Student Handbook

Didactic Program in Dietetics

Brigham Young University
Department of Nutrition, Dietetics, and Food Science
Provo, UT

2019-2020

Thoughts on Education

"I know school can be a grind," he said. "I know it seems difficult. I know you get discouraged at times. I know you wonder why you are attending school at all. But keep on. Keep on hammering away. Keep on learning. You will never regret learning—neither in this life, nor in the world to come. Indeed, you will treasure forever what you learn and what you learn about how to keep on learning."

President Henry B. Eyring November 6, 2018 LDS Business College Devotional

We know that "the family is central to the Creator's plan" and that "mothers are primarily responsible for the nurture of their children." And we also know that, for a variety of good reasons, both men and women have been counseled by prophets to get an education. In addition, we know that many women will either need or want to pursue careers.

President Dallin H. Oaks, First Counselor in the First Presidency, has said that for women, the choice is not between either family or education and career. "Timing is what we have to choose," he said. "And we seek the inspiration of the Lord and the teachings of His servants in doing that."

Plan to get an education, and plan to have a family. You can also plan to have a career. In all of this, your focus should be on following Heavenly Father's plan and seeking His will.

President Dallin H. Oaks Face to Face Fireside November 19, 2017

Multiple prophets and apostles have made it explicitly clear that "for members of the Church, education is not merely a good idea—it's a commandment." Speaking specifically to women, President Gordon B. Hinckley said, "You must get all of the education that you possibly can." And Elder Dallin H. Oaks said, "We make no distinction between young men and young women in our conviction about the importance of an education and in our commitment to providing that education."

Eva Witesman BYU Devotional June 27, 2017

TABLE OF CONTENTS

ACCREDITATION STATUS

Brigham Young University's Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. http://www.eatright.org/ACEND

BRIGHAM YOUNG UNIVERSITY
Department of Nutrition, Dietetics, and Food Science
Didactic Program in Dietetics

Mission

The mission of the Didactic Program in Dietetics at Brigham Young University is to develop informed and productive citizens of the family, community, and nation who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

Goals and Objectives

Goal #1: Prepare students to excel in supervised practice or other professional pursuits though provision of current knowledge and development of skills.

Objectives:

- At least 80 percent of program students complete program/degree requirements within 3 years (150% of the program length).
- Seventy-five percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.
- Sixty-five percent of program graduates are admitted to a supervised practice program within 12 months of graduation.
- At least 75 percent of program students who apply for admission to a supervised practice program prior to or within 12 months of graduation are accepted.
- The program's one year pass rate (graduates who pass the registration exam within one year of first attempt) on CDR credentialing exam for dietitian nutritionists is at least 80%.
- A mean score of "3--*Good, I was adequately prepared"* on the Knowledge Base section of Graduate Tracking Survey. (1-4 scale)
- A mean score of "3--*Good, I was adequately prepared"* on the Knowledge Base section of Internship Director Survey. (1-4 scale)
- A mean score of "4--*Above Average"* on the Comparison of interns to others supervised section of Internship Director Survey. (1-5 scale)

Goal #2: Engender the desire and skills for continuing education and personal growth.

Objectives:

- Four years post-graduation, 25% of graduates will be enrolled in, have completed graduate school, or have attained a specialty certification.

- Four years post graduation, 25% of employed graduates who complete a DI will have received a job promotion or moved to a more responsible/improved job situation.
- One year post graduation, 70% of graduates who complete a DI will be members of the Academy of Nutrition and Dietetics or other professional organization.
- Eighty percent of graduates will be involved in volunteer activity of some type four years post-graduation.

Goal #3: Support the development of ethical and moral values in personal and professional life.

Objectives:

- At least 70% of responses to the spiritually strengthening question on the dietetics' faculty University Teacher Evaluation will be "enhanced" or higher.
- A mean score of "3" on the rating scale (1-4) for Preparation for: Life Long Learning, Applying Moral Values to Work and Personal Life, and Other Roles in Family, Community, and Church section of Graduate Tracking Survey.

Program outcomes data available upon request.

BRIGHAM YOUNG UNIVERSITY
Department of Nutrition, Dietetics, and Food Science
Learning Outcomes for Didactic Program in Dietetics

Students will be able to:

1. Use effective and professional communication skills
2. Explain and apply all areas of the nutrition care process
3. Demonstrate professional beliefs, values, attitudes and behaviors in all required student assignments and activities
4. Integrate the broad aspects of food availability, selection, preparation, and consumption into dietetics practice
5. Apply management and leadership skills to human and other resources in the provision of services to individuals and organizations
6. Think critically in problem identification and solution by integrating scientific information and research into assignments and practice

BRIGHAM YOUNG UNIVERSITY
DEPARTMENT OF NUTRITION, DIETETICS, AND FOOD SCIENCE
DIDACTIC PROGRAM IN DIETETICS
COURSE SEQUENCE

PREREQUISITES

1st Semester

*Chem 101	3
Math ≥ 102	3
NDFS 100	3
Am Her 100	3
Religion 121	2
Elective 2	2
	16

2nd Semester

Chem 285	4
PD Bio 220	3
1st Year Writing	3
Psych 111	3
Religion 122	2
	15

3rd Semester

NDFS 200	3
MM Bio 221	3
MM Bio 222	1
NDFS 290	1
Stat 121	3
Soc 113	3
Religion 2	2
	16

4th Semester

NDFS 250/251	4
PD Bio 305	4
Phys Sci 100	3
Civilization 1	3
Religion 2	2
	16

PROFESSIONAL SEQUENCE

5th Semester

NDFS 300	4
NDFS 374	2
Eng 316 (or NDFS 375)	3
Program elective	2-4
Religion 2	2
	15

6th Semester

NDFS 356	3
NDFS 445	3
NDFS 375 (or Eng 316)	3
NDFS 424	2
Civilization 2	3
Religion 2	
	15

7th Semester

NDFS 400	3
NDFS 405	.5
NDFS 440	3
NDFS 455	3
NDFS 458	3
NDFS 491	1
	14

8th Semester

NDFS 475	2
NDFS 466	3
NDFS 434	4
NDFS 490	1
Art or Letters	3
Religion 2	
	15

*Students may take the Chem 105, 106, 107, 351, 352, 481 sequence if desired

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Core Knowledge for the Registered Dietitian

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics

1) **Scientific and evidence base of practice: integration of scientific information and translation of research into practice.**
   Upon completion of the program, graduates will be able to:
   - **KRDN 1.1** Demonstrate how to locate interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
   - **KRDN 1.2** Use current information technologies to locate and apply evidence-based guidelines and protocols.
   - **KRDN 1.3** Apply critical thinking skills.

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

3) **Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.**
   Upon completion of the program, graduates are able to:
   - **KRDN 3.1** Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

- **KRDN 3.2** Develop an educational session or program/educational strategy for a target population.
- **KRDN 3.3** Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.
- **KRDN 3.4** Explain the processes involved in delivering quality food and nutrition services.
- **KRDN 3.5** Describe basic concepts of nutritional genomics.

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

Upon completion of the program, graduates are able to:

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

Policies and Procedures

Subject: Admission to the Didactic Program in Dietetics

Policy

It is the policy of the Didactic Program in Dietetics that all applicants meet specific criteria for admission into the program.

Procedure

- Application to the program is made February 15th prior to the fall admission.

- All prerequisite courses must be completed prior to starting fall semester after acceptance.
    - Six of the following program prerequisites must be completed or in progress at the time of application: NDFS 100, 200, 250/251, 290; PDBio 200, 305; Chem 285; MMBio 221.
- Major GPA and performance in NDFS courses will be considered. Successful applicants typically have a major and total GPA ≥ 3.0 and NDFS course grades ≥ B-. At least a C- is required in other major classes.

- Applicants need 150 hours of dietetics-related work and/or volunteer experience.

The admission process includes:

- Completion of the application form;

- Two recommendations , one from a professor and one from a work or volunteer supervisor; and

- An interview with a faculty and intern interview team to assess the applicant's knowledge of and interest in dietetics, maturity, communication skills, and preparation for the rigorous professional program.

- Acceptance into the program is contingent on meeting admission criteria, faculty assessment of preparation for the program, and the availability of student positions.

Subject: Admission to a Dietetic Internship

Policy

To be eligible to take the Registration Examination and to practice as a Registered Dietitian Nutritionist, a student must complete an accredited Dietetic Internship following graduation from a Didactic Program in Dietetics. It is the student's responsibility to prepare for an internship.

Procedure

- Admission to supervised practice experiences (dietetic internships) is highly competitive. To increase the likelihood of obtaining a position in an internship, students should prepare by:

    1. Maintaining <u>at least</u> a 3.0 GPA;
    2. Having 500 hours of dietetics-related work and/or volunteer experience;
    3. Participating in meaningful volunteer activity; and
    4. Demonstrating leadership ability.

    Meeting these criteria does not guarantee placement in a supervised practice program, but failure to meet them will almost surely preclude placement.

- The Program Director will assist students during their final two semesters in applying for dietetic internships.

Note: See "Expenses" policy for application costs.

Subject: Assessment of Prior Learning

Policy

Credit will be given for comparable courses taken at colleges or universities other than BYU.

Procedure

- Transfer students should follow university procedures for evaluation of transfer credits.
  - For information regarding transfer credit contact:
    - Transfer Evaluation Office
    - D-148 ASB
    - 801-422-8566
    - https://registrar.byu.edu/transfer-course-planning
- The Program Director will consult with appropriate faculty to assess comparability of courses taken elsewhere that do not automatically receive transfer credit for BYU courses. If the course is deemed comparable to a required course, the required course will be waived.

- The Program Director will consult with appropriate faculty to assess experiential learning hours on a case by case basis.

- It will be highly unusual for any of the Professional Sequence courses to be waived. Courses taken as part of the professional sequence in another dietetics program will be considered on an individual basis.

- International students are referred to:
  - International Admissions
    A-152 ASB
    801-422-7535
    https://admissions.byu.edu/international-admission-application

Subject: Assessment of Student Learning

Policy

All students will be prepared in the Core Knowledge for the Registered Dietitian Nutritionist, and will receive regular assessment of their learning.

Procedure

- Assessment of learning is done through examinations, quizzes, projects, abstracts, papers, group work, class participation, performance in applied labs and simulated experiences, and assignments as appropriate to each course.

- The syllabus for each class in the Professional Sequence includes the Core Knowledge met by each course objective and the method for meeting and/or measuring the objectives.

- Students will complete a self-evaluation of knowledge level at the beginning of the Professional Sequence and at the conclusion of each semester thereafter on a form provided for that purpose.

Subject: Attendance

Policy

It is expected that the student will attend all required classes and learning experiences unless ill or there is a university approved excuse. Students will be held responsible for all material presented in class and labs. Laboratory experience is graded on performance and professional attitude. Students must be present to be evaluated.

Since each experience is important to the student's total development, the student must participate in each experience for the assigned amount of time.

Procedure

- It is expected that the student will be punctual for all classes and labs.
- In the event of extended illness, the student is expected to make up lab time that is missed.
- Make up time should be arranged at the convenience and knowledge of the instructor.
- It is the student's responsibility to obtain missed material presented in class from another student.
- If a student becomes ill or injured while in a facility for experiential learning, they should notify their instructor immediately.

Subject: Calendar/Vacation/Holidays

Policy

The BYU Didactic Program in Dietetics will observe all regularly scheduled holidays and vacations as outlined on the Brigham Young University calendar.

Procedure

- Scheduled holidays and vacations may be found in a current BYU Class Schedule.
- See https://registrar.byu.edu/academic-calendar for a current academic calendar.
- It is unwise to schedule vacations or other leave during academic instruction periods.
- Notify the Program Director of a leave of absence.

Subject: Children in Class

Policy

Because children and babies distract the parent, class members, and the instructor, they should not be brought to class or exams.

Procedure

- Exceptions to this policy would include occasional emergencies when it is not possible to find appropriate care.

- It is acceptable (and anticipated) that newborns will be brought one day for the class and faculty to enjoy!

Subject: Computer Literacy

Policy

It is the policy that all dietetic students be competent in the use of current computer technologies. Some skills will be introduced in the classroom; however, students are responsible for obtaining training in specific programs if needed.

Procedure

- Faculty will frequently communicate with students through e-mail and Learning Suite/Canvas. It is expected students will check for e-mail messages and announcements on a regular basis.

- Students will be required to use word processing, spreadsheets, presentations, nutritional analysis programs, and the internet.

- To become more proficient in any of the above areas, the following resources are available:

    - Computer training courses (see http://it.byu.edu/training for information on available courses)
        - All classes taught by the Office of Information Technology are free, but student will be placed on stand-by status. If a class fills up will full- or part-time employees, students will need to wait until the next time the course if offered.
        - IS 100, Computer Spreadsheet Skills, is a recommended course.

- For problems with My BYU or BYU email, contact IT Services (801-422-4000) or go to http://it.byu.edu

Subject: Courtesy

Policy

Students and faculty are deserving of, and expected to show, respect and courtesy to one another.

Procedure

- Punctuality is expected as a courtesy to faculty and classmates
- Students should attend all classes and labs for the assigned amount of time -- arriving late and/or leaving early is not acceptable; if illness precludes attendance to a lab, the appropriate instructor should be notified
- Listen respectfully to others when they speak and refrain from whispering/talking to classmates when others are talking
- Refrain from eating during classes; if a medical condition requires you to eat at frequent intervals, discuss the situation with the instructor
- Come to class and labs prepared with the appropriate tools and having completed assigned reading and other assignments
- Cell phones and other noisemaking electronic devices should be turned off prior to entering the classroom.
- Computer use during class is for class work only; there should be no checking or sending of texts, emails, web sites, etc., during class.

Subject: Courtesy— Professional Communication

Policy

Students will use professional language when addressing university, college, and department faculty

Procedure

- **Addressing the Deans**
  - Dean (last name). For example, the Dean of the College of Life Sciences, Dr. James Porter, would be addressed as Dean Porter
- **Addressing the Faculty**
  - Dr. (last name), Ms/Mr (last name), or Professor (last name)
  - At BYU Brother or Sister (last name) is sometimes used, but be careful about using Brother or Sister (last name) when referring to an instructor to someone off campus

NDFS Faculty:
Dr. Christensen (department chair)
Dr. Bellini
Professor Duncan
Dr. Dunn
Dr. Fullmer
Dr. Hancock
Dr. Jefferies
Dr. Kenealey
Dr. LeCheminant
Professor Mitchell
Dr. Patten
Dr. Richards
Dr. Steele
Dr. Stokes
Dr. Tessem
Dr. Williams

- **E-mail Etiquette**
    - Never use" Hey!" and avoid "Hi" or other casual greeting. The most appropriate way to address faculty members is Dear Dr/Professor/Ms (last name). Also appropriate would be Hello Dr/Professor/Ms (last name)
    - Examples
        - Dr. Jones, Dear Dr. Jones, Hello Dr. Jones
        - Professor Smith, Dear Professor Smith, Good Afternoon Professor Smith
    - Indicate the purpose of the email in the subject line.
    - Be sure to close the e-mail with your first and last name.
    - Including your phone number may be helpful

Subject: Discipline/Termination Procedures

Policy

The Dietetics Program will follow the Discipline and Termination Procedures of the University.

Procedure

- Guidelines for academic standards found in the General Catalog will be followed. https://policy.byu.edu/view/index.php?p=172

- Violation of the Honor Code will be handled in compliance with BYU University Policies. https://policy.byu.edu/view/index.php?p=171
- Dismissal from the program may result from:
    - Violation of the Confidentiality Agreement
    - Failure to respond in a timely manner to messages or requests from faculty members regarding coursework
    - Consistent failure to complete coursework and/or examinations in a timely manner

- Students having difficulty with any of these issues will meet with the DPD Program Director, receive a verbal warning, and develop a plan for improvement. Failure to satisfactorily correct behavior will result in dismissal from the program.

Subject: Dress and Grooming

Policy

Students are expected to observe BYU Dress and Grooming Standards. While participating in Food Production Management and Community Nutrition Labs and field trips, additional procedures will apply.

Procedure

BYU Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church of Jesus Christ. Members of the BYU community commit themselves to observe the standards, which reflect the direction given by the Board of Trustees and the Church of Jesus Christ publication *For the Strength of Youth*. The BYU Dress and Grooming Standards are as follows:

- **Men**
  A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form fitting. Shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.

- **Women**
  A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form fitting. Dresses, skirts, and shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extremes in styles and colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.

To view the BYU dress code policy: https://policy.byu.edu/view/index.php?p=26

- Students who are dressed inappropriately may be asked to leave class or lab and return when dressed appropriately.

Additional Procedures

Food Production Management Lab:

- **T-shirt**: Provided
- **Acceptable pants:** black, navy, or khaki colors and need to have a button and zipper. No jeans, leggings, yoga pants, or mid-calf lengths.
- **Hair:** must be pulled back and covered with a hair net.
- **Shoes**: non-slip, closed toe, and closed heel. Keep in mind, the sturdier the type of shoe, the better protection for your foot.
- **Jewelry:** limited to wedding rings and medic alert bracelets. No watches or earrings.

Community Nutrition and Field Trips:

- When participating in field trips or in Community Nutrition experiences students must observe BYU Dress and Grooming Standards, with the exception that jeans and flip-flops are not to be worn unless otherwise instructed.

Subject: Dress and Grooming for Professional Presentations

Policy

Students are expected to wear professional clothing when making professional presentations as part of course learning activities or to groups on- or off-campus.

Overview

Professional dress lends an air of credibility to the speaker and allows the audience or client to concentrate on the speaker and the message rather than be distracted by the speaker's appearance

Procedure

- Dietetic students are required to dress professionally when making presentations (on or off campus). Professional dress includes:
    - tailored clothing
    - a third layer (i.e. jacket, cardigan, etc.)
    - a collar either on the jacket and/or blouse or shirt,
    - tie for men
- Appropriate tailored clothing can range from a matched suit (very tailored) to an unmatched suit (softly tailored) to an unstructured jacket (casual tailored) depending on the setting and student personality.
- A third layer can be a jacket/blazer, cardigan, or sweater.
- The collar can be on both the jacket and blouse/shirt, jacket only, or shirt only. A collared shirt under a collarless jacket or cardigan is appropriate as is a collarless shirt under a collared jacket. Collared attire looks more polished than collarless attire.
- Men should wear a tie—the pattern can be very formal or more casual depending on the occasion.
- Select clothing to complement the body shape.
- Select color to complement the complexion. Neutral colors are versatile and include black, grey, brown, tan, taupe, cream, navy blue, teal, wine/plum, olive, sage. Your suit does not have to be black. Patterns like tweed, stripes, and plaids are appropriate if professional in appearance.
- Women can wear either slacks or a skirt. Tight, low cut, or capris slacks are not appropriate for presentations. Skirts should not be shorter than the top of the knee, nor longer than mid-calf.
- Accessories should not be large or noisy, to avoid distracting the audience.
- Business casual or casual dress may be appropriate in some community settings.

Subject: Expenses

Policy

Students will pay all required expenses as outlined.

Procedure

- Tuition: (LDS Fall 2019: Full time – LDS $2895/Non LDS $5790; Part time per credit hour-LDS $286/Non LDS $572) http://finserve.byu.edu/content/tuition-and-general-fees
- Room and board – varies
- Textbooks: Total for texts used in the program: approximately $2000 divided between semesters (approximately $1200 fall of junior year – remainder divided throughout remaining semesters)
- Vaccination: Influenza--Approximately $21 (Obtain early in Fall Semester at Student Health Center or Utah County Health Department); Hepatitis B—if you have not received the Hep B vaccine; approximately $35 or $65 depending on age at Student Health Center. Prices are subject to change. This is optional but highly recommended.
- AND Associate Membership: $58 is the student rate per year.
- SDA Membership: $15 per year
- Medical Insurance (BYU health plan or private insurer). All students are required to participate in the student health insurance service unless they have a private plan that takes care of physician's visits in addition to major medical/surgical coverage.
- Food Production Management Lab:
    - Appropriate shoes
    - ServSafe Certification: $36
    - Thermometer: $10.00
    - Pendulum Court "Uniform T-shirt": $5.00

- Miscellaneous expenses: Clipboard, pens, pencils, calculator
- Materials (up to $75 total) incurred for numerous projects in the senior year.
- Dietetic Internship application fees; (vary by program, approximately $35 per program)
- Dietetic Internship application computer matching fee: $55.
- Dietetic Internship Centralized Application System fee: $45 for first application and $20 for each additional application.

Subject: Experiential Learning

Policy

Students will not replace employees in experiential learning activities

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Procedure

- Experiential learning activities for the Dietetics Program will be approved by the dietetics faculty.
- Students will not be allowed to replace an employee during experiential learning activities.

Subject: Grievances

Policy

When students feel they have been treated unfairly by an instructor, practitioners or that the ACEND accreditation standards are not being followed, they have a right to voice their concerns through the appropriate channels.

Procedure

- A student should try first to resolve any grievances with the individual instructor.
- If the result is not satisfactory, a conference with the program director should be scheduled.
- Appeals may be made to the department chair, the dean and the academic vice-president following the procedures of the university.
- Student-instructor conferences can be scheduled and students can discuss matters pertaining to the program with the program director at any time.
- A record of student complaints will be maintained in a file for a period of seven years, including the resolution of complaints.
- If the grievance has to do with ACEND accreditation standards, and if, after all the above avenues in the grievance process have been exhausted and the student is not satisfied, the student may address a complaint directly to ACEND at 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040, extension 5400. http://www.eatright.org/ACEND

Subject: Honor Code and Academic Honesty

Policy
It is expected that dietetic students will abide by the BYU Code of Honor.

Procedure
The Code of Honor is found at https://policy.byu.edu/view/index.php?p=26

Academic Honesty
The first injunction of the BYU Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" ("The Aims of a BYU Education" p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication of falsification, cheating, and other academic misconduct.

Plagiarism
Intentional plagiarism is a form intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one's own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor

Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

- *Direct Plagiarism*. The verbatim copying of an original source without acknowledging the source.
- *Paraphrased Plagiarism*. The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for your own.
- *Plagiarism Mosaic*. The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.
- *Insufficient Acknowledgement*. The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Fabrication or Falsification

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.

Cheating

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person's work during an examination or while completing an assignment or allowing someone to copy from you during an examination or while completing an assignment.
2. Using unauthorized materials during an examination or while completing an assignment.
3. Collaborating on an examination or assignment without authorization.

4. Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

- **Other Academic Misconduct**
  Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:

  1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
  2. Planning with another to commit any act of academic dishonesty.
  3. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such a purpose.
  4. Changing or altering grades or other official educational records.
  5. Obtaining or providing to another an un-administered test or answers to an un-administered test.
  6. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
  7. Continuing work on an examination or assignment after the allocated time has elapsed.
  8. Submitting the same work for more than one class without disclosure and approval.
  9. Sharing your online login with another individual for the purpose of taking a quiz, exam or completing an assignment.

- IF YOU CHEAT, YOU MAY FAIL THE COURSE.

Subject: Immunizations

Policy

Students are recommended to have up-to-date immunizations

Procedure

- Community class projects may require immunizations for:
    - Measles, Mumps, and Rubella
    - Varicella
    - Tetanus and Pertussis
    - Hepatitis B
    - Influenza vaccination is highly recommended annually
    - Tuberculosis test

Immunizations are available at the County Health Department, Student Health Center, or your physician's office.

Subject: International Students

Policy:

International students will comply with Immigration and Naturalization Service (INS) regulations during undergraduate schooling and during the pursuit of a Dietetic Internship.

Procedure:

- Because you will not know until April which internship you will attend, you are strongly urged to postpone your graduation until June or August—to do this, **save at least one required general or religious education class to take <u>during the final enrollment before graduation (spring if graduating in June; summer if graduating in August)</u>** following completion of the Dietetics Program requirements.

- If your internship is NOT combined with a master's degree, you will complete the internship under OPT status. OPT status is effective for one year; therefore, postponing your graduation to August allows that year to begin in the fall, when most internships begin. The OPT allows international students to obtain practical training in the US for one year following graduation, and cannot be renewed.

- During your final year at BYU, make an appointment with the Director of International Student Services (staff members typically do not understand the Dietetic Internship purpose and process and may give you incorrect information) to confirm your graduation date and the issuance of the OPT application.

- If your internship is combined with a master's degree, you will be able to continue under the F-1 Visa "umbrella." You will apply through the internship's sponsoring university, which will issue the new I-20. (After the internship, you may apply for OPT status while looking for/beginning a job—once you are employed you can apply for an employment visa.)

- Because regulations regarding international students are subject to change, maintain contact with International Student Services for updates on INS regulations.

Even though official graduation date will be June or August, you can still march with your class in the April graduation ceremony.

Subject: Late Assignments

Policy

It is the policy of the DPD that all assignments will be turned in at the time they are called for by the Instructor. Assignments should be professionally presented (typed unless otherwise specified)

Procedure:

- Students who will not be in class on the day and time assignments are due should turn the assignment in before the due date and time.

- Assignments turned in late will have 10% deducted per day. Assignments will not be accepted if they are more than one week late. (Specific course late policies override this policy.)

- Courtesy dictates that students alert their instructors in advance when an assignment will be late.

Subject: Liability for Travel

Policy

The University or any employee thereof is not deemed liable for personal safety of the student as they travel to or from program related field trips or class projects in accordance with the University Undergraduate Student Travel Policy

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Procedure

- Students will maintain their own auto and liability insurance coverage.

Subject: Nondiscrimination

Policy

Admission to Brigham Young University and the BYU Didactic Program in Dietetics is nondiscriminatory. The BYU Didactic Program in Dietetics follows the nondiscriminatory policy as stated in the general catalog for Brigham Young University.

Procedure

- Admission to Brigham Young University is nondiscriminatory. The university admits persons regardless of race, color, national origin, religion, sex (including pregnancy), age, disability, genetic information, or veteran status who meet university and department academic requirements and agree to abide by the university's standards of conduct and behavior. The university does exercise the "religious" exemption in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681(a)(3), and in hiring employees as granted in 41 CFR 60-1.5(a)(5).

- Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at (801) 422-5895 during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator by calling (801) 422-8692, emailing t9coordinator@byu.edu, or online at titleix.byu.edu.

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Subject: Portfolio

Policy

Each dietetic student will prepare an online portfolio to showcase academic, work, volunteer, and dietetic experiences. The portfolio should include a resume and samples of the course work completed throughout the program.

Procedure

Create a Site

- Choose an online portfolio program (aka website). Some possible sites include:
    1. Weebly http://www.weebly.com/
    2. Google Site http://www.google.com/
    3. Wix http://www.wix.com/
- Create portfolio according to website instructions
    - Sites have varying instructions and instructions change often, thus printed instructions for various sites are not included in this policy.
    - Choose professional templates and settings
    - Create Pages and subpages and add attachments and descriptions.

Include the following documents within the portfolio:

- Your resume
- Consider adding the following assignments:

NDFS 374	Menu Project + Modifications
NDFS 300	Diabetic patterns and meal plans
NDFS 356	Renal diet and handouts
	Nutrition Support Calculations
	Case study presentation, including PowerPoint and other handouts
NDFS 445	Final Foodservice System Portfolio
NDFS 424	Pregnancy project
	Well-child project
	Older adult project
NDFS 400	Grant proposal
	SNAP challenge assignment
NDFS 440	Lesson plans
NDFS 458	Two really good reading journals (could include two with different formats)
	Management/Leadership Handbook
	Educational Game photo and brochure
NDFS 434	Paper(s)
NDFS 466	Clinical Worksheets
	Management Project (photos and text)
NDFS 475	Research Proposal

- Work and/or volunteer activities

    - Some of you may be engaging in very interesting work and/or volunteer activities that result in projects or reports that could be included in your portfolio.

Submit Portfolio Link (Instructions will be provided)

- The portfolio will be an assignment in NDFS 491 fall semester and NDFS 490 winter semester.

Portfolio Tips

- Provide a brief description of what is contained in the portfolio on your home page.
- The home page might contain a picture, contact information, and an outline of attached documents and features.
    - If you have a picture and self-description on your home page, make sure both are professional—avoid folksy or overly personal material.
    - This is a professional portfolio, not a scrapbook, blog, or Facebook entry. Avoid being "cutesy" but certainly work on an attractive and interesting format.
- Think of a logical way to design and organize your portfolio—by area of dietetics may be the most user-friendly (rather than by class).
    - Use pages within the site to organize work. Some possible pages: Resume, Clinical, Community, Management, Food Service, and Volunteer.
    - Order your pages in a logical manner.
    - Consider pasting your resume on the page as well as attaching in document form. Make your resume easy to find. If your resume is longer than one page, it is too long.
- Give a description about the set of documents in an area. Let the viewer know what they will find and what skills you have in the area.
    - Name documents with a descriptive file name. Ex: "Nutrient_analysis_renal" instead of "ESHA_1."
    - Convert documents to pdf files. There are many free "pdf printer" programs on the web that will convert files. Some programs are Primo PDF, Cute PDF, and PDF creator.
    - If you need to use an Excel file, name the tabs within the file with descriptive tags.
- Try linking attachments within the text of the page. Ex: "To see my resume click **here**."
- For each group project included:
    - Create a short description identifying the project, the number of people working on the project, and your role in the project.
    - You can remove class numbers when displaying a group project cover page
- **Polish up your work – you've received feedback on papers and other assignments; you can apply those suggestions/corrections to have really stellar examples of your work**

Subject: Privacy of Information/Personal Files

Policy

The Program Director will establish and maintain a confidential file for each student.

Procedure

- The file may contain private information regarding the student, evaluations, samples of written work, etc.
- The file will be open to the student at any time upon their request.
- The file will be considered a private file and no information from it will be made available without specific permission from the student.

Subject: Program Completion Requirements

Policy

Students must complete the program requirements in place at the time of program completion

Procedure

- Students who take more than two years to complete the Professional Sequence of the Didactic Program will not be able to take courses that were required when student began the Program if they are no longer offered due to curriculum changes, and will be required to complete Program course requirements in place at the time of graduation.

- As per University policy, students have eight years from the time of their initial enrollment in which to complete all requirements for graduation. Students who have not graduated within eight years of their initial enrollment at BYU will be required to meet with the Program Director to determine major and university core graduation requirements and the use of credit previously earned. Where University Core or major requirements have changed, students may be required to do additional work to meet graduation requirements.

Subject: Qualification for ACEND Verification Statement

Policy

Students in the DPD need a Verification Statement signed by the Program Director to qualify for a Dietetic Internship or to take the Nutrition and Dietetics, Technician Registered exam

Procedure

- Successful completion of Dietetics Program and University requirements qualifies the student to receive the verification statement.
- If matched to an internship, one Verification Statement must be submitted to the Internship Director.
- All graduates should provide an address where forms can be mailed (or arrange to pick them up following the graduation date.)
- All graduates will receive Verification Statements after semester grades and degrees post.

Subject: Requests for Letters of Recommendations

Policy

Requests for letters of recommendation from faculty will be made in a timely and professional manner.

Procedure

- Ask faculty in person if they are willing and able to write a letter of recommendation. Please be prepared to visit with the faculty member to provide information he/she might need to complete the letter.

- An honest assessment by the faculty member of the student's performance and personal characteristics will be provided.

- Every effort should be made to give the faculty member adequate advanced notice. **Two weeks is considered a minimum advanced notice.**

- The student should provide in writing the following information:

    1. Date letter(s) need to be completed
    2. To whom the letters are to be delivered (student or direct mailing)
    3. Appropriate forms or format to be completed
    4. Names and addresses to whom letters are directed
    5. Number of copies needed
    6. Signed Waivers of Confidentiality when required
    7. A list of the student's accomplishments and goals and/or current resume
    8. Any other special requirements of the faculty member

- This procedure should be followed for all letters of recommendation including internships, scholarships, and employment opportunities.

- Students will be asked to sign the "Request for Letter of Evaluation and Waiver, Release, and Indemnification Agreement."

Subject: Sexual Misconduct

Policy

Sex discrimination and sexual harassment in any form is unlawful.

Procedure

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at https://titleix.byu.edu/report or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at http://titleix.byu.edu or by contacting the university's Title IX Coordinator.

Subject: Standards for an Acceptable Paper

Policy

The purpose of any paper is to communicate ideas and information effectively. It follows that an acceptable paper should have something significant to say and should say it clearly, accurately and convincingly. It is the policy that required papers will follow the outlined format.

THE FUNCTION OF WRITING IN DIETETICS

In the professional sequence of the Dietetics Program, you will acquire knowledge and develop skills in the three primary areas of dietetics: medical nutrition therapy, community nutrition, and foodservice systems management. In addition, you will develop some "umbrella skills," meaning skills that cover or surround everything else you do in dietetics.

Chief among the umbrella skills is writing. As a dietitian, you may write for many different audiences. Depending on your area of practice your writing may be very technical or very simple, but regardless of setting, write you will!

Professional writing ranges from notes in the medical record, a brief but important form of communication between you and other healthcare team members, to research publications in professional journals. Dietitians also communicate with each other via monographs, commentaries, and "best-practice" reports in newsletters and trade journals.

Writing for the public involves translating technical information and language into a "news you can use" format. You may find yourself writing for newspapers or magazines, preparing brochures for industry clients, or scripting events like National Nutrition Month.

Dietitians who see patients or clients in either the in- or out-patient setting must be adept at writing disease-specific instructional material. The materials must be correct, concise, and useful, so you need to know how to target various literacy levels, different learning styles, and possibly even different languages.

Management dietitians communicate with customers, suppliers, co-workers, and employees. You may be writing memos, policy and procedure manuals, specifications, or executive summaries of projects.

In every practice area, effective dietitians communicate effectively. Assignments and exercises in every course in the professional sequence are intended to increase your written (or verbal) communication skills in addition to helping you learn specific course content. Inattention to spelling and grammar rules, failure to use appropriate language for the audience, and inability to

connect concepts logically all communicate something that detracts from your intended message. So pay attention to HOW you write something, not just WHAT you write. In addition to making you and your message more credible to others, time spent in writing well will clarify ideas, concepts, and principles in your own mind. The audience you influence most just might be you!

Procedure

Clear thinking becomes clear writing: one can't exist without the other. It is impossible for a muddy thinker to write good English. *- William Zinsser*

- One reason many people get writer's block is because they try to attend to all aspects of the paper at the same time. Seasoned writers generally follow this process:
    1. Focus on content – make sure similar concepts are grouped together and that the flow from one concept to the next is logical. Does each paragraph have a thesis statement (the main point of the paragraph)? Just write. Don't worry about the spelling and grammar, worry about the ideas. (At this stage, you do need to have some system for keeping track of your resources so you can make proper documentation later.)
    2. When that part seems pretty solid, go back and look at the language and word choice – get the tone where it needs to be.
    3. Now check your spelling, grammar, and punctuation. Also, reading aloud at this point helps you find rough spots – do you need to break a long, winding sentence into two; do you need to combine two sentences into one; does the sentence even make sense?
    4. Be sure the citations are correct in the text and on the reference page.
    5. Check your headings and other format issues.
    6. Finally, perform a self-evaluation by using the Paper Grading Key as you read through your paper.
- All of these writing activities are occurring to some degree at the same time, but don't FOCUS on every aspect at the same time. You're far less likely to miss mistakes and far more likely to have a good finished product if you attend to different components in different sessions.
- **Tone** Formal papers are generally written in the third person. Most trade journals are written at an 8th grade level – don't try to imitate their often casual style; upgrade to a college level. Avoid writing, "An article in XYZ journal said….." Just cite the author(s) and then make the statement. Impacted isn't a great word, and impact is really a noun (though often used as a verb); use carefully.
- **Use of Resources** Be sure to paraphrase (rather than quote) unless the original is so startlingly clear, brilliant, and cogent that paraphrasing just won't do. There aren't many statements like that. Virtually every paragraph in a formal paper should have at least one reference – don't make statements of fact without the documentation.

- **Format. Please follow faculty specific instructions. If no instructions are given use these guidelines.** Include a cover page on formal papers with the title. Do not put the title on the first page of the paper. The first word should be INTRODUCTION (or overview, or something to that effect). As the drafts progress, check the Student Handbook for heading placement, placement of citation numbers, and a model of a finished paper.
- **Documentation. Please follow faculty specific instructions. If no instructions are given use these guidelines.** On the reference page, double space between references, but single space within a reference. Be sure to number the references in the order they appear in the text. The Student Handbook gives directions for citation of various types of material. The reference page is its own page; separate it from the end of the paper.

- **Mechanics. Please follow faculty specific instructions. If no instructions are given use these guidelines.**
    - Include page numbers at bottom right; maintain 1-inch margins unless otherwise specified.
    - Punctuation and grammar matter!
    - If you use quotation marks, the punctuation goes inside the quotation mark ["yada yada" or "blah blah (2)."]
    - Be very careful of noun-verb and noun-pronoun agreement – keep them both singular or both plural in the sentence. For example:
        - If you name a company or entity, it is singular – McDonalds is trying to keep **its** customers (not ***their*** customers); a foodservice operation must attend to **its** waste management (not ***their*** waste management).
            Management **is** working to… (not ***are*** working to…); an employee attends ***his/her*** training…(not ***their*** training).
    - Spell out numbers from one to nine, use numerals for number 10 and over.
    - Avoid one sentence paragraphs.
    - Don't leave one line dangling at the top or bottom of a page.
    - List REFERENCEES in the order cited in the body of the paper. Follow the Journal of the Academy of Nutrition and Dietetics citation style guide (see ***Policy:*** *Standards for an Acceptable Paper: Reference Guide*)
- In addition of clear thinking, good writing depends on patience (with yourself and the process). Don't let the fact that society doesn't foster patience blind you to the fact that there are no shortcuts to developing skills. Writing is a skill, and like any skills, it takes time and practice to develop.

Subject: Standards for an Acceptable Paper: Format Guidelines

Policy

Any use of headings, references, or citations in papers must conform to the format outlined below unless otherwise specified by course instructor.

Procedure

Please follow faculty specific instructions. If no instructions are given use these guidelines.

- **Use of Headings:** The headings correspond to the parts of an outline.

  I First level
  A Second level
  1 Third level
  a Fourth level
  i Fifth level

- The title is not part of the outline, but generally receives a first level heading or is placed on a title page rather than on the first page of text.

FIRST LEVEL HEADINGS

Second Level Headings

Third Level Headings

Begin text here . . . .

<u>Fourth Level Headings.</u> Begin text here . . . .

Fifth Level Headings. Begin text here . . . .

Examples of Headings

RESULTS AND DISCUSSION

Initial Survey Results

Characteristics of Sample

Demographic. The 87 participants in the study were fairly evenly distributed in three age groups: 60 to 65 years (29.9 percent), 66 to 75 years (34.5 percent), and older than 75 years (35.6 percent) (Table I). The sample was predominantly female (69 percent), as was anticipated for this age group. The education level was very high, 49.5 percent holding either a baccalaureate or higher degree. This finding is consistent with the statement of Krond et al. (76) that elderly persons who respond to research studies frequently have a high educational background. The high education level also might be expected in a university community.

Lifestyle. Table 2 shows participant lifestyle characteristics. Of the sample, 41.2 percent lived alone and 58.8 percent lived with a spouse or other family member. Significant differences were disclosed in living arrangements by both age and gender (Tables 21, 22, Appendix K). Those over 75 years and females were more likely to live alone than either those in younger age groups or males.

The majority of the sample had no dietary restrictions, and only 21.8 percent reported minor restrictions. None of these modifications, primarily reducing salt or cholesterol, was severe nor precluded study participation.

- **Citations in Text. Please follow faculty specific instructions. If no instructions are given use these guidelines.**
    - When citing ***research***, put reference number after author's name, before verb, i.e. Smith (1) stated . . .
    - List last name or names when papers have one or two authors, i.e. Smith (1) stated . . ., Phipps and Jones (12) studied . . . .
    - Use et al. if paper has more than two authors, i.e., Rogers et al. (4) found . . . (though all authors will be listed in references).
    - The author's name does not need to be used every time his/her work is referred to in the text.
    - Place the citation/reference within the text next to the information cited.
    - If summarizing **general information** from several sources, put reference at end of paragraph, i.e., (1, 6-8).
- Be judicious when putting the names of authors at the beginning of the sentence. It is not appropriate to state a ***textbook*** author's name in a sentence unless s/he (or they) is the sole author and you are quoting their theory, idea, or creative work. Most textbook "authors" are only editors or compilers of known facts (textbooks are resources of known facts, not a venue for the presentation of new knowledge). Further, ***review article*** and ***trade publication*** authors do not generally need to be named in the text. If the author's name is used, be sure the verb is appropriate – it should not be a verb indicating original discovery such as *found, discovered, studied,* etc.

- **Using Citations and Maintaining Flow in Text**

  Incorrect:

  Pagana and Pagana (11) report that genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF.

  Correct:

  Genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF (11).

  Pagana and Pagana is a reference book of diagnostic and lab tests. They compiled the information, they did not invent the idea of genetic testing for fetal diseases. In this instance, the reference should always be at the end of the sentence.

  Incorrect:

  Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed states Escott-Stump (4).

  Correct:

  Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately absorbed (4).

  Escott-Stump is the editor of the Krause textbook. She did not even write the chapter quoted here nor did she research this topic to be able to report the fact. In this instance, the reference should be at the end of the sentence.

  Incorrect:

  As found by Strate et al, (6), alcohol directly damages the acinar cells of the pancreas which changes their microcirculatory perfusion and alters epithelial permeability, which can lead to

protein plugs and ductal stone formation. Zeman (9) adds that alcohol stimulates an early release of secretin…..

The "Strate" reference is a literature review on Chronic Pancreatitis. Strate did not "find" anything because Strate did not do any new research to write this document. He/she is reporting a summary of what is known in the current literature. The Zeman reference is a clinical nutrition textbook. Zeman did not research the effects of alcohol on secretin release.

Correct:

Drucker (6) states (*or found)* that characteristics of good managers include…..

Peter Drucker has researched and written extensively about management theory. In this instance it is appropriate to put his name at the beginning of the sentence because HE personally stated characteristics about good managers from his own work and he personally wrote the book.

Smith and Drew (4) investigated the effects of a low fat diet on chronic pancreatic insufficiency, and found…..

In this instance the authors are reporting the findings of their scientific study.

Examples of Concise Statements Relative to Citation in the Text:

Wordy	Concise
Habal (2) gives a detailed look into the function of the pancreas. The pancreas is both an exocrine and endocrine gland.	The pancreas is both an exocrine and endocrine gland (2).
Iwasaki (38) explained GVHD as a condition that results when an allogeneic donor's T-cells attack the recipient's organs. Coplean (33) clarified the main theory describing the process of GVHD.	In GVHD, the allogeneic donor's T-cells attack the recipient's organs (33, 38).
Charuhas (37) describes several other complications associated with HSCT.	Complications of HSCT inclue …. (37)
According to an article in the Journal of the Academy of Nutrition and Dietetics, the major source of calcium in the United States is fluid milk (25).	Fluid milk is the major source of calcium consumption in the United States (25).

•***Example of Citation in Body of Paper—Original Research***

Food Selection and Purchase by the Elderly

Sherman and Brittan (86) emphasized the impact that available transportation has on food gathering by the elderly. Relocation to suburbs and the merger of foodstores and supermarkets has an effect on the ability of the aged to obtain food. Many elderly may need to walk. . . .

Roundree and Tinklin (87) interviewed 104 people 60 years and older. Fifty-two percent were between 60 and 74 years, 48 percent were 75 or older. Participants answered questions. . . .

Clancy (88) studied the effect of media exposure on food habits in the elderly. As . . .

- ***Example of Citation in Body of Paper—General Knowledge, Review, etc***

LIVER PHYSIOLOGY

The liver is the largest gland in the body and it performs many metabolic functions. It is the body's "major biochemical factory (1)." This section will discuss the liver's functions in metabolism and other body processes.

Liver Anatomy

The liver has two major lobes and contains five different types of cells. These cells are: hepatocytes, kupffer cells, lypocites, stellate cells, and pit cells (2). Hepatocytes are the functional cells of the liver, and they secrete. . . . Kupffer cells are the liver's. . . and pit cells are natural killer cells in the sinusoidal lumen (3). The hepatic lobule is the functional unit of the liver. This is a hexagonal arrangement of cells where a central vein flows through the middle and branches of the hepatic portal vein and hepatic arteries and bile ducts are at each corner (1).

Subject: Standards for an Acceptable Paper: Reference Guide

Policy

The reference style used in dietetics courses is that of Journal of Academy of Nutrition and Dietetics. The journal uses the American Medical Association style of references. Abbreviate periodical titles according to Index Medicus.

Procedure

Although AMA is the common style, some professors may require a different style such as APA.

The AMA Manual of Style 10th edition can be accessed at:
https://www.amamanualofstyle.com/

The APA Manual of Style can be accessed at:
https://search.lib.byu.edu/byu/record/lee.4227457?holding=587om8dtqug5qt4m

While not the official APA Manual, this website is also very helpful:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

PERIODICAL ABBREVIATIONS

PERIODICALS	ABBREVIATION	NUMBERED
Academy of Management Executive	Acad Manag Exec	C
Academy of Management Journal	Acad Manag J	C
Academy of Management Review	Acad Manag Rev	C
Administrative Management	Admin Manag	N
Administrative Science Quarterly	Admin Sci Q	C
Adult Education	Adult Educ	C
Advanced Management	Advanced Manag J	N
American Journal of Clinical Nutrition	Am J Clin Nutr	C
American Journal of Sociology	Am J Soc	C
American Scientist	Am Sci	C
Bakers Digest	Bakers Digest	N
British Journal of Nutrition	Br J Nutr	C
Business Education Journal	Bus Educ J	
Business Horizons	Bus Horizons	N
Business Quarterly	Bus Q	N
Business Travel News	Bus Travel Rev	N
California Management Review	Calif Manag Rev	N
Cornell Hospitality Quarterly	Cornell Hospitality Q	C
Cornell Hotel and Restaurant Administration Quarterly	Cornell Hotel Restaur Admin Q	N
Florida International University Hospitality Review	FIU Hospitality Rev	N
Food Management	Food Manag	N
Food Product Development	Food Prod Dev	N
Foodservice Director	Foodserv Dir	N
Foodservice Equipment and Supplies	Food Equip Suppli	N
Food Technology	Food Technol	N
Gerontologist	Gerontologist	N
Gerontology	Gerontology	N
Harvard Business Review	Harvard Bus Rev	N
Health Care Management Review	Health Care Manager	C
Health Services Research	Health Serv Res	N
Home Economics Research Journal	Home Econ Res J	C
Hospitality Education and Research Journal	Hospitality Educ Res J	
Hospitality Educator	Hospitality Educ	N
Hospitality Scene	Hospitality Scene	N
Hospitals	Hospitals	N
Hotel and Motel Management	Hotel Motel Manag	N
Human Organization	Hum Organ	C
Human Relations	Hum Relations	C
Human Resource Management Journal	Human Resource Mngt J	C
Indian Journal of Nutrition and Dietetics	Indian J Nutr Diet	C
Industrial and Labor Relations Review	Ind Labor Relatio Rev	N
Industrial Management Review	Ind Manag Rev	N
Industrial Relations	Ind Relations	C
International Journal of Hospitality Management	Int J Hospitality Manag	N
Journal of the Academy of Nutrition and Dietetics	J Acad Nutr Diet	C

PERIODICALS	ABBREVIATION	NUMBERED
Journal of the American Dietetic Association	J Am Diet Assoc	C
Journal of the American Medical Association	JAMA	C
Journal of Applied Behavioral Sciences	J Appl Behav Sci	C
Journal of Applied Nutrition	J Appl Nutr	C
Journal of Applied Psychology	J Appl Psychol	C
Journal of Business	J Bus	C
Journal of the Canadian Dietetic Association	J Can Diet Assoc	C
Journal of Child Nutrition and Management	J Child Nutr Manag	C
Journal of Environmental Health	J Environ Health	C
Journal of Food Protection	J Food Protection	C
Journal of Food Quality	J Food Quality	C
Journal of Food Safety	J Food Safety	C
Journal of Food Science	J Food Sci	C
Journal of Food Science and Technology	J Food Sci Technol	C
Journal of Foodservice Management and Education	J Foodserv Mngt Edu	N
Journal of Food Technology	J Food Technol	C
Journal of Foodservice Business Research	J Foodserv Bus Res	C
Journal of Gerontology	J Gerontology	C
Journal of Home Economics	J Home Econ	N
Journal of Management	J Manag	C
Journal of Management Studies	J Manag Studies	C
Journal of Nutrition	J Nutr	C
Journal of Nutrition Education	J Nutr Educ	C
Journal of Nutrition for the Elderly	J Nutr Elderly	C
Journal of Occupational Psychology	J Occup Psychol	C
Journal of Occupational and Organizational Psychology	J Occup Org Psych	C
Journal of Organizational Behavioral Management	J Organ Behav Manag	C
Journal of Organizational Excellence (Global Business and Organizational Excellence after (2006))	J Organ Excel (Global Bus Organ Excel)	C
Journal of Psychology	J Psychol	C
Journal of Purchasing and Materials Management	J Purchasing Materials Manag	N
Journal of Social Psychology	J Soc Psychol	C
Journal of Travel Research	J Travel Res	N
Journal of Vocational Behavior Lodging	J Voc Behav Lodging	C
Management Accounting	Manag Accounting	N
Management Science	Manag Sci	C
Management Solutions	Manag Solutions	N
Meeting News	Meeting News	N
Meetings and Conventions	Meetings Conven	N
Michigan Business Review	Mich Bus Rev	N
Modern Healthcare	Mod Healthcare	N
MSU Business Topics	MSU Bus Topics	N
NACUFS Journal	NACUFS J	N
Nations Restaurant News	Nat Restaur News	N

PERIODICALS	ABBREVIATION	NUMBERED
New England Journal of Medicine	N Engl J Med	C
Nutrition Research	Nutr Res	C
Nutrition Reviews	Nutr Rev	N
Organizational Behavior and Human Performance	Organ Behav Hum Perf	C
Personnel	Personnel	C
Personnel Administrator	Personnel Administrator	N
Personnel Journal	Personnel J	N
Personnel Psychology	Personnel Psychol	C
Production and Inventory Management	Production Inventory Manag	N
Psychological Review	Psychol Rev	C
Public Administration Review	Public Admin Rev	C
Public Personnel Management	Public Personnel Manag	N
Resort and Hotel Management Restaurant Business	Resort Hotel Manag Restaur Bus	N
Restaurant Business	Restaur Bus	N
Restaurant Hospitality	Restaur Hospitality	N
Restaurant and Hotel Design	Restaur Hotel Design	N
Restaurants and Institutions	Restaur Institu	N
Restaurant Management	Restaur Manag	N
School Foodservice Journal	School Food Serv J	N
School Foodservice and Nutrition	School Food Serv Nutr	N
School Foodservice Research Review	School Food Serv Res Rev	C
School Nutrition	School Nutr	N
Sloan Management Review (1970-1997) MIT Sloan Management Review (1998-)	Sloan Manage Rev MITSloan Manage Rev	N
Social Forces	Social Forces	C
Strategic Change	Strategic Change	C
Tourism Management	Tourism Manag	C
Training	Training	N
Training and Development Journal	Training Dev J	N
Travel and Leisure	Travel and Leisure	N

C = Consecutively Numbered (will NOT include issue number in citation)

N = Non-consecutively Numbered (WILL include issue number in citation)

General Citation Guidelines

- **Spell out journals when the complete title is only one word**
- **Omit prepositions and conjunctions in the journal title when abbreviating**
- **Abbreviations from Index Medicus are used; some variations do exist, the key is to be consistent within your own list of references**
- **For any other Journal abbreviations, go to www.pubmed.gov. Click on "Journal Database." Type in Journal name and hit Enter.**

Subject: Standards for an Acceptable Paper: Example

Policy

Papers will meet all established guidelines.

Procedure

- See the following pages for an example of a completed paper.

No. _____

Consumer Acceptance of Genetically Modified Foods and the Foodservice Industry

By
Erica Hansen

March 23, 20XX
NDFS 445

INTRODUCTION

Genetic engineering of food crops has been a controversial topic worldwide for the last decade (1, 2). Genetic engineering is used to add value to food crops by enhancing the nutrient profile of a given crop or by conferring resistance to pests and diseases. Corn, cotton, soybeans, canola, squash and papaya are among the genetically modified crops grown in the United States (1). Currently genetically modified crops, also called GM crops, are planted on more than 109 million acres worldwide—two-thirds of which are located within the United States (3).

Though genetically modified foods are intended to extend added benefit for the environment and public when compared to their non-modified counterparts, some consumers are wary of accepting these GM foods. Reasons consumers do not accept GM foods include beliefs that GM foods are "not natural" and thus not "healthy" (4). Additional fears include generating antibiotic resistance in microorganisms and fears of introducing allergens into foods that don't normally contain them (3-5). Professionals in the foodservice industry must keep up-to-date on trends in public opinion. As genetically modified foods are a somewhat novel food on the market, assessing consumer acceptance of them is an important part of analyzing trends in public opinion.

Genetically modified foods are present in our food supply and many consumers possess an opinion of their existence, method of creation, uses, and consequences—all of which affect how foodservice directors procure foods and provide and market meals that are pleasing to these consumers.

GENETICALLY MODIFIED FOODS

Modification of Foods Historically and Public Perception

The use of biotechnology to change fundamental characteristics of food began in the 1950s. At this time, radiation and chemical measures were used to bring about changes in a food crop's DNA. However, this process did not allow for selective mutations. After treating a food crop with radiation or chemical treatment scientists extracted the genetic information from that food crop to discover if the resultant mutation was a desired one or not (3).

Today, the method of altering a food organism's genetic code is much more precise. Scientists can select a specific genetic trait that they'd like to incorporate into a food crop, and then insert the genetic code for that trait (3).

One way that scientists genetically engineer foods today is by using a bacterium's plasmid to transfer specific genes. The bacterium Agrobacterium tumefaciens is one that lives in the soil and contains a plasmid, which contains DNA. Typically this bacterium will transfer its plasmid to a host plant. Scientists can modify A. tumefacien's genotype by inserting a gene that codes for a beneficial

trait into the bacterium's plasmid. When the bacterium transfers its plasmid to the host plant, the host plant will exhibit the beneficial trait (3).

A second way that food crops are genetically modified is through the use of a "gene gun." The gene gun literally shoots little pieces of DNA into the food organism's genetic material at high speeds. The DNA fragments are incorporated into the crop's own DNA on impact. Through this method scientists can select beneficial gene codes, similar to those in the plasmid technique, to incorporate into the food crop. After the gene gun is fired and the DNA fragments have been incorporated into the food crop, beneficial traits coded for in the DNA fragment will be expressed (3).

Perhaps some of the concern voiced by the public regarding genetically modified foods is related to the methods of modification. One study examined focus groups' response to categories of novel foods. The subjects' opinion in this study reflected the belief that biotechnological novelties (i.e. GM foods) are artificial, to be distrusted, and unsafe. One subject said, "I've been prejudiced against genetic manipulation from the very beginning. And [I don't know] whether they have done something dangerous with it" (4). Another said of genetic engineering that it "is totally against nature…. how do we know what those genes will do in the end when they're out there free… soon they will grow plastic food" (4).

It is interesting to note that genetically modified foods have been present in our food supply since the 1950s, but is has only been in the last ten to fifteen years, during which the modification process has become more precise, that public concern regarding their presence has increased significantly (1-3).

Why Foods are Modified

Foods are modified to add nutritional value, increase food security, sustain the environment, and to improve agricultural economics. As researchers modify the genetic code of a food crop they can insert genes that code for nutrients beneficial to the human population. For instance, scientists have inserted a gene coding for beta-carotene into rice to help correct Vitamin A deficiencies in some populations. They call this rice "Golden Rice" (3). The USDA's Agricultural Research Service has worked to find ways to increase food security globally by modifying plants to be resistant to pests and disease. As a result of being resistant to pests and disease, food crops do not perish before the harvest and thus produce a higher yield. With a higher yield, more food is available to the global market (3).

In addition, creating food crops resistant to pests helps reduce the use of pesticides on food crops. This is one way that researchers believe the environment benefits from biotechnology. Researchers continue to study ways to enhance a plant's robustness to enable growth in desolate soil. Success in this vein has yielded, and will continue to yield, benefits as previously barren land is cultivated and used to supply food to the world's growing population (3). Despite the advantages that support genetic modification of food, consumers remain uncertain. This uncertainty may be related to possible negative health consequences of genetically modified foods.

Negative Health Consequences of GM Foods

Consumers are concerned that GM foods contain allergens that unmodified versions do not. One study examined the possibility of transferring allergenic compounds from one food to another via genetic modification and found that in fact, the allergenic compounds did transfer and were capable of eliciting an allergic response in consumers who were exposed to the modified food (5). If scientists are aware of allergens present in a genetic sequence, they can control the modification in such a way as to prevent the allergenic compound to transfer. However, the concern lies in the unknown. It is possible that new allergenic compounds could be formed as a result of the modification. Their existence would not be known until a reaction is seen in a consumer (3).

PUBLIC OPINION

Public opinion concerning GM foods differs by gender, educational status, and geographical location. As foodservice directors survey their target audience, consideration of these population differences within their target market will help them manage the procurement, menu planning and marketing of dishes that include genetically modified ingredients.

Population Differences

Gender

Research has shown that differences in acceptance of GM foods exist between genders. One study surveyed 17,041 men and women in fifteen European countries. Moerbeek and Casimir (6) concluded that men in general possessed more knowledge about genetically modified foods. Huang et al (7) found similar results in China—more men than women were knowledgeable about GM foods. The European study found that men were more accepting of genetically modified foods when educated about them than were women. Researchers suggested that perhaps women have a more "long-term" perspective regarding future consequences. Therefore, because the future implications of GM foods are not entirely known at this point, providing women with more information may not necessarily be the best avenue to enhance women's approval (6). Foodservice directors can apply these findings by assessing the predominant gender of their consumer base. An institution that wants to use GM foods and that services more men than women may want to inform their consumers about the benefits of GM foods if they feel resistance to the inclusion of the GM foods in their menus.

Education

Educational status is associated with consumers' knowledge and acceptance of GM foods. Huang et al (7) found that knowledge concerning GM foods was positively correlated with the amount of schooling an individual received. In high income earning countries it appears that as the level of education increases individuals are more educated concerning the science behind GM foods and they trust fewer sources (i.e government, third party, and scientists) for providing reliable information about GM foods (8). Foodservice managers should assess the educational status of their primary population when deciding whether or not to purchase GM foods. Knowing how educated their consumers are will help foodservice directors know what kind of information to provide consumers and also how to approach the subject. Individuals from high income countries view information proceeding from universities, scientists and third parties regarding GM foods as the most trustworthy when compared to government agencies or associations (8). Therefore, institutional foodservice programs, such as those in universities, can have a great affect on modulating public opinion.

Geographical Location

Public opinion regarding GM foods in various locations is affected by differing labeling laws, urbanization, and specific advantages advertised in a given country.

Many places, like Australia, Korea, Japan, and countries in the European Union, require GM foods to be identified on foods labels. The United States does not currently mandate GM labeling on food products. Rousu et al (9) examined the preference of consumers living in Midwestern metropolitan areas regarding purchases of GM labeled foods. Results showed that when presented with GM labeled foods, Midwestern U.S. consumers decreased their demand for the food product by as much as 13% when compared with the non-GM food product.

In New Zealand, Fortin and Renton (10) assessed consumer acceptance of GM foods in the face of its touted advantages. They found that even in the face of proposed advantages (i.e. increased shelf life) consumers showed a negative response to GM foods.

In China however, the majority of consumers surveyed in one study accepted GM foods; only 6-11% of consumers disapproved. Individuals living in bigger cities in China tend to be more aware of GM foods than those who live in smaller cities (7). This same study indicated that Chinese consumers could be persuaded to accept GM foods when presented with favorable information regarding the nutritional benefits of GM foods. They could also be persuaded to purchase GM foods if the foods were sold at a lower cost (7). In China, most individuals that accept GM foods do so because of a perceived nutritional benefit and also because they approve of pest-resistant strains that decrease their use of chemical pesticides on fruits and vegetables (7).

It appears that in many European countries, individuals are more willing to accept GM foods when they learn that GM foods are used to prevent disease and benefit the environment (6).

Understanding consumers' priorities when it comes to quality food production is important for foodservice directors. Consumers' preferences for GM foods change regionally as do the factors that can persuade consumers to change their minds. While Europeans accept GM foods when their ability to benefit the environment is highlighted, the Chinese are moved by the possibility of improved nutrient quality. Each geographical location will feature unique opinions and motives regarding food selection and preference; it is for the foodservice director to determine how their institution can better serve and educate its consumers.

FOODSERVICE USE OF GM FOODS

After considering the public opinion of their target population, foodservice directors should approach marketing, procurement and menu planning in a manner that best serves their consumer and their institution.

Marketing

Some psychological experts propose that attempts to market GM foods have been ineffective because both proponent and opponent groups rely on false assumptions regarding food consumers. These experts suggest that some groups rely on the assumption that consumers want to be informed. However, Wansink and Junyong (11) have found that a large percentage of U.S. citizens want to leave the deciding to industry experts. A smaller percentage of U.S. citizens actually want to be educated and proactively seek out resources in order to make informed decisions. For these information seeking individuals, providing information in well supported magazine articles and brochures is the best way to influence their decision regarding GM foods.

In addition, it is important to recognize that providing scientific facts is not always the most effective way to form and alter public opinion. Psychological researchers suggest that the information individuals receive via peripheral routes (i.e. fictional movies, sound bites, labeling and public opinion) can sometimes have a far greater affect on individuals' subconscious decision making process. For instance, individuals who have viewed popular films that depict dangerous consequences of genetic manipulation, such as *Jurassic Park* and *Gattaca*, may be inclined to distrust any form of genetic modification (11).

These same researchers suggest that successful marketing of GM foods must be done by "branding" biotechnology. They suggest that individual firms and institutions, especially Universities, have the opportunity to positively "brand" biotechnology much in the same way that the Dairy Association branded milk with their "Got Milk?" campaign (11). Because consumers are wary of trusting government agencies and trade associations, firms and institutions, such as those managed by foodservice directors, are really the best places to encourage acceptance of GM foods if directors choose to do so. These institutions can choose to make use of powerful phrases to brand GM foods and combat negative phrases associated with biotechnology like "playing God" and "unnatural" if they wish to sway their consumer base towards the acceptance of GM foods (4, 11).

Procurement

When genetic engineering of food crops first became a topic of debate in the 1990s many food retailers and foodservice institutions reassessed foods they had been purchasing from their suppliers and also assessed the prevailing opinion of their customer base. As a result, many operations took great measures to remove GM foods from their inventory (12).

The aforementioned benefits of GM crops have direct implications for the procurement sector of the foodservice industry. Benefits of GM food crops include the ability to use less pesticide and chemical treatments on food crops when pest-resistance is conferred on the crop. In 2001 the average Chinese farmer spent $240 U.S. dollars on pesticide for maize production, $1,920 for rice, $8,360 for vegetables and $18,168 for apple production (7). In decreasing the cost of production while maintaining the value added to consumers, GM foods have the potential to reduce food costs in the foodservice industry. As food cost is a large percentage of a foodservice's operation expense, foodservice managers may look for ways to enhance the public opinion regarding the use of GM foods and thus incorporate more GM foods in their inventory.

Menu Planning

When planning a menu and procuring food, foodservice managers must assess the opinion of their target population regarding genetically modified foods. Because GM foods are often viewed as "unnatural" and therefore less healthy, many populations request foods free of genetic modification (5, 13). For instance, in 2006 the University of California at Berkeley opened a 100% certified-organic salad bar and the director of dining facilities made plans to create an all-organic menu for the entire campus. Student requests were the main driving force behind UCB's movement to go all-organic, a move that did not allow for the presence of any GM food ingredients on the menu. Changes in the procurement process were made also; dining services began to work intimately with California Certified Organic Famers (CCOF) and made alterations in how frequently they purchased foods, and how they received and stored organic foods (13). In this instance UCB may have been able to decrease their food cost by using GM foods, however excluding GM foods from the menu and from their inventory was an important decision that UCB made to increase customer satisfaction.

CONCLUSION

The risks and benefits associated with purchasing GM foods will differ for each foodservice institution depending on its geographical location and the characteristics of its target population. For a foodservice institution located in an area where most consumers exhibit little awareness of GM foods, foodservice directors may not need to take extra measures to eliminate GM foods from their ingredient lists. Management in each institution should evaluate their mission statement and decide how the inclusion or exclusion of GM foods can help them to better adhere to their vision of their "brand."

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Subject: Standards for Oral Presentations

Policy

Oral presentations must be well prepared and professionally presented.

Procedure

- Oral presentations must follow specific procedures as outlined in each class.

- In general, evaluation will be based on the following criteria.
    1. Professional appearance, delivery and poise
    2. Organization and clarity
    3. Content: complete and thorough
    2. Use of visual aids, teaching techniques
    3. Ability to answer questions

Subject: Student Performance Monitoring

Policy Dietetics faculty and program director will monitor academic progress of dietetic students regularly

Procedure

- Dietetics faculty will counsel students earning a C grade or lower on an individual basis
- Dietetic students will meet with program director the end of second semester of professional sequence to discuss academic and performance progress

Subject: Student Support Services:

Policy

All students will have full access to student support services as found in the general catalog**.**

Procedure

- Life Science Student Support http://lifesciences.byu.edu/studentservices/Home.aspx
- Information on student services may be found at https://www.byu.edu/campus-life and https://www.byu.edu/academics

Services include (but are not limited to):

- Accessibility center
- Activities
- Athletics
- BYU store (texts and supplies)
- Counseling and Career Center
- Dining
- Equal Employment Opportunity Office
- Financial Center
- Health Plans and Services
- Honor Code Counsel
- Housing
- ID Center
- Information Technology Services
- International Services
- Multicultural Student Services
- Parking Services
- Public Transit passes (Transportation)
- Risk Management and Safety
- Service and Faith
- Student Health Center
- Student Employment Services
- Student Wellness
- Title IX Resources
- University Police
- Veteran's Support
- Women's Services

Subject: Students with Disabilities

Policy

The BYU Didactic Program in Dietetics follows the University policy for students with disabilities.

Procedure

- For more information contact the University Accessibility Center

  Website: https://uac.byu.edu/
  Phone: 801-422-2767
  Location: 2170 WSC, Provo, UT 84602

Subject: Student Retention

Policy Dietetic students with minimal chances of obtaining a dietetic internship will be counseled into a career path appropriate to their ability

Procedure

- Dietetic students with minimal chances of obtaining a dietetic internship will be informed of career options to match their ability by the program director and dietetics faculty as appropriate
- Students will be directed to the College of Life Sciences career director for assistance https://advisement.byu.edu/life-sciences
- Students will also be advised of NDTR Pathway III eligibility
- Students requiring additional support in dietetics courses will be responsible to contact the professor of the course or program director for remedial instruction.

Subject: Tuition, Fees and Refunds

Policy

Students are responsible for paying all tuition and fees.

Procedure

- Information regarding the payment of tuition and fees or refunds is outlined in the BYU Undergraduate Catalog.

Directory of Dietetics Faculty

Brigham Young University
Nutrition, Dietetics and Food Science
S-221 ESC
Provo, Utah 84602
801-422-3912

Dietetics Directors

Sarah Gunnell Bellini, PhD, RDN, CD
Didactic Program Director
Assistant Professor
S-219 ESC
801-422-0015

Pauline Williams, PhD, MPA, RDN, CD
Dietetic Internship Director
Associate Teaching Professor
S-215 ESC
801-422-4876

Dietetics Faculty

Julie Duncan, MPH, RDN, CD
S-213 ESC
801-422-7772

Susan Fullmer, PhD, RDN, CD
Graduate Coordinator
Teaching Professor
S-227 ESC
801-422-3349

Emily Patten, PhD, RDN, CD
Assistant Professor
S-231 ESC
801-422-6672

Ana Mitchell, MS, RDN, CD
S-213 ESC
801-422-7772

Nathan Stokes, PhD
Assistant Professor
S-235 ESC
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