPD is currently granted accreditation status by the Accreditation Council for Education in Nutrition and Dietetics Education (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL. 60606-6995, (312) 899-0040, ext. 5400.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>6</td>
</tr>
<tr>
<td>MISSION, GOALS, OBJECTIVES</td>
<td>6</td>
</tr>
<tr>
<td>PHILOSOPHY AND PURPOSE</td>
<td>8</td>
</tr>
<tr>
<td>PROGRAM OBJECTIVES</td>
<td>9</td>
</tr>
<tr>
<td>CDP CURRICULUM</td>
<td>11</td>
</tr>
<tr>
<td>PHILOSOPHY OF FACULTY</td>
<td>12</td>
</tr>
<tr>
<td>ACCREDITATION AND SUCCESS OF THE PROGRAM</td>
<td>13</td>
</tr>
<tr>
<td>COMBINED MASTER’S DEGREE/COORDINATED PROGRAM</td>
<td>13</td>
</tr>
<tr>
<td>PRIOR LEARNING POLICY</td>
<td>13</td>
</tr>
<tr>
<td>CLINICAL EDUCATION</td>
<td>13</td>
</tr>
<tr>
<td>TIME REQUIREMENTS OF THE PROGRAM</td>
<td>14</td>
</tr>
<tr>
<td>COST OF THE PROGRAM</td>
<td>14</td>
</tr>
<tr>
<td>ADDITIONAL EXPENSES</td>
<td>15</td>
</tr>
<tr>
<td>CDP POLICIES AND PROCEDURES</td>
<td>16</td>
</tr>
<tr>
<td>Student Rights and Responsibilities</td>
<td>16</td>
</tr>
<tr>
<td>Student Conduct at Supervised Practice Sites</td>
<td>16</td>
</tr>
<tr>
<td>Insurance Requirements</td>
<td>17</td>
</tr>
<tr>
<td>Statement of Equal Opportunity</td>
<td>17</td>
</tr>
<tr>
<td>Privacy of Information/Access to Personal Files</td>
<td>17</td>
</tr>
<tr>
<td>GRADUATION OR PROGRAM COMPLETION REQUIREMENTS</td>
<td>18</td>
</tr>
<tr>
<td>GRIEVANCE PROCEDURES</td>
<td>18</td>
</tr>
<tr>
<td>CDP Grievance Procedures</td>
<td>18</td>
</tr>
<tr>
<td>School and University Grievance Procedures</td>
<td>19</td>
</tr>
<tr>
<td>Disciplinary/Termination Procedures</td>
<td>25</td>
</tr>
<tr>
<td>LIABILITY</td>
<td>27</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>ATTENDANCE/ ABSENCE</td>
<td>27</td>
</tr>
<tr>
<td>ILLNESS/INJURY</td>
<td>27</td>
</tr>
<tr>
<td>COURSE WORK/GRADERS</td>
<td>27</td>
</tr>
<tr>
<td>HEALTH EXAMINATION</td>
<td>28</td>
</tr>
<tr>
<td>BREAKING PATTERN OF ENROLLMENT</td>
<td>29</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>30</td>
</tr>
<tr>
<td>PROGRAM CALENDAR/VACATION</td>
<td>31</td>
</tr>
<tr>
<td>SCHEDULING</td>
<td>31</td>
</tr>
<tr>
<td>CDP GRADES</td>
<td>31</td>
</tr>
<tr>
<td>EVALUATIONS</td>
<td>31</td>
</tr>
<tr>
<td>SUPERVISED PRACTIC ROTATIONS</td>
<td>32</td>
</tr>
<tr>
<td>DRESS CODE</td>
<td>33</td>
</tr>
<tr>
<td>NAME TAGS</td>
<td>34</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>34</td>
</tr>
<tr>
<td>PROFESSIONAL ORGANIZATIONS</td>
<td>35</td>
</tr>
<tr>
<td>KNOWLEDGE/PERFORMANCE REQUIREMENTS</td>
<td>35</td>
</tr>
<tr>
<td>SUGGESTED SEQUENCE OF COURSE WORK</td>
<td>40</td>
</tr>
<tr>
<td>CODE OF ETHICS FOR THE PROFESSION OF DIETETICS</td>
<td>41</td>
</tr>
<tr>
<td>ACADEMIC HONESTY</td>
<td>43</td>
</tr>
<tr>
<td>STUDENT TIPS FOR SUCCESS - Supervised Practice</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>60</td>
</tr>
<tr>
<td>CDP GRADUATE COURSE SEQUENCING</td>
<td>61</td>
</tr>
<tr>
<td>SIGN-OFF SHEET</td>
<td>64</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Coordinated Dietetics Program at California State University, Los Angeles (CSULA) seeks to prepare men and women entering the dietetics professional field to acquire skills and competencies necessary to
provide rational and humanistic health care to all people. Dietitians are members of the health care team who assist clients in the prevention of health problems, achievement, maintenance and/or regaining of health.

The program takes advantage of the diversity and richness of the multicultural and multi-ethnic nature of the communities surrounding the CSULA campus. The Coordinated Dietetics Program (CDP) is the only academic program at a public university in Southern California.

MISSION STATEMENT, GOALS AND OUTCOME MEASURE

CDP Mission Statement

The mission of the CPD is to provide an integrated academic/supervised practice curriculum to prepare competent entry-level dietitians to promote optimal health and nutritional status of individuals and groups. The curriculum provides the foundation knowledge and skills, and the practitioner-based competencies to perform the specialized functions of an entry-level dietitian. The CPD prepares competent dietitians for positions in nutrition therapy, food service management, and community nutrition. Based on our unique location, the California State University Los Angeles CDP draws strongly from community-based programs. This approach is supported by our community concentration.

The program has three broad goals and specific outcome measures are tied to each goal.

GOAL 1. To prepare graduates to practice effectively as entry-level dietitians in community, foodservice, and clinical dietetics, with a concentration in community-based dietetics.

Outcome measures for Goal 1:

1. By the end of the supervised practice experience, 100% of the students completing all of the rotations will receive a rating of "satisfactory" or "at expected level of performance" on all of the ACEND competencies.

2. After starting the supervised practice experience portion of the Coordinated Program in Dietetics, 90% of the individuals will complete all of the rotations.

3. Graduates will achieve an overall first-time pass rate over a 5-year period of at least 80%.

4. At least 90% of graduates over a 5-year period will rate their preparation for their position one year after finishing the program as 3 or better on a scale of 5 being "very well" and 1 being "not at all".

5. Over a 5-year period, after acceptance into the Coordinated Program in Dietetics, 80% of the individuals will complete the program within 34 months or 150% of the time planned for completion.
**GOAL 2.** To prepare graduates for life-long learning and/or advancement in dietetics through professional activities and development.

Outcome measures for **Goal 2:**

1. Over a 5-year period, on a self-assessment tool no graduate will assess his/her expertise as an entry-level dietitian as "unqualified".

2. Over a 5-year period, no employer will rate a graduate from the program as:
   a. not ready for areas of practice outlined on an assessment tool, and
   b. somewhat below average.

3. Over a 5-year period, of the graduates employed, graduates will have taken employment in community, food service and clinical dietetics (i.e., at least one graduate will be represented in these areas).

4. Over a 5-year period, 90% of students completing requirements for the Coordinated Dietetic program will graduate with a master’s degree in Nutritional Science.

5. 100% of CDP students will successfully complete the culminating activity for Graduate students (Thesis, Project or Comprehensive exam).

**GOAL 3: Leadership:** To prepare graduates for roles in leadership and policy in dietetics through activities in personal professional development and professional organizations such as AND.

Outcome measure for **Goal 3:**

1. At the one-year post-graduation survey:
   a. 80% of graduates will remain active members of the Academy of Nutrition and Dietetics (AND).

   b. 100% of graduates will be welcomed to the CSULA CDP Facebook page for CDP graduates. 70% of the graduates will follow and continue to post updates on Facebook.

   c. 50% of graduates will extend their participation in AND, often starting at the district membership, dietetic practice group membership, elected office at the district, state or national level.

   d. 80% of the graduates will have started their professional development portfolios and accumulated at least 10 hours of professional development hours.
PHILOSOPHY AND PURPOSE

The philosophy and purpose of the CDP are consistent with the mission and goals of the CSULA campus, the school of Health and Human Services and the department of Health and Nutritional Sciences. In general, the program:

1. Prepares students to become dietitians able to provide preventive supportive, therapeutic and rehabilitative care to individuals, families and groups, either in institutional facilities or in the community at large.

2. Seeks to integrate theory and the findings of basic, applied research from various related disciplines, with the demands and new technological developments of the professional practice. Graduates will be well prepared to pursue further graduate studies in the field.

3. Seeks to develop qualified, well-trained dietetics professionals in response to the demand of their services in multicultural settings. The program places emphasis on teaching and learning approaches that emphasize the respect and understanding of individuals’ and families’ values within the context of their cultural matrix.

4. Develops competencies and skills so that program graduates can actively participate and influence the formation of public policy aimed at effective delivery of nutritional care. Dietitians must assume major responsibility for ensuring that safe and effective health care services are available and accessible to all persons regardless of socioeconomic status, ethnicity, religion or geographical distance.

5. Stimulates students in critical thinking and independent decision-making based on the analysis, synthesis and appropriate application of concepts from other disciplines. Dietetics graduates should be competent and resourceful in introducing changes in the field that are consistent with evolving social issues in a multi-cultural and cosmopolitan setting.

6. Develops skills and competencies for effective communication of nutrition knowledge to clients, team members and practitioners of other disciplines, in a meaningful, respectful and responsible fashion.
7. Develops identification with professional organizations in the field, especially with those that support and encourage close cooperation among dietitians and with other health-related professions.

PROGRAM OBJECTIVES

Upon completion of the Coordinated Dietetics Program, students will:

1. Plan menus and evaluate their nutritional adequacy for individuals and groups of various cultural and ethnic backgrounds.

2. Formulate modified diets and menus which reflect the food ideology (attitude and habits) and nutritional needs unique to the individual or groups.

3. Provide nutrition information to individuals, groups, and members of the health care team, utilizing a variety of teaching methods, techniques, instructional aids and nutrition education materials.

4. Evaluate and apply scientific research and sources of information in the area of nutrition and diet therapy.

5. Integrate and apply information from diet manuals, medical records, laboratory reports, and other available resources with the provision of optimal patient care.

6. Apply the principles of specialized nutritional support with the provision of optimal nutritional care to hospitalized patients.

7. Utilize a variety of resources and appropriate verbal and written skills to achieve effective communication with members of the health care team and patients from multi-ethnic and multi-cultural backgrounds.

8. Provide nutritional care and nutrition education for individuals throughout the life cycle in health and disease.
9. Utilize nutrition services for the continuing care of individuals and groups with special nutritional needs in the community.

10. Understand the individuality of patients and their relationship to nutritional care.

11. Analyze the components of a recipe, and how they interact to affect the final product, as demonstrated by experiences in recipe standardization and use of ingredient substitution.

12. Utilize the computer as a professional tool in food service management and the clinical/counseling setting.

13. Participate in the management a food production unit or units with varying organizational structures and objectives.

14. Observe or participate in negotiations of a union contract or other negotiations involving employee discipline.

15. Evaluate work performance in food service systems.

16. Plan and participate in continuing education programs for food service and health personnel.

17. Utilize records of personnel management in the recruitment, development, maintenance, and utilization of an effective and satisfied work force in food service systems.

18. Use sanitation, safety, and security standards as a basis for recognizing and correcting substandard conditions.

19. Utilize methods of cost control and budgeting in financial management and budget planning.
20. Communicate effectively with personnel at all levels.

21. Participate in the development and evaluation of plans for layouts of food service units.

22. Utilize specification information to select food service equipment.

23. Identify legislation, and economic and social issues affecting provision of health care and dietetic practice.

24. Apply the principles of marketing to food service systems and nutrition promotion.

25. Develop nutrition education materials.


CDP CURRICULUM

The curriculum is designed to prepare dietitians who can provide supportive, preventive, therapeutic, and rehabilitative care to individuals, families, and groups in institutional and community settings. It is designed to foster in each student an understanding of self, the desire to improve the quality of life for all people, aid students in the development of their careers for professional and individual responsibilities as dietitians who conform to the ethical principles of the profession and to the expectations of society. The CDP serves the community by training well-prepared, entry-level practitioners who appreciate and understand the needs of a multi-cultural society and how these needs influence delivery of effective nutritional care.

The curriculum is continually evolving in response to the needs and desires of the community. It reflects the professional knowledge and skills required to address the technologic, socioeconomic, political conditions and values of society in the preparation of graduates for entry-level dietetics practice. Additionally, the curriculum reflects the changing focus of dietetics, from a hospital-based, disease-oriented setting to the community where the focus is health promotion and health maintenance. Recipients of health care are the individual, family, and community. Therefore, the curriculum is designed to prepare graduates for careers in which they can apply their specialized knowledge to meet individual, family, and community needs, while promoting their personal and professional growth.
FACULTY

The CDP faculty and other adjunct instructors are responsible for providing and creating an appropriate academic environment, conducive to learning experiences. The underlying philosophy of the program and faculty is to help students achieve their academic goals in the most efficient and effective manner. The faculty of the CDP has an additional role, i.e. to serve as role models, motivators, facilitators, and resource persons to both students and facility preceptors. It is the faculty’s responsibility to guide and monitor the progress of students through different approaches, including periodic conferences, individual evaluations, and academic advisement.

Members of the faculty have excellent credentials in the field of education, dietetics and public health. The dynamic nature of the field requires them to stay abreast of new knowledge and technological breakthroughs in their respective fields.

The faculty believe that:

1. nutritional care is based on interpersonal relationships involving the dietitian and the client. The individual’s behavior is influenced by biological, environmental, life style and health service organization factors. Life style factors have to do with behavior and ethnic-cultural variables.

2. the foundation for understanding the self and others, in the process of growth and development in a continually changing environment, is provided through study of a wide range of general education, liberal arts and professional courses.

3. support and collaboration among dietitians and other health related professionals contribute to the improvement, maintenance and/or restoration of health of clients. To this end the faculty support and encourage cooperation in the development of preventive health measures.

4. students have different needs and individuality that need to be recognized.

5. graduates must be informed and become active in the formulation of public policy as it influences the nutrition of the individual, the family, and the community.
6. understanding of ethnic/social/cultural values systems, health practices and attitudes stemming from the cultural matrix of providers and clients are essential and must be accepted as integral part of the CDP.

ACCREDITATION AND SUCCESS OF THE PROGRAM

The program started in January 1973 with a class of 11 students. Since then over 500 students have received training and joined the allied health labor force. Applications to enter the program are carefully evaluated by a special faculty committee. The total enrollment increased to approximately 50 students. The CDP is accredited by The Academy of Nutrition and Dietetics (AND) and supported by CSULA. The program integrates didactic and supervised practice requirements for entry-level dietitians into one program.

Students completing the program are eligible to join AND and/or take the national certification examination to become a Registered Dietitian Nutritionist (RDN).

COMBINED MASTER’S DEGREE/COORDINATED PROGRAM

The Department of Health and Nutritional Sciences offers a graduate program leading to the Master of Science Degree in Nutritional Science. With the approval of The Academy of Nutrition and Dietetics, the first student enrolled in the master’s degree program was admitted to the combined master’s degree/Coordinated Program in 1986. Students enrolling in the combined program enroll in the didactic coursework required by ACEND while fulfilling their graduate study requirements for the Master of Science in Nutritional Science.

PRIOR LEARNING POLICY

Interested applicants to the CDP may have substantial experience in the field. However, due to program requirements to evaluate each student’s progress through the program and to assure meeting all the competency requirements, no parts of the CDP may be waived. All students enrolled in the CDP must complete at least 1200 hours of Supervised Practice as determined by the program.

Coursework from ACEND accredited institutions may be accepted if completed within the required timeline and the course description and syllabi reflect the required objectives are met.

CLINICAL EDUCATION

The CDP combines academic courses and clinical education. The CDP faculty is drawn from the School of Kinesiology and Nutritional Sciences in Nutritional Science. Clinical preceptors and CSULA-CDP faculty are Registered Dietitian Nutritionists with a strong professional background in dietetics and a commitment to education. Together, faculty and preceptors form a team that provides the academic
and clinical preparation which effectively integrates the theoretical study with the practical aspects of dietetics. The core faculty of the program carefully evaluates the settings and qualifications of the on-site clinical preceptors before entering in a formal contract to extend affiliation to the facility as an approved site for the clinical experience (rotation) of students enrolled in the program. Community health care facilities, the CSULA Student Health Center, the food services of the university and other appropriate, specialized community resources in Los Angeles County and in surrounding counties provide the supervised dietetics practice required by AND. Well-equipped foods and nutrition laboratories are maintained in the Department of Health and Nutritional Sciences at CSULA.

CDP faculty, on-site clinical preceptors and students participate in periodic reviews of the strengths and weaknesses of the program to improve the quality of academic and clinical education. The program also requires follow-up evaluation by employers of our graduates concerning the effectiveness and thoroughness with which the program prepares students as professionals. The employer’s evaluation is complemented with self-evaluations from the graduates themselves. The feedback data is evaluated and provides the basis for timely program modification and upgrading to reflect the changing academic conditions and performance requirements of the field.

**TIME REQUIREMENT OF THE PROGRAM**

The CDP is designed as a full-time program. If followed as suggested, students will complete the didactic coursework, required graduate coursework and supervised practice component within 2-4 years, depending on the student’s undergraduate degree. Those with an undergraduate degree from an ACEND accredited dietetics program will have their transcripts evaluated. Coursework from ACEND accredited institutions may be accepted if completed within the required timeline and the course description and syllabi reflect the required objectives are met.

**COST OF THE PROGRAM**

All students are charged established university fees for services and activities. Fees are payable each quarter as part of the registration procedure. Tuition is charged for non-residents of California. There is no stipend for CDP students. Current cost of attendance may be found at the University website: [http://www.calstatela.edu/financialaid/cost-attendance](http://www.calstatela.edu/financialaid/cost-attendance)

Those who need financial assistance may qualify for scholarships or loans available through the Financial Aid Office on campus: [http://www.calstatela.edu/financialaid](http://www.calstatela.edu/financialaid)

Scholarships, fellowship and loan applications may also be obtained from The Academy of Nutrition and Dietetics. Scholarship Applications are usually accepted between November and February of the first
year in the CDP for the next academic year. Interested students may contact the Program Director at CSULA or go to [www.eatright.org](http://www.eatright.org) for a list of available scholarships and loans from AND:

**ADDITIONAL EXPENSES**

In addition to the fees, CDP students have other expenses which are part of the Supervised Practice requirement. The cost of the expenses will vary, however, when possible we will provide links to The actual amount may change without previous notice.

Students are responsible for the following:

- Lab Coat – at least 3/4 length
- Computer/laptop: required for coursework and online logs.
- Yearly Medical physical: may use Student Health Center or personal Physician.
- Vaccinations:
  - Hepatitis A
  - Hepatitis B
  - Tetanus (yearly)
  - PPD, CXR, MMR
  - Varicella
- Insurance
  - Liability Insurance: about $40.00/year
  - Health/Accident/Auto Insurance: varies, depending on carrier
- Professional Organizations:
  - AND Associate: $58.00/year;
  - CAND-LAD Affiliate: $16.00/year,
  - Student Dietetic Association
CDP POLICIES AND PROCEDURES

STUDENT RIGHTS AND RESPONSIBILITIES

Application to and enrollment in the CDP constitute the student’s commitment to honor and abide by the academic and professional philosophies stated in this handbook. It is assumed that the student’s purpose is earnest and that his/her conduct will reflect this. Continued enrollment in the program is contingent on satisfactory scholastic and clinical performance.

STUDENT CONDUCT AT SUPERVISED PRACTICE SITES

The conduct of the student at the off- and on-campus facilities reflects upon the student, the university and the CDP. Therefore, students are always expected to assume responsibility for their behavior and abide by the rules and regulations of the facilities and the university. The student is a guest at each facility, which receives no financial compensation for providing the training experience. As such, unauthorized use of facility resources, e.g., personal telephone calls and photocopying are not allowed.

The primary function of the supervised practice facility and its personnel is the care of the patient/client or the provision of a service. This means that the student may find it necessary to assume more responsibility for learning than has occurred in the past. Be sensitive to the needs of the staff at the facility, i.e., volunteer to do work which is beyond the scope of your assignment. Try to become part of the staff, not merely an observer.

Students are expected to arrive on time at the assigned supervised practice sites regardless of the distances from their homes. If the student is unsure of the scheduled start time or the location of the first rotation meeting, call the facility supervisor and check. Consider the training the same as a job. If the student anticipates arriving late for work, call the facility supervisor with the reason for the delay and estimated time of arrival. If ill or unable to attend a rotation day, contact the facility and the university faculty member responsible for that rotation as soon as possible. This time must be rescheduled as it constitutes part of the 900 hours of supervised practice specified by ADA.

It is expected that students complete all academic work and assignments from the dietitians at the facilities independently without unauthorized aid. Likewise, instructors are expected to exercise care in the planning and supervision of academic work to encourage honest efforts. Instructors have a responsibility to take disciplinary action, according to university policy, if instances of cheating or plagiarism are discovered. (see CSLA catalog).
INSURANCE REQUIREMENTS

1. Each student is required to carry health and/or accident insurance. A plan is offered by the Associated Students, Inc. on campus, if desired.

2. The State of California requires that all drivers carry proof of automobile liability insurance.

3. Professional liability insurance is required of all students. Payment of the premium is the responsibility of the student. Policies are available through Mercer Health & Benefits Administration LLC (www.proliability.com/Academy03) at a substantially reduced price. Go to the website and sign-up as a student; then click on dietitian. Cost is about $40.00 per year. Students must retain proof of liability insurance and provide a copy if requested by the facility.

4. Workman’s Compensation, if required by a facility, is provided through California State University, Los Angeles.

STATEMENT OF EQUAL OPPORTUNITY

Consistent with the policies of California State University, Los Angeles, the Coordinated Dietetics Program affirms its commitment to equality of opportunity for all individuals. No discrimination shall occur regarding admission or access to or treatment or employment in, any program or activity of the university, based on race, color, religion, sex, sexual orientation, national origin, age, marital status, pregnancy, disability, disabled veteran’s or Vietnam Era veteran’s status, or any other classification that precludes a person from consideration as an individual.

PRIVACY OF INFORMATION/ACCESS TO PERSONAL FILES

- Information contained in the student’s official record maintained in the Kinesiology and Nutritional Sciences Department office is available only to authorized persons within the university who require such records in the normal course of performing the assigned duties of their positions. These individuals include but are not necessarily limited to: the CDP Director, Clinical Site Coordinator, undergraduate and graduate advisors, department chair, faculty and office support personnel.
▪ Official records and the information contained within are not available to any extra-institutional person, agency, or organization except as authorized by the student concerned and/or as compelled by law.

▪ Administrative staff and faculty shall keep confidential any information about students acquired during their work.

▪ Students have the right of access to their official records and may examine their contents, except for letters of recommendation, if procedures established by the department responsible for maintenance of these records are followed.

GRADUATION OR PROGRAM COMPLETION REQUIREMENTS

The CDP is a graduate coordinated program. All students enrolled in the CDP must also be accepted into the Graduate Program in Nutritional Science. Verification Statements will be issued to students upon graduation from the Graduate program and completion of the Supervised Practice hours for the CDP. Graduates will then be eligible to take the Registration Exam for Dietetics.

Graduate students must maintain an overall GPA > 3.00 with no grade of less than ‘C’ in any course meeting knowledge or performance criteria specified in the Standards of Education from The Academy of Nutrition and Dietetics.

GRIEVANCE PROCEDURES

1. CDP Grievance Procedures

   Within the CDP, students are encouraged to discuss difficulties with the faculty member involved to seek an informal resolution of the complaint. If this fails, the student shall prepare a concise, signed statement with all points to be considered. This is followed by informal mediation by the KNS department chairperson, after which the chair makes a decision or appoints a grievance committee. The committee reviews the grievance document submitted by the student, consults with the faculty member and student separately, and submits a written opinion/decision to the department chair.
2. **School and University Grievance Procedures**

If the student is not satisfied, the grievance can be pursued through the school and the university following established procedures.

**Student Grievance Procedures**

The procedures by which students may seek redress of non-academic grievances are detailed in Appendix H, "Student Grievance Procedures."

**Grade Appeals/Academic Grievance Policy**

(Senate: 6/1/10, 6/4/13, 7/13/13 [EA]; President: 6/21/10, 7/25/13)

**Governing Document:** Executive Order 1037 and 1074

I. **Introduction**

The purpose of this policy is to establish fair and equitable means by which matriculated students may appeal assigned course grades and other academic decisions. Non-academic grievances filed by matriculated students should follow the procedures outlined in the Student Grievance Procedures. Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy.

Faculty members at CSULA have the sole right and responsibility to assign grades. It is assumed that the grades assigned by faculty members are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

Throughout this policy, the terms ‘day’ and ‘days’ shall refer to academic work days (i.e., any day, Monday through Friday, on which the University is open for business and faculty are on duty). Academic work days do not include holidays or term breaks.

II. **Basis for Appeal**

It is presumed that the assignment of final course grades and other academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal may not be based on a disagreement with the standards and procedures themselves. Further, an instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the University and the Department/Division/School wherein said course is offered.

An appeal may be initiated only on a claim that the decision/final grade was based on:
(1) Clerical error;
(2) Capricious or prejudicial evaluation;
(3) Inconsistent or inequitably applied standards for evaluation; or
(4) A finding of academic dishonesty that the student disputes.

The burden of proof in the appeal of a grade or other academic decision is on the student. In every appeal, the student must present evidence that the grade/decision being appealed was based on one of the first three conditions articulated above, or (in the case of the fourth possible basis), evidence that the allegation of academic dishonesty was not warranted.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading may appeal the grade assigned in individual assignments only insofar as those grades had direct bearing on the final grade. In every case, the student must attempt to resolve a grade dispute informally before filing a formal Grade Appeal.

Students may also appeal other types of academic decisions. These include, but are not limited to: the decision to refuse admission to or to disqualify a matriculated student from a major or program; academic consequences (in addition to course grades) that result from accusations of academic dishonesty; and academic probation, suspension, or disqualification.

III. Process

Before a student may initiate a formal Grade Appeal based on a clerical error, capricious or prejudicial evaluation, inconsistent or inequitably applied evaluation standards, he or she must attempt to resolve the issue informally. All other Academic appeals, including findings of academic dishonesty, shall proceed immediately to the Formal Appeal Process, outlined in Section B, below.

A. Informal Process

Students who believe that they have a basis for a grade appeal (as outlined in Section II) should notify the course instructor in writing, within twenty (20) days of the beginning of the term (excluding summer) immediately following the formal posting of the grade. If the instructor is not responsive or is unavailable to respond to a student’s good faith efforts to contact him/her, the student should contact the department/division chair or school director (hereafter the chair) in which the course was offered. In the event that the instructor is not available to discuss informal resolution of the Grade Dispute with the student even with the intervention of the chair, the Formal Appeal process may be initiated.

If the student and instructor are not able to resolve the problem to the satisfaction of both parties, the student should discuss the assigned grade with the chair or other appropriate supervisor. This discussion is a prerequisite to proceeding to the Formal Appeal Process. However, if the chair is the instructor against whom the student wishes to file the Grade Appeal, the student may bypass this step of the informal resolution process and either request mediation by the college Dean or proceed directly to the Formal Appeal Process.
The chair shall reasonably attempt to facilitate a resolution to the grade dispute. The involved parties are strongly encouraged to participate and cooperate with the chair’s attempt to resolve the dispute. The chair may consult an appropriate department/division/school committee to hear Grade Appeals or other Academic Grievances. This department/division/school committee shall recommend a resolution to the chair, who will share this information with the student and the instructor.

If the grade dispute cannot be informally resolved within the department/division/school, any of parties may request mediation from the dean or designee.

If the grade dispute is informally resolved to the mutual satisfaction of the two parties and the resolution is that the final course grade is to be changed, the instructor shall complete a Change of Grade form within three (3) academic days of resolving the matter. No further action under this policy need be taken. If the grade dispute cannot be informally resolved or is not completed by the end of the term during which it was initiated, the student may elect to proceed to the formal grade appeal process.

If at any point in the informal process a student makes an allegation of discrimination, harassment, or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, the student should be referred to the director of the Office for Equity and Diversity and provided with a copy of Executive Order 1074.

B. Formal Appeal Process

A formal appeal of a course grade or other academic decision must be initiated no later than the end of the academic term (excluding summer) following formal notification to the student of the decision or grade. For the purposes of this policy, the posting of course grades constitutes formal notification to students of course grades. For all other decisions, formal notification will normally be in the form of written correspondence from the appropriate university, college, or department/division/school authority.

A formal appeal is to be filed in the office of the Provost and Vice President for Academic Affairs (hereafter, the Provost). A formal appeal must include (1) the Academic Grievance Appeal Form (2) a copy of the grade report (for grade appeals) or notification of the decision being appealed (for all other academic appeals); (3) a written statement clearly presenting the basis for the appeal; and (4) any documentation that supports the appeal (such as the course syllabus, exams, papers, assignments, or other corroborating documents).

The University Academic Appeals Board shall review all appeals. The Board shall determine, within twenty (20) days of receipt of the written request, whether or not the grievance or appeal warrants further review. If the Board determines that the case does not warrant further review, the board shall notify the student of this decision, in writing. With the exception of appeals as described in Section V, below, this decision shall be final and binding.

If the Board determines that a hearing is warranted, the chair of the Board shall notify, in writing, both the student and the respondent of this determination; notice to the respondent shall invite a written response prior to the date of the hearing. When the appeal concerns a course grade, the respondent shall be the instructor of record for the course. When an appeal concerns the grade on a comprehensive exam or a thesis or project, the respondent shall be the chair of the exam, thesis, or
project committee. For all other academic appeals, the respondent shall be the person upon whose authority the decision was rendered (e.g., the chair if the decision was to disqualify the appellant from the program or major). In the event that an instructor is not available to participate in the formal process, the department/division chair or school director shall appoint another instructor whose area of expertise most closely approximates that of the instructor of record (and/or that most closely matches the material covered in the course), to represent the interests of the instructor of record. Where the respondent is not clearly identified, the dean of the college or the Provost shall designate the appropriate party to respond on behalf of the college or the University, respectively.

The notification shall specify the proposed date and time of the hearing and shall invite both parties to appear at that time, if they wish to present testimony or further evidence not already included in the written record. The Board shall appoint, from among its membership, a Hearing Committee consisting of two faculty members and one student member (if the student appellant has authorized student participation in the hearing). In no case shall a member of a hearing committee be from the same department/division/school from which the appeal originated.

The Hearing Committee shall convene and, if necessary, hold any hearing(s) within twenty (20) days of the determination that a hearing is warranted. The committee shall consider the documentation submitted by the appellant, as well as any written response submitted by the respondent. The committee may call witnesses before them, if they determine that such witnesses could provide relevant information not available in the written documents before them. If a student is given a hearing before the committee, the respondent must also be offered the opportunity to be heard by the committee.

Although in grade appeals the presumption is that the assigned grade is correct, should the Hearing Committee find (after conducting a hearing) that the evidence indicates otherwise, the Hearing Committee may determine that the grade should be changed. Similarly, the presumption is that the academic decisions are made fairly, equitably, and in good faith; however, should the evidence indicate otherwise (after a hearing has been conducted), the Hearing Committee may determine that a decision should be reversed. In all cases, the Appeal Board’s authority (as well as that of convened Hearing Committees) is limited to actions consistent with the policies of the California State University system and those of California State University, Los Angeles.

The Hearing Committee’s deliberations and decision(s) in Academic Appeals shall be limited to the following issues: (1) whether, in fact, the evidence presented establishes that the grade assigned or the academic decision in question was erroneous, capricious, or prejudicial, or involved the inconsistent or inequitable application of standards for evaluation; and if it is judged that the evidence does establish that one of these conditions was operative, (2) the appropriate academic remedy.

Student members of the Hearing Committee shall be limited to discussion of (1). Only faculty members of the committee shall establish the answer to (2). In every case, the committee’s decision shall be bound by any other relevant campus or CSU system policies.

The Hearing Committee shall deliberate on the case and issue a finding within ten (10) days of the conclusion of the hearing(s) related to the case. The Hearing Committee’s decision shall be formalized in writing and addressed to the appellant, with copies to the respondent, the college dean, and the Provost (or designee, as the executive secretary of the Academic Appeals Board), and shall include a
summary of their findings, the final decision, and the reason(s) for this decision. A copy of the Hearing Committee's findings shall be placed in a file in the Provost's office. At the subsequent meeting of the Academic Appeals Board, the executive secretary shall report on all matters resolved by the Hearing Committee(s) convened since the previous meeting.

In the event that the Hearing Committee finds in the appellant’s favor, the Provost or designee shall ensure that within ten (10) academic days of receipt of the committee’s finding a Change of Grade form is completed or other remedy initiated. In cases in which the instructor of record of a course refuses to sign the change of grade form, the college dean shall complete the form in his/her place.

Grade appeals that allege discrimination, harassment or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, shall proceed concurrently (I) under this grade grievance/academic appeals policy, and (II) under Executive Order 1074, as mediated by the Office for Equity and Diversity. However, the grade appeal procedure shall be placed in abeyance until such time as an investigation by the Office of Equity and Diversity (and any related appeals) into the allegation of discrimination, harassment or retaliation is completed. The final determination regarding whether discrimination, harassment or retaliation occurred, will be provided to the University Academic Appeals Board. The Board shall be bound by such determination, with respect to whether discrimination, harassment or retaliation occurred, when considering the grade appeal request under Executive Order 1037. Any finding of discrimination, harassment or retaliation may be relevant to the issue of the grade appeal.

IV. Confidentiality

All discussions and deliberations of the Academic Appeals Board and of Hearing Committees shall be held in strict confidentiality. Confidentiality shall be maintained unless a legitimate need to know is established by the Hearing Committee chair or in order for the committee members to complete their deliberations in the matter at hand or as required by any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The Hearing Committee chair may consult with or request documentation of a student's history of academic dishonesty from the Judicial Affairs Officer, and may apprise Hearing Committee members of such information only on a strict need to know basis.

No student member of the Academic Appeals Board or a Hearing Committee may be apprised of any academic information concerning another student (including grades or other confidential information) unless that student has expressly permitted such disclosure by signing the disclosure statement on the formal Academic Appeals Form.

V. Finality of Hearing Committee Decisions and Conditions under which Appeals are Allowed

The Hearing Committee’s decision is final and binding on all parties. However, any party to the dispute (either the student or the respondent) may appeal a committee decision on grounds of procedural violations. If either party alleges that the procedures outlined in this policy were violated, they must present a written appeal to the President outlining their allegations within ten (10) days of notification of the decision. The President (or designee) shall then investigate only the issue as to whether there were procedural violations in the handling of the appeal; if there is a finding of procedural violations, the
President shall send the case back to the first step of the formal appeal (outlined in Section III B, above) to begin again.

VI. Annual Reports and Record Retention

The Provost shall retain for a period of three years after the appeal has been exhausted each appeal that has been filed with the Academic Appeals Board, and a copy of all documentation submitted initially as well as at any time during the proceedings. After three years, the file shall be destroyed.

Annually, at the end of each academic year, the Provost shall report to the President and to the Academic Senate the number of formal academic appeals received, as well as the nature and resolution of each appeal.

VII. Timelines

The timelines in this policy may be extended by the Provost, if the appellant can present documentation of extenuating circumstances that prevented a timely filing of the appeal (or a timely response at a later stage) or if the Appeals Board or Hearing Committee provides compelling reasons that warrant such an extension.

**University Academic Appeals Board**

(Senate: 6/1/10, 3/8/11; President: 6/21/10, 3/29/11)

The University Academic Appeals Board is the primary campus entity concerned with “due process” of academic matters for the students and instructors at California State University, Los Angeles, particularly in regards to the assignment of grades and other academic decisions rendered by the faculty and affecting individual students. The Board hears grade appeals based on a student’s belief that an instructor has made a clerical error, been capricious or prejudicial in the evaluation of the student’s work, or inconsistently or inequitably applied evaluation standards. In addition, the Board hears appeals in which a student disputes a finding of academic dishonesty that has led to the imposition of academic consequences.

**Membership:**

- Provost (or designee), *ex officio* (non-voting)
- Student Judicial Affairs Officer, *ex officio* (voting)
- One faculty member, elected from each college, for staggered 2-year terms; plus two faculty members elected at-large, for staggered 2-year terms. Faculty members in the Library and Student Affairs are considered the same as a college for his purpose.
- Four students with at least junior standing, to be appointed by Associated Students, Inc.

**Charge:** The Academic Appeals Board shall be responsible for the conduct of all student grade appeals and academic grievances that reach the University level, as outlined in the University’s Grade Appeals/Academic Grievance policy.

The Academic Appeals Board reports directly to the Provost and Vice President for Academic Affairs.

The Academic Appeals Board shall convene at least monthly, on the first Friday of each month, from 10:00 a.m. to 12:00 p.m.
The Board shall review formal grade appeals and academic grievances and shall determine (by a simple majority vote) which formal grievances warrant a hearing at the university level. If the board so determines, then a Hearing Committee (drawn from the Appeals Board membership, as specified in the Grade Appeals/Academic Grievance policy) shall be convened to hear the case.

The proceedings of the University Academic Appeals Board and any Hearing Committees convened shall be governed by the relevant procedures outlined in the University’s Administrative Manual.

Student Disciplinary Procedures

The procedures governing hearings in matters of student discipline were established for The California State University by Chancellor's Executive Order 970 of February, 2006. These procedures are detailed in Appendix I, "Student Disciplinary Procedures."

DISCIPLINARY/TERMINATION PROCEDURES

Students in the CDP are subject to discipline as provided in Title 5, California Code of Regulations. The student may be expelled, suspended, placed on probation, or given a lesser sanction for one or more of the following causes which must be campus related:

a. Cheating or plagiarism in connection with an academic program at a campus.

b. Forgery, alteration, or misuse of campus documents, records of identification or knowingly furnishing false information to a campus.

c. Misrepresentation of oneself or of an organization to be an agent of a campus.

d. Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.

e. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

f. Theft of, or nonaccidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
g. Unauthorized entry into, unauthorized use of, or misuse of campus property.

h. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.

i. Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

j. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.

k. Abusive behavior directed toward, or hazing of, a member of the campus community.

l. Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose and which order is not inconsistent with any of the other provisions of this section.

m. Soliciting or assisting another to do any act that would subject a student to expulsion, suspension, or probation pursuant to this section.

In addition to the university disciplinary/termination policies, the CDP policies include the following:

n. Knowing misrepresentation of oneself as a dietitian prior to degree and/or CDP completion and verification.

o. Failure to maintain confidentiality of patient/client/facility data.

p. Violation of the Standards of Professional Responsibility of Academy of Nutrition and Dietetics.
q. Students who are found to be functioning in a clinical agency under the influence of drugs, alcohol, or other chemicals may be dismissed from the course, the Department of Health and Nutritional Sciences, and the University. Furthermore, the abuse of drugs, alcoholic beverages or other chemicals can prevent one from receiving a verification statement or eligibility to sit for the RD Registration Exam.

LIABILITY

The student is responsible for his/her own safety in traveling to and from assigned supervised practice facilities.

ATTENDANCE/ABSENCE

1. Attendance is mandatory as part of the supervised practice hours are comprised of certain classroom activities. If the student cannot attend a class session, he/she is required to contact the course instructor to inform him/her of the problem. Failure to comply will be reflected in the course grade. A documented pattern of absenteeism will cause a CDP student to be dropped from the program.

2. If the student does not attend class for the equivalent of three (3) weeks or more during the course of a semester, he/she can be dismissed from the CDP.

3. The student is required to complete all days of supervised practice at the facilities. If the student misses any days, it is his/her responsibility to make up the time when mutually convenient for the student and facility preceptors. The CDP faculty must be informed of the absence and when the time will be made up. Any change in schedule must also be given in writing at the next debriefing. Make-up work is to be performed only during regular quarter calendar.

ILLNESS/INJURY

The student is responsible for reporting illness or on-the-job accidents to the facility supervisor and to the university clinical site coordinators as soon as possible.

COURSE WORK GRADES

1. Continuation in the CDP requires that students complete all required program and related courses with a grade of ‘C’ or better. (See ‘Evaluations’ for a list of courses falling under this category.)
2. If the student fails to achieve a grade of at least a ‘C’ in any of the CDP and/or related courses during any quarter, he/she will be dropped from the program.

3. No course which satisfies knowledge or performance requirements for entry-level dietetics practice may be repeated more than once to achieve a grade of at least a ‘C’.

4. Students must maintain a minimum GPA of 3.0 to continue in the CDP. If the GPA falls below this level, the student will have two (2) quarters to raise his/her GPA to the appropriate level.

5. Courses which fulfill part of the minimum of 1200 hours of supervised practice must be completed at California State University, Los Angeles.

6. A grade of “Incomplete” in any program course must be cleared prior to the beginning of the next semester unless otherwise arranged with the CDP Director. A grade of “Incomplete” disqualifies a student from continuing in the CDP and/or participating on clinical rotations.

7. Students must complete all prerequisites with a grade of “C” or better before they are assigned a clinical rotation.

HEALTH EXAMINATION

The student is required to have an annual physical examination and laboratory tests, the final results of which must be on file in the Program Director’s office. The health exam consists of the following:

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>SECOND YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical exam</td>
<td>Negative tuberculosis screening (Mantoux skin test or chest x-ray)</td>
</tr>
<tr>
<td>Complete blood count (CBC)</td>
<td></td>
</tr>
<tr>
<td>Urinalysis</td>
<td>Hepatitis A and B required.</td>
</tr>
<tr>
<td>Proof of immunity to rubella, measles, chicken pox,</td>
<td></td>
</tr>
</tbody>
</table>
mumps (immunization record O.K.)

Negative tuberculosis screening

The Mantoux skin test is only administered on certain days of the week. Contact the Student Health Center for further information. Please make sure that you inform the Health Center staff that you are a student in the Coordinated Dietetics Program and that you need to sign a release of information form so that a copy of the results of your physical exam and laboratory tests may be sent to the CDP Director. See forms for physical exam at the CSULA Health Center at the end of this handbook.

Students need to retain a copy of health information and furnish to the facility if so requested.

Some facilities may request a copy of proof of Tuberculosis testing. Some facilities may also require urine screening and/or a physical examination upon entry in the rotation. On the first day of rotation, be prepared to show a copy of your liability insurance + TB Clearance as well as Hepatitis A and B.

All facilities require a ‘background check’.

BREAKING PATTERN OF ENROLLMENT

1. If a leave of absence from the CDP is requested by the student, a letter delineating the reason(s) for the leave must be presented to the Program Director ten (10) weeks prior to the quarter the leave is to begin (except in cases of emergency). The request will be reviewed by the CDP Selection and Review Committee. If the leave is approved, criteria for program continuance will be stipulated in writing. The student reviews the criteria and agrees or disagrees. When disagreement occurs, the student will meet with the Committee to discuss points of contention to see if agreement can be reached. If not, the Chair of the Health and Nutritional Sciences Department will be consulted and will make the final decision.

2. Any student who is dropped from the program because of academic difficulties can apply for readmission during the next application period. However, if readmitted the student is required to repeat all course work within the program structure unless the CDP Selection and Review Committee otherwise stipulates.

3. When the pattern of enrollment is broken for any reason (leave of absence, academic, etc), the student must comply with CDP policies and procedures in effect when he/she resumes program classes.
TRANSPORTATION

1. The student is responsible for providing his/her own transportation to and from the supervised practice sites.

2. The student is responsible for payment of any parking fees incurred while at a supervised practice facility unless other arrangements have been made.

3. The student must possess a valid California driver’s license.

Almost all of the supervised practice experiences will be at off-campus facilities in the greater Los Angeles and surrounding areas. Some safety suggestions when traveling to the supervised practice experience facilities in unfamiliar areas follow:

♦ Call each facility supervisor at least one week before the rotation begins and ask for information about routes and parking.

♦ Plan the route to the facility carefully. If possible, drive to the facility before the rotation begins to ensure that the route planned is appropriate.

♦ The route should follow major surface streets or freeways.

♦ Have a full tank of gas.

♦ Lock car doors.

♦ Keep purses out of sight and off car seats.

♦ Park in well-lighted areas.
If at the facility after dark, be careful. Most facilities have an escort service to and from the parking lot after dark. Do not feel self-conscious about using it.

PROGRAM CALENDAR/VACATION

1. The student is entitled to all legal holidays observed by the university and to all regularly scheduled breaks between semesters.

2. The CDP functions as a unit of the university, so the beginning and ending dates for each semester coincide with the university calendar.

SCHEDULING

1. Class times, days and locations are scheduled through the Department of Kinesiology & Nutritional Science with the assistance of the Program Director.

2. Although students may request a particular supervised practice site, final decisions regarding rotation scheduling and assignments to supervised practice facility sites are the responsibility of the CDP faculty and Program Director.

3. Students will receive information regarding supervised practice site placement at least two (2) weeks prior to the beginning of each rotation.

4. It is the responsibility of the student to contact the facility supervisor prior to the first day of the rotation to determine time for arrival, parking arrangements and contact person.

EVALUATIONS

Students are routinely evaluated by the CDP faculty, Program Director, and the facility preceptors. Performance in the didactic portion is judged on overall GPA, grades of ‘C’ or better in program courses, and quality of written assignments, oral presentations, and examinations.
Students receive an overall grade in each class or rotation at the end of the quarter (ten weeks).

Overall GPA ≥ 3.0

Semester GPA ≥ 3.0

(If GPA falls below this minimum, the student is placed on probation – see Coursework/Grades Item #4)

Grades of ‘C’ or better in program and related courses which includes the following:

- NTRS 2100   Foundations of Foods
- NTRS 3170   Fundamentals of Human Nutrition
- NTRS 3120   Cultural Cuisine
- NTRS 5330   Advanced Nutritional Counseling
- NTRS 4130   Maternal and Child Nutrition
- NTRS 4100   Experimental Foods
- NTRS 4140   Institutional Food Service
- NTRS 4150   Medical Nutrition Therapy
- NTRS 4155   Medical Nutrition Therapy II
- NTRS 4170   Advanced Nutrition I
- NTRS 4175   Advanced Nutrition II
- NTRS 4176   Nutritional Assessment Laboratory
- NTRS 4180   Community Nutrition
- NTRS 4190   Supervised Practice in Dietetics I
- NTRS 4220   Supervised Practice in Dietetics II
- NTRS 4250   Seminar: Dietetics
- NTRS 4340   Management Principles in Dietetics
- NTRS 4790   Professional Writing and Interactions
Supervised practice rotation performance is evaluated by facility preceptors and CDP faculty. Grading is based on the written evaluation of the facility preceptors, performance in rotation debriefing and quality of projects and presentations completed.

Supervised practice rotations:

Clinical rotation: two written evaluations/semester
Administrative rotation: two written evaluations/semester
Outpatient counseling: one written evaluation/five weeks
Elective rotation: one written evaluation/four-five weeks

Student input regarding the CDP courses, the facilities and the program in general is strongly encouraged. Constructive criticism and suggestions may be given to faculty members either orally or in written form. Students evaluate their preceptors and facilities on a form include in their workbooks, turned into the Clinical Site Coordinator. Periodically, the student will be asked by the university to complete the Student Opinion Survey to evaluate the university faculty anonymously. The results of this survey are summarized and returned to the faculty member. Any written comments on the back of the form are viewed only by the faculty member responsible for the particular course. Please be aware that the faculty do take these comments seriously and try to incorporate them into the CDP if possible. In addition, the results of this survey do influence the retention, tenure and promotion of the university faculty. Please keep this in mind when completing the evaluation and it is hoped that the student will do so in the spirit in which he/she would wish to be evaluated.

DRESS CODE

The dietitian and the CDP student act as role models for the patient/client. Therefore, the total appearance of health is an asset. An overall professional appearance of the student is required. Please check with the individual facility for their specific dress requirements. Laboratory coats are required (three-quarter to knee-length). Dress code: should be ready for work at all times, in case staff relief is required.

Guidelines:

Please check with individual facilities for their specific requirements.

- White laboratory coat (three-quarter to knee-length) – no lab jackets, no wrap-arounds
- If wearing a Dress/skirt, the length no shorter than slightly above the knee.
• Shoes – low heeled, enclosed shoe. Check with the facility regarding athletic shoes, especially in the kitchen. Some work areas may be appropriate for different types of footwear.

• Hair – neat, clean and, if long, worn off the shoulders, securely pinned away from the face. Please carry a hairnet at all times. It should be worn when in the kitchen.

NAME TAGS
A name tag with the following information must be worn while at the facilities. The title “Dietetic Intern” is not appropriate. Please order by the end of the first week of classes so that it will be ready by the date of the first clinical experience.

SAMANTHA JONES
Student Dietitian
Cal State L.A.

COMMUNICATION
Good communication between students and university faculty is vitally important in CDP. Therefore, several means of communication have been established as follows:

• E-mail: each student is required to submit an e-mail address to the director and site coordinator before school commences. Students may acquire account at CSULA or on their own. This will serve as a means of communication between the director/site coordinator and students.

• Students will be enrolled in NTRS 4190 or 4220 during their Supervised Practice. Information will be posted on the Canvas for students with assignments.

• Students will be enrolled in NTRS 4250 for Seminar: Dietetics. CDP students meet weekly for topics and debriefing. Information will be posted on the Canvas site for students.

• When it is necessary to contact a faculty member who is not available, the student may leave a message on voice mail. A message may be left with the department Office Coordinator or staff (PE209) who will place it in the faculty member’s mailbox.
• Meetings with the Program Director are required of all students on a routine basis. These meetings provide an opportunity for professional and academic advisement.

• Orientation meetings are held for both first- and second-year students. Second year students attend two formal orientation meetings, one at the end of the Spring quarter prior to their rotations, and one the week before their rotations start.

• The Program Director and faculty will meet with the first- and second-year dietetics students each quarter to discuss concerns of all individuals.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to participate in both on-campus and/or off-campus activities, especially in professional organizations, to develop leadership abilities and to network with other students in dietetics. Active participation in these organizations is one component on which students are evaluated when seeking scholarships. Students are encouraged to belong to local chapters of the California Dietetic Association such as the Los Angeles District (CAND-LAD), the Tri-Counties District or the Orange County District Associations. In order to join these organizations, students must be affiliate members of The Academy of Nutrition and Dietetics (AND). Applications for membership are sent to each student when they are accepted into the program and are also available from the Program Director. AND membership provides the student with monthly issues of the Journal and membership in the California Dietetic Association with its bimonthly newsletter. Participation in the activities of these organizations provides students with an opportunity to establish a network and to make valuable personal contacts in the field. It is strongly recommended that all dietetics students join and become active in the Student Dietetic Association (SDA).

KNOWLEDGE/PERFORMANCE REQUIREMENTS

The program has been designed to integrate supervised practice in dietetics with didactic experiences. The primary aim of the CDP is to develop the student so that with completion of the program, he/she has acquired the knowledge and performance skills required by the entry-level dietitian. These have been determined by The Academy of Nutrition and Dietetics and can be found in the Role Delineation and Verification Studies which were published in the early 1980s. The core knowledge and performance requirements are reproduced below.

<p>| BIOL 2010 | Human Anatomy &amp; Physiology I |
| BIOL 2020 | Human Anatomy &amp; Physiology II |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 3000</td>
<td>Nutritional Aspects of Biochemistry</td>
</tr>
<tr>
<td>ECON 1500</td>
<td>Economics for the Citizen</td>
</tr>
<tr>
<td>NTRS 2100</td>
<td>Foundations of Food</td>
</tr>
<tr>
<td>NTRS 3120</td>
<td>Cultural Cuisine</td>
</tr>
<tr>
<td>NTRS 3150</td>
<td>Communication Skills in Dietetics</td>
</tr>
<tr>
<td>NTRS 3170</td>
<td>Fundamentals of Human Nutrition</td>
</tr>
<tr>
<td>NTRS 4100</td>
<td>Experimental Foods</td>
</tr>
<tr>
<td>NTRS 4130</td>
<td>Maternal &amp; Child Nutrition</td>
</tr>
<tr>
<td>NTRS 4140</td>
<td>Institutional Food Service</td>
</tr>
<tr>
<td>NTRS 4150</td>
<td>Medical Nutrition Therapy</td>
</tr>
<tr>
<td>NTRS 4155</td>
<td>Medical Nutrition Therapy II</td>
</tr>
<tr>
<td>NTRS 4170</td>
<td>Advanced Nutrition I</td>
</tr>
<tr>
<td>NTRS 4175</td>
<td>Advanced Nutrition II</td>
</tr>
<tr>
<td>NTRS 4176</td>
<td>Nutritional Assessment Laboratory</td>
</tr>
<tr>
<td>NTRS 4180</td>
<td>Community Nutrition</td>
</tr>
<tr>
<td>NTRS 4190</td>
<td>Supervised Practice in Dietetics I</td>
</tr>
<tr>
<td>NTRS 4220</td>
<td>Supervised Practice in Dietetics II</td>
</tr>
<tr>
<td>NTRS 4250</td>
<td>Seminar: Dietetics</td>
</tr>
<tr>
<td>NTRS 4340</td>
<td>Management Principles in Dietetics</td>
</tr>
<tr>
<td>NTRS 4790</td>
<td>Professional Writing and Interactions</td>
</tr>
<tr>
<td>MICR 1010</td>
<td>Introductory Microbiology</td>
</tr>
<tr>
<td>PSY 1500</td>
<td>Introductory Psychology</td>
</tr>
<tr>
<td>SOC 2010</td>
<td>Principles of Sociology or</td>
</tr>
<tr>
<td>ANTRO 1500</td>
<td>Cultural Antropology</td>
</tr>
<tr>
<td>COMM 1100</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>Knowledge Area</td>
<td>Required Courses</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Knows principles of human anatomy and physiology, microbiology and biochemistry.</td>
<td>BIOL 2010, BIOL 2020, CHEM 3000, NTRS 4140, MICRO 1010</td>
</tr>
<tr>
<td>Knows scientific principles of human nutrition in health and disease.</td>
<td>NTRS 3170, 4130, 4150, 4155, 4170, 4175, 4176</td>
</tr>
<tr>
<td>Knows nutrient composition of food and appropriate sources of data.</td>
<td>NTRS 3150, 3170, 4130, 4140, 4150, 4155, 4170, 4175, 4176</td>
</tr>
<tr>
<td>Knows principles of food science and techniques of food preparation.</td>
<td>NTRS 2100, 3120, 4100, 4140, 4340</td>
</tr>
<tr>
<td>Knows principles of menu planning for optimal nutrition of individuals and groups in health and disease.</td>
<td>NTRS 4140, 4150, 4155</td>
</tr>
<tr>
<td>Knows principles of behavioral and social sciences.</td>
<td>PSY 1500, SOC 2010 or ANTH 1500</td>
</tr>
<tr>
<td>Knows the influence of socioeconomic, cultural, and psychological factors on food and nutrition behavior.</td>
<td>ECON 1500, NTRS 3120, 4180, 4790</td>
</tr>
<tr>
<td>Knows fundamentals of nutrition care delivery in community programs.</td>
<td>NTRS 4180, 4190, 4220</td>
</tr>
<tr>
<td>Knows principles of effective communication and documentation.</td>
<td>COMM 1100, NTRS 3150, 4340, 4790</td>
</tr>
<tr>
<td>Knows use of computers for data processing and information management in dietetics.</td>
<td>NTRS 4140, 4340</td>
</tr>
<tr>
<td>Knows basic concepts of research methodology and statistical analysis.</td>
<td>NTRS 4100, 4180, 4190, 4220</td>
</tr>
</tbody>
</table>
Knows principles of education and effective methods of teaching.  
NTRS 4180, 4790

Knows techniques of interviewing and counseling.  
NTRS 3150, 4180, 4340, 4790

Knows principles of organization and management.  
NTRS 4140, 4340

Knows fundamentals of human relations and group dynamics.  
NTRS 4340, 4790, PSY 1500, SOC 2010

Knows fundamentals and techniques of financial management.  
NTRS 4140, 4340, 4250

Knows principles and techniques of human resource management.  
NTRS 4140, 4340, 4190, 4220

Knows fundamentals of quality assurance.  
NTRS 4140, 4190, 4220, 4340

Knows principles of nutrition assessment, planning, intervention, and evaluation.  
NTRS 3170, 4130, 4150, 4155, 4176, 4180, 4790

Knows the principles of procurement, food production, distribution, and service.  
NTRS 4140, 4250

Knows fundamentals of the political and legislative process.  
NTRS 4180, 4250, 4340

Knows laws, regulations, and standards affecting dietetic practice.  
NTRS 4180, 4250, 4340

Knows fundamentals of merchandising and promoting food and nutrition services.  
NTRS 4250, 4340

Knows nutrient needs for various stages of the life cycle.  
NTRS 3170, 4130, 4170, 4250, 4180
<table>
<thead>
<tr>
<th>Performance Requirements</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assures that food service operations meet the food and nutrition needs of clients served and target markets.</td>
<td>NTRS 4140, 4190, 4220, 4340</td>
</tr>
<tr>
<td>Utilizes food, nutrition, and social services in community programs.</td>
<td>NTRS 4180, 4190, 4220, 4250</td>
</tr>
<tr>
<td>Provides nutrition care through systematic assessment, planning, intervention, and evaluation for individuals and groups.</td>
<td>NTRS 4180, 4190, 4220</td>
</tr>
<tr>
<td>Provides nutrition counseling and education to individuals and groups for health promotion, health maintenance, and rehabilitation.</td>
<td>NTRS 4180, 4190, 4220, 4790</td>
</tr>
<tr>
<td>Applies current research information and methods to dietetic practice.</td>
<td>NTRS 4190, 4220</td>
</tr>
<tr>
<td>Utilizes computer and other technology in the practice of dietetics.</td>
<td>NTRS 3150, 4130, 4140, 4176, 4180, 4190, 4220, 4340</td>
</tr>
<tr>
<td>Integrates food and nutrition services in the health care delivery system.</td>
<td>NTRS 4190, 4220</td>
</tr>
<tr>
<td>Promotes positive relationships with others who impact on dietetic service.</td>
<td>NTRS 3150, 4140, 4180, 4190, 4220</td>
</tr>
<tr>
<td>Coordinates nutrition care with food service system.</td>
<td>NTRS 4190, 4220</td>
</tr>
<tr>
<td>Participates in the management of cost-effective nutrition care system.</td>
<td>NTRS 4190, 4220</td>
</tr>
<tr>
<td>Utilizes menu as the focal point for control of the food service system.</td>
<td>NTRS 4140, 4190, 4220</td>
</tr>
</tbody>
</table>
Participates in the management of food service systems, including procurement, food production, distribution and service.

Participates in the management of human, financial, material, physical, and operational resources.

Participates in the management of a Quality Assurance (QA) program.

Provides education and training to other professionals and supportive personnel.

Engages in activities that promote improved nutrition status of the public and advance the profession of dietetics.

Recognizes the impact of political, legislative, and economic factors on dietetic practice.

Complies with the Standards of Professional Responsibility and Standards of Practice for the Profession of Dietetics.

**SUGGESTED SEQUENCE OF COURSE WORK**

The suggested sequence of coursework for completing the CDP curriculum in four years follows. Please be aware that the core courses in the CDP must be completed as scheduled. The following courses are restricted to CDP students only:

- NTRS 5330 Advanced Nutritional Counseling
- NTRS 4190 Supervised Practice in Dietetics I
- NTRS 4220 Supervised Practice in Dietetics II
- NTRS 4250 Seminar: Dietetics

NTRS 4180, 4190, 4220

NTRS 4190, 4220

NTRS 4190, 4220

NTRS 4190, 4220

NTRS 4180, 4190, 4220

NTRS 4180, 4190, 4220, 4250

NTRS 315, 414B, 418, 419ABC, 434

NTRS 4140, 4190, 4220

NTRS 4190, 4220

NTRS 4190, 4220

NTRS 4180, 4190, 4220
Students may elect to take non-restricted classes before entering CDP to ease their course load during their program. Students may also elect to individualize their program and take 2, 3 or 4 years to complete the coursework and Supervised Practice. However, the student must discuss this with the CDP Director.

During the last year of the program when the student is enrolled in NTRS 4190, 4220 and 4250, each student will rotate through the supervised practice experiences, but not necessarily at the same time or in the same sequence as any other student. The rotations currently offered include ten weeks of administrative dietetics, ten weeks of clinical dietetics, and ten weeks of an elective rotation. The student is expected to be able to perform the duties of an entry-level dietitian by the end of the three rotations (NTRS 4190 & 4220).

Suggested course sequences for graduate students including prerequisite and CDP course work are found in the appendices. Please be aware that these are only suggested sequences. Scheduled course times may necessitate alteration of the order in which they are taken.

Thirty units are required for the master’s degree. At least 23 units of 500-level courses must be planned with your advisor, submitted to and approved by the Graduate Studies Committee. This approval must occur prior to the end of the quarter in which you are taking courses that are part of the planned master’s program. Classified standing must be achieved by the end of the first quarter of 5000-level classes.

**Code of Ethics for the Profession of Dietetics**

The Code of Ethics Task Force started reviewing and revising the 2009 Code of Ethics in November 2016. In February 2018, the Academy Board of Directors and the Commission on Dietetic Registration Board approved the updated Code. The 2018 Code of Ethics for the Nutrition and Dietetics Profession is in effect as of June 1, 2018 and the 2009 version of the Code will no longer be valid.
Code of Ethics for the Nutrition and Dietetics Profession

Effective Date: June 1, 2018

Please double click above for further information.
ACADEMIC HONESTY

Academic Honesty

(Senate: 7/25/00, 7/27/04, 10/23/07, 6/1/10, 11/12/13, 6/2/15; President: 2/5/01, 11/24/04, 11/29/07, 6/21/10, 3/19/14, 10/13/15; Editorial Amendment: 8/01, 09/09)

Governing documents: Executive Order 1098, Student Conduct Procedures

Preamble

The University in its quest for truth and knowledge embraces honesty and integrity. These fundamental values must not be compromised. The trust and respect among professors, students and the society need to be vigilantly protected. Cheating and plagiarism can be neither justified nor condoned, as this would destroy the ideals and purposes of higher education. Students enter the University to gain the knowledge and tools necessary for participation in society. Academic integrity is one foundation for a society based on trust and honesty. Therefore, the University takes seriously its responsibility for academic honesty.

I. Definitions

A. Cheating

At Cal State L. A., cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. The following examples are intended to be representative, but not all-inclusive:

a. Examinations/Tests Administered by Faculty or the University
   - Copying from another student's paper
   - Employing signals to obtain answers from or provide answers to others
   - Stealing or arranging for the theft of an examination
   - Knowingly reviewing an unauthorized copy of an examination
   - Using lecture notes or textbooks during an examination when prohibited
   - Possessing crib notes at the location and during the time of the examination
   - Having someone else take an examination in your place
   - Feigning illness or telling falsehoods to avoid taking an examination at the scheduled time
   - Claiming falsely that you took an examination at the scheduled time
   - Storing and/or accessing course subject matter in a calculator, computer, cell phones or other recording devices, without authorization from the instructor, when such instruments are otherwise permitted to be used during an examination period
   - Utilizing calculators and/or other learning aids forbidden by the instructor
• Obtaining assistance in answering questions on a take-home examination, when such action is specifically prohibited
• Attempting to use or using bribery to obtain an undeserved grade
• Changing an answer on a graded test and claiming the student's response to the question was incorrectly marked wrong

b. Papers/Reports, Laboratory/Homework
• Copying the work of other persons in whole or in part and claiming authorship
• Submitting a paper obtained from a any source that provides research/term papers
• Using a ghost writer to compose a paper and claiming authorship
• Claiming an assigned share of a team report, toward which insufficient or no contribution was made
• Lying about the reason for not submitting a report on time
• Pretending to have submitted a paper to an instructor
• Stealing another student's report and submitting it as one's own work
• Submitting the same term paper to two or more different instructors for credit in their courses without their prior permission
• Inventing, falsifying, or altering data for a research survey or laboratory experiment
• Misrepresenting the authorship of an experiment or exercise
• Depending upon others to complete laboratory assignments or homework when instructions call for independent work
• Sabotaging someone else's laboratory work or other exercise
• Fabricating bibliographic references

Cheating on any academic assignment, including course work, comprehensive exams, or theses, is subject to discipline for academic dishonesty.

B. Plagiarism

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were one's own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

• Failing to give credit via proper citations for others' ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
• Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution

Assembling parts from various works and submitting the synthesis or single paper as one's own creation

Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own

Plagiarizing on any academic assignment, including course work, comprehensive exam, or thesis, in whole or in part, is subject to discipline for academic dishonesty.

C. Misrepresentation

Knowingly furnishing false academic information to a University official, faculty member, or campus office is subject to discipline for academic dishonesty.

D. Collusion

Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation is subject to discipline for academic dishonesty.

II. Consequences and Sanctions

Violations of academic honesty have a dual aspect, constituting both a breach of ethics and a form of academic non-performance. Hence the consequences of violating this policy may fall into two categories. Addressing the violation as an academic matter does not preclude the imposition of further administrative sanctions.

Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effected, the faculty member must have verified instances of academic dishonesty by personal observation and/or documentation.

Administrative Sanctions:

In addition to academic consequences imposed by faculty members or other reporting parties, the University can impose administrative sanctions. Cheating, plagiarism, misrepresentation or collusion, in connection with an academic program or campus are subject to the Student Conduct Code and may warrant actions such as, but not necessarily limited to,

- Expulsion
- Suspension
• Probation
• Withdrawal of a degree
• Restitution

Although sanctions can be imposed for a single offense, repeat offenders will receive particular consideration for administrative sanctions. Multiple offenses committed in more than one course, even when discovered simultaneously, shall be considered repeat offenses.

III. Reporting Procedures

For the purposes of reporting findings of academic dishonesty, the ‘reporting party’ may refer to a probationary, tenured or temporary faculty member, a librarian, a person in an academic administrative position, a counselor, coach, administrator of a testing center or another person in a position of authority over a student’s academic work. Throughout this policy, the term ‘faculty member’ shall be used to stand in for any reporting party. Teaching assistants, graduate assistants and staff should report allegations of academic dishonesty to their authorized university supervisor. Allegations shall be made against individual students rather than groups of students.

When a faculty member suspects that a student has committed an academically dishonest act, it is the faculty member’s responsibility to take the following steps:

1. The faculty member must first carefully consider the evidence of the apparent dishonesty. A perception that is not supported by reasonable evidence, will not suffice. Examples (not necessarily comprehensive) of evidence sufficient to pursue action are:
   - Documentation regarding the source of text which the student has used without proper attribution or has attempted to represent as his/her own work
   - A demonstrably marked difference in the writing style of the student, as compared to his/her work on previous assignments
   - Testimony from others regarding a student’s use of dishonest means to fulfill the assignment at hand
   - Firsthand observation of the student engaging in a dishonest act, in a situation in which the student cannot effectively deny that the act took place
   - Admission by the student that he or she undertook a dishonest act in fulfillment of the assignment at hand
   - A suspicious degree of similarity in work done by different students

Faculty members are encouraged to discuss any perception of dishonesty and the evidentiary basis for an action with their department/division chair or school director and/or associate dean prior to discussing perceptions of wrongdoing with the affected student.

2. When satisfied that a reasonable evidentiary standard has been met and as soon as possible after discovering the alleged violation, the faculty member should arrange an office conference in order to inform the student of the allegations and the intended academic consequences of
the violations. At the conference, the student should be informed of the supporting evidence, the intended academic consequences, and the Academic Honesty Policy.

In the event that the student disputes the findings of academic dishonesty, he or she shall be given the opportunity to respond (orally or writing). The faculty member must consider any information or evidence that the student presents during or after the conference, and determine whether or not such information or evidence mitigates or refutes the charge of academic dishonesty. In every case the student shall have ten (10) days beyond the date of the conference to respond to the allegations, before a report is made (as outlined in #3, below).

At the conference, the student should also be informed of the University’s Grade Appeals/Academic Grievance Policy. Under that policy, the student may appeal the determination that he or she has committed academic dishonesty, the academic consequences stemming from such a determination., Administrative sanctions may be appealed through the CSU Student Conduct Code.

3. If after consideration of all evidence (including any provided by the student), it is determined that a preponderance of the evidence favors a finding of academic dishonesty, the faculty member shall proceed as directed below.

The faculty member shall report the finding of academic dishonesty to the Vice President for Student Affairs or designee and the Judicial Affairs Officer via The On-Line Academic Dishonesty Report Form. This report shall be the statement of charges against the student and the record of the academic consequence(s) imposed; all supporting documentation shall be attached to the form and made available to the student. If a student appeals a grade or other adverse consequence of an allegation of academic dishonesty, this report and the related documentation shall be subject to review.

In cases where the student fails to attend the scheduled conference to discuss the alleged dishonesty, or when the alleged dishonesty is detected at the close of the quarter and the faculty member has not been successful in a good-faith effort to contact the student, an Academic Dishonesty Report Form describing the alleged incident and documents supporting the allegation shall be submitted on-line to the Vice President for Student Affairs or designee and the University Judicial Affairs Officer and made available to the student.

In cases where the faculty member cannot, for serious and compelling reasons, participate in any one or more parts of the above process, the department/division chair or school director shall represent the reporting party.

IV. Confidentiality

All parties to the initial conference between a faculty member and a student accused of academic dishonesty and all subsequent deliberations regarding incidents of academic dishonesty have the right to expect that such deliberations will occur in a setting of strictest confidentiality.

Concomitant with this right of confidentiality is the obligation of all parties to refrain from any discussions of these issues regarding cheating, plagiarism, misrepresentation or collusion outside of the informal and formal conferences and meetings as outlined elsewhere in this document and in related policies (including the Grade Appeal/Academic Grievance Policy). Confidentiality shall be maintained unless a legitimate need to know is established by the department/division chair or school director in
order for the faculty to complete their responsibilities as University employees or in any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The department/division chair or school director may consult with, or request documentation of a student’s history of academic dishonesty from the Judicial Affairs Officer only on a strict need to know basis. Violators of this principle of confidentiality are themselves subject to university disciplinary action.

In the matter of student records and according to Federal and State privacy laws, students have the right to protections against improper disclosure of personal information. However, it is permissible for transcripts of student academic records to contain information regarding a student’s academic status including such disciplinary actions as suspension or expulsion. Suspension of one academic year or more shall be entered on the student’s transcript permanently without exception; this requirement shall not be waived in connection with a settlement agreement.

Threats/Retaliation:

Any threats or acts of retaliation against any member of the faculty or staff as a consequence of implementing this policy on Academic Honesty will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

Student Grievance Procedures

The procedures by which students may seek redress of non-academic grievances are detailed in Appendix H, "Student Grievance Procedures."

Grade Appeals/Academic Grievance Policy

(Senate: 6/1/10, 6/4/13, 7/13/13 [EA]; President: 6/21/10, 7/25/13)

Governing Document: Executive Order 1037 and 1074

I. Introduction

The purpose of this policy is to establish fair and equitable means by which matriculated students may appeal assigned course grades and other Academic decisions. Non-Academic grievances filed by matriculated students should follow the procedures outlined in the Student Grievance Procedures. Charges of discrimination, harassment, or retaliation filed by students or applicants for admission to the University are addressed in a separate policy.

Faculty members at CSULA have the sole right and responsibility to assign grades. It is assumed that the grades assigned by faculty members are free from error, prejudice, or capriciousness. In the absence of compelling reasons to believe that one of these criteria is missing, the grade assigned by the instructor of record is to be considered final and correct. It is the responsibility of anyone appealing a grade to demonstrate otherwise.

Throughout this policy, the terms ‘day’ and ‘days’ shall refer to academic work days (i.e., any day, Monday through Friday, on which the University is open for business and faculty are on duty). Academic work days do not include holidays or term breaks.

II. Basis for Appeal
It is presumed that the assignment of final course grades and other academic decisions result from consistent, fair, and equitable application of clearly articulated standards and procedures. Students appealing such decisions must demonstrate that the standards and procedures were not clearly stated or that they were not applied in a consistent, fair and equitable manner. An appeal may not be based on a disagreement with the standards and procedures themselves. Further, an instructor's evaluation of a student's work and performance in that instructor's course must not be over-ridden merely because of a difference of opinion or evaluative judgment, provided it is formed in accordance with the generally accepted canons of the relevant discipline and of the University and the Department/Division/School wherein said course is offered.

An appeal may be initiated only on a claim that the decision/final grade was based on:

(1) Clerical error;
(2) Capricious or prejudicial evaluation;
(3) Inconsistent or inequitably applied standards for evaluation; or
(4) A finding of academic dishonesty that the student disputes.

The burden of proof in the appeal of a grade or other academic decision is on the student. In every appeal, the student must present evidence that the grade/decision being appealed was based on one of the first three conditions articulated above, or (in the case of the fourth possible basis), evidence that the allegation of academic dishonesty was not warranted.

A student may appeal a final course grade or a grade on a Comprehensive Examination or a project (e.g., art exhibition) or thesis required for graduation. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading may appeal the grade assigned in individual assignments only insofar as those grades had direct bearing on the final grade. In every case, the student must attempt to resolve a grade dispute informally before filing a formal Grade Appeal.

Students may also appeal other types of academic decisions. These include, but are not limited to: the decision to refuse admission to or to disqualify a matriculated student from a major or program; academic consequences (in addition to course grades) that result from accusations of academic dishonesty; and academic probation, suspension, or disqualification.

III. Process

Before a student may initiate a formal Grade Appeal based on a clerical error, capricious or prejudicial evaluation, inconsistent or inequitably applied evaluation standards, he or she must attempt to resolve the issue informally. All other Academic appeals, including findings of academic dishonesty, shall proceed immediately to the Formal Appeal Process, outlined in Section B, below.

A. Informal Process

Students who believe that they have a basis for a grade appeal (as outlined in Section II) should notify the course instructor in writing, within twenty (20) days of the beginning of the term (excluding summer) immediately following the formal posting of the grade. If the instructor is not responsive or is unavailable to respond to a student’s good faith efforts to contact him/her, the student should contact the department/division chair or school director (hereafter the chair) in which the course was
offered. In the event that the instructor is not available to discuss informal resolution of the Grade Dispute with the student even with the intervention of the chair, the Formal Appeal process may be initiated.

If the student and instructor are not able to resolve the problem to the satisfaction of both parties, the student should discuss the assigned grade with the chair or other appropriate supervisor. This discussion is a prerequisite to proceeding to the Formal Appeal Process. However, if the chair is the instructor against whom the student wishes to file the Grade Appeal, the student may bypass this step of the informal resolution process and either request mediation by the college Dean or proceed directly to the Formal Appeal Process.

The chair shall reasonably attempt to facilitate a resolution to the grade dispute. The involved parties are strongly encouraged to participate and cooperate with the chair’s attempt to resolve the dispute. The chair may consult an appropriate department/division/school committee to hear Grade Appeals or other Academic Grievances. This department/division/school committee shall recommend a resolution to the chair, who will share this information with the student and the instructor.

If the grade dispute cannot be informally resolved within the department/division/school, any of parties may request mediation from the dean or designee.

If the grade dispute is informally resolved to the mutual satisfaction of the two parties and the resolution is that the final course grade is to be changed, the instructor shall complete a Change of Grade form within three (3) academic days of resolving the matter. No further action under this policy need be taken. If the grade dispute cannot be informally resolved or is not completed by the end of the term during which it was initiated, the student may elect to proceed to the formal grade appeal process.

If at any point in the informal process a student makes an allegation of discrimination, harassment, or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, the student should be referred to the director of the Office for Equity and Diversity and provided with a copy of Executive Order 1074.

B. Formal Appeal Process

A formal appeal of a course grade or other academic decision must be initiated no later than the end of the academic term (excluding summer) following formal notification to the student of the decision or grade. For the purposes of this policy, the posting of course grades constitutes formal notification to students of course grades. For all other decisions, formal notification will normally be in the form of written correspondence from the appropriate university, college, or department/division/school authority.

A formal appeal is to be filed in the office of the Provost and Vice President for Academic Affairs (hereafter, the Provost). A formal appeal must include (1) the Academic Grievance Appeal Form (2) a copy of the grade report (for grade appeals) or notification of the decision being appealed (for all other academic appeals); (3) a written statement clearly presenting the basis for the appeal; and (4) any documentation that supports the appeal (such as the course syllabus, exams, papers, assignments, or other corroborating documents).
The University Academic Appeals Board shall review all appeals. The Board shall determine, within twenty (20) days of receipt of the written request, whether or not the grievance or appeal warrants further review. If the Board determines that the case does not warrant further review, the board shall notify the student of this decision, in writing. With the exception of appeals as described in Section V, below, this decision shall be final and binding.

If the Board determines that a hearing is warranted, the chair of the Board shall notify, in writing, both the student and the respondent of this determination; notice to the respondent shall invite a written response prior to the date of the hearing. When the appeal concerns a course grade, the respondent shall be the instructor of record for the course. When an appeal concerns the grade on a comprehensive exam or a thesis or project, the respondent shall be the chair of the exam, thesis, or project committee. For all other academic appeals, the respondent shall be the person upon whose authority the decision was rendered (e.g., the chair if the decision was to disqualify the appellant from the program or major). In the event that an instructor is not available to participate in the formal process, the department/division chair or school director shall appoint another instructor whose area of expertise most closely approximates that of the instructor of record (and/or that most closely matches the material covered in the course), to represent the interests of the instructor of record. Where the despondent is not clearly identified, the dean of the college or the Provost shall designate the appropriate party to respond on behalf of the college or the University, respectively.

The notification shall specify the proposed date and time of the hearing and shall invite both parties to appear at that time, if they wish to present testimony or further evidence not already included in the written record. The Board shall appoint, from among its membership, a Hearing Committee consisting of two faculty members and one student member (if the student appellant has authorized student participation in the hearing). In no case shall a member of a hearing committee be from the same department/division/school from which the appeal originated.

The Hearing Committee shall convene and, if necessary, hold any hearing(s) within twenty (20) days of the determination that a hearing is warranted. The committee shall consider the documentation submitted by the appellant, as well as any written response submitted by the respondent. The committee may call witnesses before them, if they determine that such witnesses could provide relevant information not available in the written documents before them. If a student is given a hearing before the committee, the respondent must also be offered the opportunity to be heard by the committee.

Although in grade appeals the presumption is that the assigned grade is correct, should the Hearing Committee find (after conducting a hearing) that the evidence indicates otherwise, the Hearing Committee may determine that the grade should be changed. Similarly, the presumption is that the academic decisions are made fairly, equitably, and in good faith; however, should the evidence indicate otherwise (after a hearing has been conducted), the Hearing Committee may determine that a decision should be reversed. In all cases, the Appeal Board’s authority (as well as that of convened Hearing Committees) is limited to actions consistent with the policies of the California State University system and those of California State University, Los Angeles.

The Hearing Committee’s deliberations and decision(s) in Academic Appeals shall be limited to the following issues: (1) whether, in fact, the evidence presented establishes that the grade assigned or the academic decision in question was erroneous, capricious, or prejudicial, or involved the inconsistent or
inequitable application of standards for evaluation; and if it is judged that the evidence does establish that one of these conditions was operative, (2) the appropriate academic remedy.

Student members of the Hearing Committee shall be limited to discussion of (1). Only faculty members of the committee shall establish the answer to (2). In every case, the committee’s decision shall be bound by any other relevant campus or CSU system policies.

The Hearing Committee shall deliberate on the case and issue a finding within ten (10) days of the conclusion of the hearing(s) related to the case. The Hearing Committee’s decision shall be formalized in writing and addressed to the appellant, with copies to the respondent, the college dean, and the Provost (or designee, as the executive secretary of the Academic Appeals Board), and shall include a summary of their findings, the final decision, and the reason(s) for this decision. A copy of the Hearing Committee’s findings shall be placed in a file in the Provost’s office. At the subsequent meeting of the Academic Appeals Board, the executive secretary shall report on all matters resolved by the Hearing Committee(s) convened since the previous meeting.

In the event that the Hearing Committee finds in the appellant’s favor, the Provost or designee shall ensure that within ten (10) academic days of receipt of the committee’s finding a Change of Grade form is completed or other remedy initiated. In cases in which the instructor of record of a course refuses to sign the change of grade form, the college dean shall complete the form in his/her place.

Grade appeals that allege discrimination, harassment or retaliation based on age, disability, sex, gender, gender identity, gender expression, genetic information, nationality, race or ethnicity, religion, sexual orientation, veteran status, or any other protected status by state or federal law, shall proceed concurrently (I) under this grade grievance/academic appeals policy, and (II) under Executive Order 1074, as mediated by the Office for Equity and Diversity. However, the grade appeal procedure shall be placed in abeyance until such time as an investigation by the Office of Equity and Diversity (and any related appeals) into the allegation of discrimination, harassment or retaliation is completed. The final determination regarding whether discrimination, harassment or retaliation occurred, will be provided to the University Academic Appeals Board. The Board shall be bound by such determination, with respect to whether discrimination, harassment or retaliation occurred, when considering the grade appeal request under Executive Order 1037. Any finding of discrimination, harassment or retaliation may be relevant to the issue of the grade appeal.

IV. Confidentiality

All discussions and deliberations of the Academic Appeals Board and of Hearing Committees shall be held in strict confidentiality. Confidentiality shall be maintained unless a legitimate need to know is established by the Hearing Committee chair or in order for the committee members to complete their deliberations in the matter at hand or as required by any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The Hearing Committee chair may consult with or request documentation of a student’s history of academic dishonesty from the Judicial Affairs Officer, and may apprise Hearing Committee members of such information only on a strict need to know basis.

No student member of the Academic Appeals Board or a Hearing Committee may be apprised of any academic information concerning another student (including grades or other confidential information)
unless that student has expressly permitted such disclosure by signing the disclosure statement on the formal Academic Appeals Form.

V. Finality of Hearing Committee Decisions and Conditions under which Appeals are Allowed

The Hearing Committee’s decision is final and binding on all parties. However, any party to the dispute (either the student or the respondent) may appeal a committee decision on grounds of procedural violations. If either party alleges that the procedures outlined in this policy were violated, they must present a written appeal to the President outlining their allegations within ten (10) days of notification of the decision. The President (or designee) shall then investigate only the issue as to whether there were procedural violations in the handling of the appeal; if there is a finding of procedural violations, the President shall send the case back to the first step of the formal appeal (outlined in Section III B, above) to begin again.

VI. Annual Reports and Record Retention

The Provost shall retain for a period of three years after the appeal has been exhausted each appeal that has been filed with the Academic Appeals Board, and a copy of all documentation submitted initially as well as at any time during the proceedings. After three years, the file shall be destroyed.

Annually, at the end of each academic year, the Provost shall report to the President and to the Academic Senate the number of formal academic appeals received, as well as the nature and resolution of each appeal.

VII. Timelines

The timelines in this policy may be extended by the Provost, if the appellant can present documentation of extenuating circumstances that prevented a timely filing of the appeal (or a timely response at a later stage) or if the Appeals Board or Hearing Committee provides compelling reasons that warrant such an extension.
# Student Tips for success during a Supervised Practice Program

## Progressive Steps Through Supervised Practice

<table>
<thead>
<tr>
<th>Self-Assessment</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Analyze your interests, values, and goals &amp; be certain your faculty advisor is fully aware of them.</td>
<td><strong>1.</strong> Do not act as if you know all the answers. Remember, as a student, you are placed in the agency for a learning experience.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Despite temporary placement &amp; student status, regard yourself as a professional &amp; a member of the staff</td>
<td><strong>2.</strong> Do not let yourself become involved in internal conflicts.</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Prepare yourself to expect &amp; accept that problems &amp; frustrations will occur.</td>
<td></td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>When problems occur, be patient &amp; pleasant; cope with problems with an attitude toward solution &amp; negotiation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routine Office Matters</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Be sure to find out where you are to work – office, desk space, chair, telephone...</td>
<td><strong>1.</strong> Do not expect any special treatment.</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Be aware of office practices regarding dress, protocol, office hours, &amp; flexibility, holidays. Follow rules set for regular staff.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Orientation</th>
<th><strong>Do</strong></th>
<th><strong>Don’t</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Request &amp; read information you need regarding the organizational structure, names of key people, office policies &amp; procedures to facilitate your orientation.</td>
<td><strong>1.</strong> Do not take too long to familiarize yourself with the agency, staff...</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>2.</strong> Do not let yourself “take sides” in office politics.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3.</strong> Do not be critical of the nutrition staff if</td>
</tr>
</tbody>
</table>
1. Initially, learn to fit in by being formal toward everyone. Then gradually, depending upon the climate, establish friendships or at least pleasant working relationships with other employees.

2. Learn quickly, the people who facilitate the workflow.

3. Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building blocks of the primary mission. A finished project can be delayed, altered or expedited depending on the inclination of the clerical staff.

<table>
<thead>
<tr>
<th>Integrating into the New Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office &amp; others.</td>
</tr>
<tr>
<td>3. Become familiar with the entire agency so you can see where you fit.</td>
</tr>
</tbody>
</table>

**Review:**

- a. Annual Reports, program plans, program descriptions...
- b. Budget documents.
- c. Organizational Charts

| D | documents & plans do not follow the format learned in school. The format and procedures for such documents as plans, budgets...are usually dictated by the agency or a higher governmental entity. |

| 1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations. |
| 2. Do not exercise authority. However, do be ready to offer suggestions. |
| 3. Do not become “pigeon-holed” but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole. Contacting managers in other agency units or other agencies should always be coordinated through your preceptor. |
4. Develop a list of persons to know your working environment so when your need to contact them, you have their phone numbers. You may want to include other information, e.g., the content of your meeting, the date the person’s position, etc...

5. In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities.

6. Record events that occur to assist with preparation your documentation for the competencies (keep a daily journal).

<table>
<thead>
<tr>
<th>Establishing the Task(s) &amp; Assignments</th>
<th>1. Establish the expectations, limitations, and directions of the competencies with preceptor at the beginning.</th>
<th>1. Do not hesitate to contact the internship director if the experiences are not in line with the competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Evaluate your assignments in terms of amount of time available during your rotation.</td>
<td>2. If you feel a task is irrelevant, do not accept the task without asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</td>
</tr>
<tr>
<td></td>
<td>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments</td>
<td>3. Do not allow yourself to be overloaded with tasks</td>
</tr>
</tbody>
</table>
| Developing Student/Preceptor Rapport | 1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.  
2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.  
3. If you suffer from “lack of guidance”, remedy the situation by either approaching your preceptor or dietetic internship director. However, it is necessary to respect the preceptor’s extensive responsibilities and to be as  |
|---|---|
| | 4. Plan carefully around the time available to your so time limitations will not be a problem. Draw a timeline so you and your supervisor will be able to realize the time required.  
5. Do not pretend you performed a certain type of task when in fact, you have not; do not refrain from asking questions until you understand.  
6. If you leave an unfinished product, do not leave it in such a condition that no one else would be able to continue working with it.  |
| | 1. Do not fail to have regularly scheduled meetings with your field advisor so you acquire feedback.  
2. No other staff member will do.  
3. Once you have learned a procedure or task, do not be tempted to repeat it. Your mission is to move on and gain as much varied experience as possible.  |
<table>
<thead>
<tr>
<th>Vital Elements of Successful Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do make the most of your situation. Gain as much experience and knowledge as possible and make a meaningful contribution.</td>
</tr>
<tr>
<td>2. Follow through on whatever jobs you take, deadlines are important!</td>
</tr>
<tr>
<td>3. As a student, be aware that educational training is an important tool. The classroom theories are helpful, but there are exceptions and situations that require flexibility and experience when putting book learning to work in the “real world”.</td>
</tr>
<tr>
<td>4. Develop and maintain careful quality work habits</td>
</tr>
<tr>
<td>5. Since staff may be busy, schedule meeting with individuals several days in advance.</td>
</tr>
</tbody>
</table>

<p>| 1. Do not become discouraged when your prepared reports to through a refining process when reviewed by staff. Remember they are the experts and know what will get the job done. Your job is to gain experience and knowledge while keeping an open mind. |
| 2. Do not refrain from contributing. |
| 3. Do not be defensive when you make mistakes. Mark it off as par for the course and continue. |
| 4. Do not allow yourself to become involved in issues, which came to friction before you came on board, nor become involved in office politics. |</p>
<table>
<thead>
<tr>
<th></th>
<th>6. Take advantage of training workshops offered outside of the organization.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7. Keep a positive attitude and remember that new ideas take a long time to implement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Future Direction</th>
<th>1. Be aware of the possibility you may discover a change in your career objectives based on your experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be “practice ready” as an entry-level dietitian.</td>
</tr>
</tbody>
</table>

Academy of Nutrition and Dietetics
Appendix
CDP GRADUATE COURSE SEQUENCING: 3 YEARS

YEAR 1

SUMMER SESSION

Course Number: Course Title (Units)

NTRS 2100: FOUNDATIONS OF FOOD (3)
NTRS 3170: FUNDAMENTALS FOR HUMAN NUTRITION (3)
CHEM 3000: NUTRITIONAL ASPECTS BIOCHEMISTRY (4)

Total Units: 10

FALL SEMESTER

Course Number: Course Title (Units)

NTRS 3120: CULTURAL CUISINE (3)
NTRS 4170: ADVANCED NUTRITION I (3)
NTRS 4150: MEDICAL NUTRITION THERAPY I (3)
NTRS 5330: ADVANCED NUTRITIONAL COUNSELING (3)
NTRS 4140: INSTUTIONAL FOOD SERVICE (3)

Total Units: 15

SPRING SEMESTER

Course Number: Course Title (Units)

NTRS 4130: MATERNAL & CHILD NUTRITION (3)
NTRS 4155: MEDICAL NUTRITION THERAPY (3)
NTRS 4175: ADVANCED NUTRITION II (3)
NTRS 4176: NUTRITIONAL ASSESSMENT LAB (1)
NTRS 4180: COMMUNITY NUTRITION (3)
NTRS 4340: MANAGEMENT PRINCIPLES IN DIETETICS (4)

Total Units: 17

YEAR 2
SUMMER SESSION

Course Number: Course Title (Units)
NTRS 4100: EXPERIMENTAL FOODS (3)
EDFN 4520: STATISTICS IN EDUCATION (3)
NTRS 4790: PROFESSIONAL INTERACTIONS AND WRITING SKILLS (3)
Total Units: 9

FALL SEMESTER

Course Number: Course Title (Units)
NTRS 5110: RESEARCH CONCEPTS & METHODOLOGY IN NUTRITIONAL SCIENCE (3)
NTRS 5330: ADVANCED NUTRITIONAL COUNSELING(3)
*NTRS 5000 - LEVEL: GRADUATE LEVEL COURSE (3)
*NTRS 5000 - LEVEL: GRADUATE LEVEL COURSE (3)
Total Units: 12

SPRING SEMESTER

Course Number: Course Title (Units)
*NTRS 5000 - LEVEL: GRADUATE LEVEL COURSE (3)
*NTRS 5000 - LEVEL: GRADUATE LEVEL COURSE OR **ELECTIVE (3)
NTRS 5130: ADVANCED PROBLEMS & TOPICS IN NUTRITIONAL SCIENCE (3)
Total Units 12

YEAR 3

FALL SEMESTER

Course Number: Course Title (Units)
NTRS 4250: SEMINAR IN DIETETICS (2)
NTRS 4190: SUPERVISED PRACTICE IN DIETETICS I (8)

Total Units: 10
SPRING SEMESTER

Course Number: Course Title (Units)

NTRS 4250: SEMINAR IN DIETETICS (2)

NTRS 4220: SUPERVISED PRACTICE IN DIETETICS II (8)

NTRS 5960 OR COMPREHENSIVE EXAM (0) OR NTRS 5990: THESIS OR PROJECT (1-4)

Total Units: 10-14

*Choose at least 3 additional courses from the following list of 5000 level NTRS courses.

- NTRS 5190 – SEMINAR: SPECIAL TOPICS IN FOOD AND NUTRITIONAL SCIENCE (3)
- NTRS 5210 – ADVANCED TOPICS IN EATING BEHAVIORS
- NTRS 5230 – ADVANCED TOPICS IN DIETETIC MANAGEMENT (3)
- NTRS 5250 – ADVANCED TOPICS IN FOOD SCIENCE AND TECHNOLOGY (3)
- NTRS 5270 – NUTRITIONAL EPIDEMIOLOGY (3)
- (NTRS 5330 – ADVANCED NUTRITIONAL COUNSELING (3)

**Electives:** Graduate students without an Undergraduate degree in Nutritional Science/Dietetics may use selected 4000 Nutritional Science courses as electives for their graduate program. Please discuss the details with your graduate advisor as soon as possible.

Attention: CDP Students require at least 12 additional units of courses/graduate research/graduate project-thesis in order to complete their CDP/graduate program. Please work with your graduate advisor to complete all necessary course requirements in order to graduate on time. Graduate coursework and Supervised
DATE _________________________

NAME ____________________________

STUDENT FILE NUMBER ______________

I have read the Coordinated Dietetics Program Handbook in its entirety and agree to abide by the standards and regulations stated therein.

____________________________________________
Signature

Email Address:

Phone Number: