



**Master of Science in
Clinical Nutrition &
Dietetics**

**Student Handbook
2026–27**

**Johnson & Wales
University**

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GENERAL INFORMATION

Welcome Message

Welcome to the Master of Science in Clinical Nutrition & Dietetics (MSCND) Graduate Program at Johnson and Wales University's College of Health & Wellness. We are excited to have you join our new and innovative Program!

The ACEND® GPs (Graduate Programs) integrate didactic coursework with supervised experiential learning (SEL) in a competency-based curriculum designed to prepare nutrition and dietetics graduates for future practice. This 16-month hybrid Program includes at least 1000 hours of supervised practice to meet ACEND® requirements for the Commission on Dietetic Registration (CDR) registration examination for dietitians.

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Introduction

Purpose of the Handbook

This Program Handbook is intended to supplement, not replace, the policies and procedures set forth in the official publications of Johnson & Wales University, including but not limited to:

- JWU [Providence Campus Catalog](#)
- JWU [Online Catalog](#)
- JWU [Providence Student Handbook](#)
- JWU [Online Student Handbook](#)

Together, these resources provide students with comprehensive information about academic expectations, student services, university policies, and institutional procedures. Students are responsible for reviewing and complying with all applicable university-wide policies in addition to those outlined in this Program Handbook.

For brevity, certain abbreviations and acronyms appear throughout this Handbook. The terms "JWU" or "university" refer to Johnson & Wales University. The "Program" refers to the Johnson & Wales University Master of Science in Clinical Nutrition & Dietetics (MSCND). "Program Handbook" refers to this handbook.

By enrolling at and attending Johnson & Wales University, students agree to abide by all university catalogs, codes of conduct, handbooks, manuals, policies, procedures, regulations, and rules (collectively, JWU Publications). These include, but are not limited to, this Program Handbook, the JWU Catalog, and the JWU Student Handbook applicable to all students at JWU. The university may, at any time and without prior notice, add to, amend, change, modify, revise or supersede any of its catalogs, codes of conduct, handbooks, manuals, policies, procedures, regulations, rules and any other publications (including, without limitation, marketing or promotional publications), and the university may, at any time and without prior notice, add, cancel, change, modify, postpone, revise, supersede or withdraw any policies, provisions, requirements or rules in any Publications and may

also at any time and without prior notice, add, cancel, change, modify, postpone, revise, supersede or withdraw any classes, courses, activities, events, internships, laboratories, and programs (of study or otherwise); without limiting the generality of the foregoing, this includes, but is no way limited to, transitioning from in-person to remote classes, courses, activities, events, internships, laboratories, and programs (of study or otherwise). No refund of tuition or fees will be given in such cases.

In the case of an inconsistency between this Handbook and another university Publication, this Handbook generally shall apply, but the university reserves the right to determine that another policy or procedure applies and to resolve any inconsistency as it deems appropriate in its sole discretion. Please read these resources carefully and thoroughly. You are responsible for knowing, understanding, and complying with all Publications. Ignorance or lack of understanding of any Publications does not excuse infractions. *This Handbook does not constitute a contract between the university and its students or applicants, employees, or any other person.*

Students are expected to read all applicable resources carefully and thoroughly. Ignorance of a policy or procedure does not excuse noncompliance.

Program Overview

Program Description

The innovative 16-month MSCND hybrid Program serves students who have earned a bachelor's degree and have completed the required prerequisite courses, and meets requirements set forth for students seeking RD/RDN credentialing. Each new cohort begins in the fall semester (or in the summer if prerequisites are required) and completes the Program at the end of the next fall semester.

The Program builds upon JWU's tradition of hosting strong culinary nutrition and nutrition and dietetics programs. Students take courses in nutrition and health wellness, research and inquiry, grantsmanship, nutrition education and counseling, current topics in nutrition, advanced medical nutrition, culinary nutrition and foodservice management, and clinical supervised experiential learning (SEL) with emphasis on interprofessional collaboration. The SEL experience includes at least 1,000 hours of professional and alternative experiential learning.

Upon completion of the Program requirements, students receive a Master of Science in Clinical Nutrition & Dietetics and a verification statement to confirm their eligibility to take the Commission on Dietetic Registration credentialing exam for the opportunity to become a RD/RDN.

Program Mission

The mission of the JWU MSCND Program is to prepare entry-level registered dietitian nutritionists by fostering a strong academic and supervised experiential learning experience emphasizing advanced nutrition science, evidence-based practice, interprofessional education, and cultural competence.

Program Philosophy

We prepare competent, compassionate dietetics professionals who apply evidence-based nutrition care, respect diverse populations, and promote health across the lifespan.

Program Goal 1: Graduates will apply evidence-based nutrition science to clinical practice settings as entry-level Registered Dietitian Nutritionists (RDNs).

Program objectives for Goal 1:

1. At least 80% of students complete Program requirements within 24 months (150% of the Program length).
2. Of graduates who seek employment, at least 70% are employed in nutrition and dietetics or related fields within 12 months of graduation.
3. At least 80% of Program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of Program completion.
4. The Program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for registered dietitian nutritionists is at least 80%.
5. At least 75% of employers responding to graduate evaluations will rate Program graduates as good to excellent.
6. At least 75% of Program graduates who respond to a post-graduate survey will rate their preparation for professional competency as good to excellent.
7. At least 90% of Program graduates who respond to a post-graduate survey will report routinely using current evidence-based research in their professional practice.

Program Goal 2: Graduates will be prepared to work as integral members of the healthcare team by participating in interprofessional practice with various providers.

Program Objective for Goal 2:

1. At least 75% of Program graduates who respond to a post-graduate survey will report participating as part of an interprofessional team in a professional capacity.

Program outcomes data are available upon request.

Accreditations and Approvals

Institutional

Johnson & Wales University is accredited by the New England Commission of Higher Education (NECHE), formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges Inc. This accreditation encompasses the university's campuses in Providence, Rhode Island, Charlotte, North Carolina, and its online programs.

Programmatic

Johnson & Wales University's Master of Science in Clinical Nutrition & Dietetics (MSCND) Program is a candidacy program seeking accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995, 800-877-1600 ext. 5400. The program is an ACEND Graduate Program (GP).

ACEND® GPs integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. Program graduates will be eligible to take the Commission on Dietetic Registration (CDR) credentialing exam to become a Registered Dietitian Nutritionist.

Effective January 1, 2024, CDR requires a minimum of a master's degree to be eligible to take the credentialing exam to become an RDN. Johnson & Wales University's MS in Clinical Nutrition & Dietetics provides a master's degree in addition to the coursework and supervised experiential

learning required to take the credentialing exam. For more information about this requirement visit the [CDR Website](#).

Curriculum Overview

Students without a Didactic Program in Dietetics (DPD) verification statement will be required to take two foundation courses prior to the start of the MSCND

Program: DIET5030 Introduction to Dietetics I [3 credits] and DIET5060 Introduction to Dietetics II [3 credits]. These courses are offered during the summer semester prior to the Program's fall start.

Course Sequence (by semester)

Semester	Course Titles	Credits
SEMESTER 1: FALL	NUTR5100 Macronutrients in Human Nutrition	3
	NUTR5200 Micronutrients in Human Nutrition	3
	NUTR5300 Nutrition for Health and Wellness	3
	+ DIET5350 Nutrition for Health & Wellness Experience	3
SEMESTER 2: SPRING	RSCH5700 Research and Inquiry	3
	NUTR6200 Grantsmanship and Publication	3
	NUTR5500 Nutritional Counseling and Education	3
	+ DIET5550 Nutritional Counseling and Education Experience	3
SEMESTER 3: SUMMER	DIET5600 Culinary Nutrition and Food Service Management	3
	DIET5700 Current Topics in Nutrition Seminar	3
	NUTR6100 Advanced Clinical Nutrition	3
	+ DIET6150 Clinical Supervised Practice Experience I	3
SEMESTER 4: FALL	NUTR6950 Nutrition Capstone	3
	+ DIET6450 Clinical Supervised Practice Experience II <i>3-week specialty rotation</i>	9

***Total:** 48 credits (54 if non-DPD entry)

+ Identifies a Supervised Experiential Learning course.

*As described above, the degree requirements include completion of 48 credit hours (54 for those requiring DIET5030 Introduction to Dietetics I [3 credits] and DIET5060 Introduction to Dietetics II [3 credits]) and at least 1000 hours in professional and alternative experiential learning.

Credit and Clinical Hour Requirements

Semester	Est. Hrs in Prof. Work Setting	Est. Hrs in Alt Experiences
SEMESTER 1: FALL	75	75
SEMESTER 2: SPRING	100	50
SEMESTER 3: SUMMER	190	80
SEMESTER 4: FALL	400	50
<i>Est. Sum of Hrs per Category</i>	765	255

Estimated Total Combined Hours: 1,020

Prior Learning

Students accepted into the Program may receive credit/hours for previous graduate-level coursework. Graduate-level coursework includes nutrition and dietetics courses from an accredited college or university. Previous undergraduate or DPD coursework will not be accepted. The MSCND Program does not give credit hours for previous work experience towards meeting Program course requirements. Students who are interested in receiving credit for previous graduate-level coursework must (1) be accepted into the Program, (2) submit official transcripts to the Nutrition & Dietetics Department, and (3) submit a portfolio to the Program for evaluation of competencies. For prior earned credits to be considered, students are required to meet competencies and performance indicators. Competencies and performance indicators are labeled as “knows,” “shows,” and “does.” A template will be provided for form submission.

PROGRAM REQUIREMENTS

Background Checks

Continued enrollment in the MSCND Program is based upon satisfactory results on background checks and drug screenings. Upon admission but prior to enrollment, all MSCND students are subject to a university-mandated background check.

Students may be subject to a mandatory background check prior to attending SEL placements. This will be accessed via the clinical compliance platform. Some sites may require repeat or further testing of students, including additional background checks, drug testing, and/or fingerprint screening. The student may be responsible for some or all costs related to compliance platform access, background checks, drug testing and/or fingerprint screening, along with any additional requirements of clinical placement sites.

DISCLAIMER – In the event a student has an unsatisfactory finding or pending criminal federal, state, or local charge on a background check, the student may be prohibited from attending a clinical rotation and/or be ineligible to sit for the national certification or obtain state licensure. It is the student’s responsibility to thoroughly research the issue with the national board or state licensing authority. If a student is aware of a pending or prior federal, state, or local charge, the student should contact the relevant state licensing authority regarding the ability to obtain licensure before beginning the Program. For more information, visit the Catalog’s [Licensure & Professional Certification Disclosures](#) and the Commission on Dietetic Registration (CDR)’s [State](#)

[Licensure](#) map.

If a student is charged with any crime during their enrollment in the Program, the student must notify the Program immediately, and the Program will notify the student's clinical site, as appropriate. The clinical site may re-evaluate the student's eligibility to participate in the clinical experience. The student may need to undergo an updated background check. If the updated background check reveals a criminal record, the student may be disqualified from a clinical placement or employment in the field. This may impact the student's ability to continue in or complete the Program. Students who do not report a crime with which they are charged will be subject to discipline, up to and/or including dismissal from the Program. The student should also contact the relevant state licensing authority regarding the student's ability to obtain licensure in light of any criminal charge or conviction.

Immunizations and Physical Examination

In accordance with the guidelines set by the Program, students are required to submit mandatory documentation (physical examination, required vaccinations etc.) to the clinical compliance platform prior to a clinical start. Failure to meet any of these requirements will result in a Program hold placed on the student's account, which will prohibit the student from registering for clinical courses and therefore prevents progress in the Program and/or delays graduation time. All detailed requirements are provided in the clinical compliance platform. Any additional questions can be addressed with the Administrative Coordinator for Clinical Education.

Allergy Concerns

While participating in the Program or in another healthcare environment, students may be exposed to allergens, including but not limited to, latex and foods. The student should consult with a primary care provider, allergist, or other appropriate healthcare provider to assess the risk of exposure and any potential treatments needed should an exposure occur. Students with a known sensitivity or allergy/reaction to latex or other allergens are responsible for assessing their own level of risk and ensuring they have taken appropriate precautions, including carrying an epinephrine pen or other treatment, as prescribed by their healthcare provider, as well as seeking reasonable accommodations when necessary to ensure the student's safe participation. If a student may be experiencing an allergic reaction, the student should contact 911 immediately and, thereafter, Campus Safety & Security. After experiencing an allergic reaction during the Program, students must be medically cleared by a licensed medical professional prior to returning to the Program or clinical setting and must complete the Student Injury and/or Exposure Form. In food laboratory and kitchen environments, students must be able to taste and evaluate a variety of foods, including those containing common allergens (e.g., dairy, gluten). Students are encouraged to discuss any dietary restrictions or food allergies should with the Program Director prior to enrollment.

Required Trainings and Certifications

The MSCND Program requires students to complete the following trainings and certifications which are provided by the College of Health and Wellness and scheduled by the Program:

- CPR (Cardiopulmonary Resuscitation) Certification
- Bloodborne pathogens
- Health Insurance Portability and Accountability Act (HIPAA)
- Occupational Safety Health Administration (OSHA)

- Protecting Children – identifying and reporting

Confidentiality and HIPAA (Health Insurance Portability and Accountability Act) Compliance

Once matriculated, all students must complete HIPAA training, which may require updating or re-certification prior to starting clinical rotations. The MSCND Program provides this training.

Malpractice Insurance

The university provides malpractice insurance for all Program students while such students are participating in a supervised internship program. Please contact the Program director for additional details.

Textbooks, Supplies, and Other Estimated Expenses

Students should expect the following additional estimated Program expenses:

- Dietetics Internship Centralized Application Service (DICAS) application fee: At least \$50 (DICAS charges \$50 for the first program and \$25 for each additional program)
- Laptop, speakers or a headset, microphone, and webcam: \$1,000 (first year)
- Annual Academy of Nutrition and Dietetics student membership: \$58
- Physical examination: Varies
- Drug testing & background check: \$100 (first and second year)
- Flu shot for current season: As needed
- Any additional site screenings as needed
- Lab or chef coat, scrubs, hair coverings, apron, closed-toe shoes with non-slip soles: \$140-\$260, first year average
- Books and supplies: \$1,300
- Eatright Prep Study Materials: \$299 (6-month subscription)
- Jean Inman study materials: \$385 (second year)
- Student Activities Fee: \$25 per semester

All tuition and fee schedules are subject to change from semester to semester. In addition to tuition, costs will include textbooks and materials/supplies for supervised experiential learning.

Information Technology Requirements

In order to fully participate, all students are expected to have access to a desktop or laptop computer. All courses utilize the university's learning management system and the use of other technology platforms may also be required for your Program. Chromebooks and the apps for Apple and Android devices allow you to complete some course-related tasks, but a desktop or laptop computer is required for successful completion of all course-related tasks. For the most up-to-date IT requirements and resources, please review the following:

- [Computer and Browser Requirements](#)

- [Student Software](#) - this link provides information on software available to students through JWU.

Students must have reliable internet access for accessing university systems. Students will be required to log into the clinical compliance platforms.

In addition, students' computers must meet the minimum system requirements for platforms used specifically in the Program, which include EatrightPREP, ExamSoft, Ultra, EHRGo, and Exxat. Use of ExamSoft will ensure students identification verification during online exams.

Email is the official method of communication from the university and the Program to its students. Students are required to check their university email on a daily basis (at least once every 24 hours or more frequently as circumstances may require). The Program is not responsible if students have inaccurate or missed information because they do not routinely check, read, and clear their email accounts. Email from accounts other than the student's JWU email will not be accepted or used for any communication. Students are expected to keep their JWU email inboxes accessible to Program communications. If a student's email is returned due to a "full" account, the returned email will not be re-sent, and the student will be responsible for the content of the returned email.

JWU's learning management system, ulearn, is the official source of information about courses for the Program. Students are expected to check ulearn frequently for course updates and materials.

Use of AI tools (e.g., ChatGPT, Microsoft Copilot, and Zoom AI Companion) in the Program is permitted only if the following conditions are satisfied:

- Instructor or Clinical Site Authorization: Students may only use AI tools for assignments, clinical documentation, or coursework if explicitly permitted by the course instructor or clinical site supervisor. Unauthorized use may constitute a violation of the university's Academic Integrity Policy; and
- Compliance with University Policies: All use of AI tools must comply with the university's [Academic Integrity Policy](#) and [Student Code of Conduct](#). Students are responsible for understanding and adhering to these policies.

Technical support is provided via the University [IT Service Desk](#), which can be reached at 866-JWU-HELP (866-598-4357) or it@jwu.edu (emails received after hours will be processed the next business day). Please also visit the [JWU IT website](#) which answers many questions about technology at JWU.

Change of Contact Information/Address

Throughout the Program, students are required to notify the Program Director immediately and in writing when there is any change in their contact information, including their local address, permanent mailing address, email or phone number. This is in addition to following required university policies for [maintaining addresses and contact information](#).

TECHNICAL STANDARDS/ESSENTIAL FUNCTIONS

To participate in the MSCND Program, students must, with or without reasonable accommodations, be able to safely and effectively meet the following technical standards. These standards reflect the essential functions and competencies required for successful completion of the Program and for professional practice in clinical nutrition and dietetics. Students must be able to demonstrate these abilities independently and consistently throughout all didactic, laboratory, and supervised practice experiences. The use of surrogates to perform essential functions is not permitted.

Active Participation and Engagement

Students must be able to actively participate in all components of the Program, including classroom instruction, laboratory experiences, and supervised practice/clinical rotations. This includes the ability to:

- Attend, engage in, and complete all academic and experiential learning activities in a punctual and timely manner (e.g., lectures, exams, presentations, simulations, labs, and rotations).
- Communicate appropriately, effectively, and professionally with faculty, staff, peers, preceptors, patients, and members of the healthcare team through verbal, written, and electronic means.
- Safely navigate classroom, laboratory, foodservice, and clinical environments.
- Operate and appropriately use industry-standard equipment.
- Lift and transport materials up to approximately 25 pounds as required in foodservice and clinical settings.
- Adhere to all safety and institutional policies and procedures.
- Maintain personal health and hygiene to ensure the safety of self and others.
- Arrange reliable transportation to and from supervised experiential practice sites in a timely manner.

Communication Skills

Students must demonstrate proficiency in verbal, written, and nonverbal communication. These skills are essential for effective interaction with patients, clients, faculty, preceptors, and interdisciplinary healthcare teams. Students must be able to:

- Clearly and accurately convey nutrition-related information to diverse populations, including individuals of varying ages, cultural backgrounds, health literacy levels, and socioeconomic statuses.
- Elicit relevant medical, dietary, and psychosocial histories from patients and clients.
- Document nutrition assessments, interventions, and care plans accurately and in a timely manner within electronic health records (EHRs).
- Communicate effectively during team meetings, interdisciplinary activities, case presentations, and professional interactions.
- Recognize and respond appropriately to emotional cues and demonstrate empathy, compassion, and professionalism.

Observation and Sensory Skills

Students must be able to observe, interpret, and integrate information from lectures, demonstrations, laboratory activities, community, and clinical settings. These skills are essential for nutrition assessment and patient care. Students must be able to:

- Accurately observe patient/client condition, behavior, and physical signs relevant to nutrition status.

- Interpret clinical data, including laboratory values, medical histories, and dietary information.
- Read and analyze written and electronic health records (EHRs).
- Utilize sensory skills (visual, auditory, and tactile) necessary to perform dietary assessments, nutrition-focused physical assessments, and evaluate food quality, preparation, and safety.

Psychomotor and Clinical Skills

Students must possess sufficient motor function, coordination, and dexterity to perform tasks required in clinical nutrition and foodservice practice. These include the ability to:

- Conduct nutrition-focused physical exams and basic clinical assessments.
- Collect and interpret biochemical and clinical data using appropriate tools.
- Safely perform food preparation, menu planning, and foodservice management tasks in laboratory and institutional settings.
- Participate in patient care activities such as nutrition counseling and education.
- Assist with nutrition support procedures under appropriate supervision, where applicable.
- Respond appropriately in clinical or foodservice environments without compromising safety.

In food laboratory and kitchen environments, students must be able to taste and evaluate a variety of foods, including those containing common allergens (e.g., dairy, gluten). Students are encouraged to discuss any dietary restrictions with the Program Director prior to enrollment.

Intellectual and Cognitive Abilities

Students must demonstrate strong critical thinking, analytical reasoning, and problem-solving skills. These abilities are essential for safe and effective nutrition care. Students must be able to:

- Measure, calculate, analyze, synthesize, and apply scientific and clinical information.
- Integrate information from multiple sources to develop evidence-based nutrition diagnoses and care plans.
- Interpret clinical data and evaluate patient outcomes.
- Exercise sound clinical judgment in developing and adjusting nutrition interventions.
- Adapt knowledge to new and complex clinical scenarios in a timely manner.

Behavioral, Professional, and Social Attributes

Students must possess the emotional stability, professionalism, and interpersonal skills necessary for effective practice in clinical nutrition and dietetics. Students are expected to:

- Demonstrate integrity, accountability, and ethical behavior consistent with the Code of Ethics for the Nutrition and Dietetics Profession and institutional policies.
- Maintain patient confidentiality and appropriate professional boundaries.
- Work collaboratively and respectfully within interprofessional teams.

- Exhibit cultural competence and provide patient-centered care.
- Accept constructive feedback, engage in self-assessment, and pursue continuous improvement.
- Manage time effectively and complete responsibilities promptly.
- Maintain composure and effectiveness under stress and during demanding workloads.
- Adapt to stress, workload, changing environments, schedules, and clinical situations.
- Demonstrate empathy, compassion, and respect for diverse populations.

CODE OF ETHICS

The [Code of Ethics for the Nutrition and Dietetics Profession](#) was revised and published in 2018. Program students have a special concern with ethical standards because of the unique demands of dietetic practice. To guide the students along the path of ethical dietetic practice, the Code of Ethics (JAND, 2018) are as follows:

1. Competence and professional development in practice (Non-maleficence)

Nutrition and dietetics practitioners shall:

- Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- Demonstrate in depth scientific knowledge of food, human nutrition, and behavior.
- Assess the validity and applicability of scientific evidence without personal bias.
- Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
- Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- Practice within the limits of their scope and collaborate with the inter-professional team.

2. Integrity in personal and organizational behaviors and practices (Autonomy)

Nutrition and dietetics practitioners shall:

- Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.

- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g., written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code, and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.
- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
- c. Demonstrate respect, constructive dialogue, civility, and professionalism in all communications, including social media.
- d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging, or unfair statements or claims.
- e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
- h. Communicate at an appropriate level to promote health literacy.
- i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)

Nutrition and dietetics practitioners shall:

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.
- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.

- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Professional Association

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is the accrediting agency for education programs preparing students for careers as registered dietitian nutritionists or nutrition and dietetics technicians, registered. ACEND can be contacted by:

Email: [Click to email](#)

Phone: 800/877-1600, ext. 5400

Mail: 120 South Riverside Plaza, Suite 2190, Chicago, IL, 60606-6995

VOLUNTEER OPPORTUNITIES

On occasion, the faculty or staff of the Program may make students aware of volunteer opportunities in the university or community. Students are not obligated to volunteer and shall not be financially compensated for this activity.

ACADEMIC POLICIES AND PROCEDURES

Academic Performance

Graduate Grading Scale

The MSCND Program follows the university's [Graduate Grading System](#).

Grade Range	Letter Grade	Quality Points
97–100	A+	4.00
93–96	A	4.00
90–92	A-	3.70
87–89	B+	3.30
83–86	B	3.00
80–82	B-	2.70
77–79*	C+*	2.30*
73–76*	C*	2.00*
70–72*	C-*	1.70*
0–69*	F*	0.00*

*Not considered a passing grade in the MSCND Program

Course Progression

Students must complete and pass all semester courses before they can progress to the next semester of the Program. Successful academic performance in the Program is demonstrated by passing all required courses, rotations, and other Program requirements with a grade of B- or better and maintaining a minimum cumulative GPA of 3.0/4.0. For more information, please go to [JWU Grading System](#).

Academic Standing

A student's academic standing is based on grade point average (GPA) in conjunction with total attempted credits (including transfer credits) and is evaluated after the completion of each semester of enrollment. Academic standing standards differ by program of study.

To remain in good standing and to graduate from the Program, students must meet the following performance standards:

- Maintain a cumulative GPA of 3.0 or higher.
- Earn a grade of "B-" or better in all courses.
- Achieve at least "Met Expectations" for all assessed competencies.
- Repeat a course only once for the purpose of earning a passing grade.
- Meet the minimum level of performance for any learning assessment that is used for the purposes of assessing an ACEND competency within the expected timeframe.
- Obtain at least the minimum number of supervised experiential learning hours (1000) required for the Program.
- Complete the Program in at least 24 months (150% of the time allocated for Program completion).

Program students must have a minimum GPA of 3.0 and must earn grades of B-/80 or higher in each course. In addition, students are only allowed to repeat one class during their time in the Program. A single course failure in the first semester will not result in dismissal, but may result in probation. However, if a student fails to meet the minimum grading standard require in any two courses, whether it is in a single semester or different semesters, the student will be dismissed.

Final grades are generally not appealable, as described under [Grade Appeals](#) within the JWU Student Handbook.

Students have access to their own files to assess course progression, schedule, academic standing, and timesheets through multiple platforms (Grade Planning System (GPS), Exxat, ulearn, etc.). The MSCND Program follows university's [Academic Records Retention Policy](#), [Family Educational Rights and Privacy Act Policy and Procedures \(FERPA\)](#), and ACEND academic documentation retention policies.

Attendance Policy

Attendance is essential to student success. Attendance is mandatory at all assigned classes, labs, interprofessional education (IPE) activities, and testing sessions.

IPE activities occur throughout the Program during class time or outside of class with advanced notice. These experiences bring you into contact with students and professionals from other healthcare disciplines team based. They are required sessions by the Program and the accreditation

body. Student presence at these sessions is a professional responsibility.

Promptness is a professionalism trait the healthcare practitioner must display. Students must arrive on site on time, 5-10 minutes early. Repeated tardiness is considered unprofessional conduct, and, at the discretion of the faculty member, the student will be referred to their assigned Program advisor, and/or the Program Director. The purpose of the university's attendance policy is to help students develop a self-directed, professional attitude toward their studies and maximize their educational opportunities.

Regular class attendance provides fundamental educational value and offers the most effective means to gain command of the course concepts and materials. Students must attend all classes, arrive on time and remain for the entire class period, and report to class fully prepared with all required materials. To meet these expectations, students must arrange course schedules that minimize conflict with other commitments, including personal commitments, or work. When students encounter difficulty meeting these requirements, they must actively engage their faculty member to discuss the concern.

Acute illness is a justifiable reason for absence from class. Please do not come to class if you are genuinely ill, have a fever, or suspect that you have a communicable illness (such as the flu). Contact your instructor concerning your absence from any class before the class starts if possible. You may also communicate with the Administrative Coordinator for Clinical Education or Program Director if you cannot reach the instructor.

Individual faculty define the specific role that class attendance plays in the calculation of final grades for each course. Additionally, excessive absences in certain courses may result in withdrawal from the course at the instructor's discretion. Students should consult the course syllabus and course instructor for specific faculty policies on attendance and make-up work within a course.

Student Academic Services does not issue excused absences from class. Students must contact their course instructor directly to discuss the missed class. To avoid issues with missed work or content, all planned absences must be reported to appropriate faculty member as soon as possible. The student is responsible for making up any missed work and contacting faculty member to ensure receipt of all necessary information from the missed class. Unplanned absences may occur due to circumstances beyond the student's control such as unexpected illness and family emergencies.

Students are responsible for informing faculty about the absence as soon as possible and making up any missed work, as well as reviewing any missed content. Frequent unexcused absences will be considered a professional behavior issue and will be referred to the student's advisor and/or Program director for action. Students may request to be excused for religious holidays; however, these dates must be discussed and approved by the Program Director. When a problem related to absences cannot be resolved at the Program level, the student will be referred to Community Standards and Conduct. Community Standards and Conduct may choose to review the case in accordance with the Conduct Review Process and make a determination that could include probation, suspension, or dismissal from the MSCND Program and university.

Leave of Absence

JWU recognizes that, from time to time, a student may derive educational and personal value from taking a personal leave of absence from their studies. Students contemplating personal leaves are strongly encouraged to consider carefully their individual situations, including progress toward degree completion and whether circumstances dictate that they should temporarily interrupt their course of study at JWU.

Students wishing to take a personal leave from JWU may do so, with the approval of the Program director and communication with Student Academic Services. A personal leave of absence functions as a withdrawal from the university, during which time the student is not enrolled at JWU. If a student intends to take a personal leave from JWU, they should review associated information in the [Student Handbook](#) meet with their Program director and complete the online University [Withdrawal Form](#).

Remediation and Deceleration

Remediation is a Program-defined process for addressing and correcting deficiencies for students in the Program who either have not met an academic standard and are still active in the Program, taken a leave of absence, or have decelerated. Remediation is an opportunity to correct unsatisfactory academic performance, academic progress, and/or professional conduct issues in the Program. An opportunity for remediation is not automatic and may not be offered.

Remediation may occur at the Program-level for a failed course, for a student returning from a non-academic leave of absence, or for violations of professionalism and/or behavioral policies.

Remediation inside a course is triggered for a non-passing grade on a critical assessment as identified in the course syllabus and required for progression in the Program. The critical assessments in the Program include didactic course exams, end-of-Program comprehensive exam, supervised experiential learning competency assessments, and all of the components of the didactic and supervised experiential learning Program summative evaluations. Failure of any of these key assessments would require remediation before progressing in the Program. The number of times a student may remediate critical assessments is limited to two times per didactic semester and two times during the supervised experiential learning semesters. Further remediation would require approval by the MSCND Program director.

After considering all pertinent circumstances in each case, including but not limited to the student's demonstrated dedication to learning, active participation in the educational program, overall academic/clinical performance, regular attendance, individual initiative, professionalism, and utilization of available resources, individual faculty members, in consultation the administrative coordinator for clinical education, and/or the MSCND Program director, may recommend a remediation plan including a timeline for completion and criteria for successful remediation. Copies of the remediation plan and outcomes of remediation are maintained in the student's individual Program file. Students who fail to meet the timeline and criteria of the remediation plan will be subject to dismissal from the MSCND Program. When a problem related to academic or SEL performance and/or communication and professionalism cannot be resolved at the Program level, the student will be referred to Community Standards and Conduct. Community Standards and Conduct may choose to review the case in accordance with the Conduct Review Process and make a determination that could include probation, suspension, or dismissal from the MSCND Program and university.

Repeat of Failed Clinical SEL Courses

If granted the opportunity to remediate as described above, MSCND Program students may be allowed to repeat a failed supervised experiential learning course only as part of a detailed remediation plan. This may necessitate additional course work and/or delay graduation. A delayed graduation could involve additional time enrolled as a student and additional tuition and fees. Failure to pass a SEL course on the second opportunity results in academic dismissal from the Program.

Deceleration

Deceleration is the loss of students from their entering cohort. Under extraordinary circumstances and at the sole discretion of the Program director, students may be permitted to decelerate. Deceleration occurs when students are granted permission to disengage from their entering cohort and join the following year's cohort. A student requesting deceleration must communicate the request in writing to the director of the MSCND Program. The director of the MSCND Program will present the request to the faculty for discussion and recommendations and make a final decision. Any student who is granted deceleration and joins the following year's cohort will be held responsible for meeting the policies, procedures, and curricular requirements as defined by the *MSCND Student Handbook* for that class. This may necessitate additional course work and/or delay graduation. A delayed graduation could involve additional time enrolled as a student and additional tuition and fees.

Prior to rejoining the Program from a deceleration or extended leave of absence, the Program may require the student to demonstrate previously learned knowledge and skills. This will be documented as part of a detailed remediation plan.

Deceleration may occur only once. Deceleration will not be granted to avoid dismissal from the Program. The student must meet the following criteria to be considered for deceleration:

Current minimum cumulative GPA of 3.0 in MSCND Program **Note: if a request occurs during the first semester of the MSCND Program, student must have sufficiently demonstrated the commitment, dedication, and academic aptitude needed to be successful in the MSCND Program.*

Demonstration of behavior, attitude, and ethics consistent with professional demeanor expected of a MSCND student, as determined by director of the MSCND Program in their sole discretion.

Withdrawals and Removal

Course Withdrawal

Course withdrawals will be treated in accordance with the university's policy for course withdrawals. For more information on withdrawals, please see [Course Withdrawal](#), located within the JWU Student Handbook.

University Withdrawal

Program withdrawals will be treated in accordance with the university's policy for [University Withdrawal](#).

Removal from Class or Clinical Placement

The Program reserves the right to remove students from a class or clinical placement for any reason, including but not limited to: failure to adhere to the guidelines in this Handbook; unprofessional or disruptive behavior in class or clinical placement, including violations of the clinical site or university substance abuse policy; exposure to infectious or communicable diseases; issues resulting in a negative impact on student, faculty, or patient safety; violations of academic integrity or honesty; HIPAA (Health Insurance Portability and Accountability Act) violations; or any inappropriate use of social media. Removal from a class or a clinical placement may delay continuation, progression, and/or graduation in the Program.

Program Dismissal

Academic Dismissal

The following are the outcomes for students who do not meet the minimum grading standard of B-/80 in any course in the Program. If a student is unsuccessful in achieving at least the minimum grade of B-/80 in a single course, that course can be repeated only once upon the next available offering of the course. Should a student be unsuccessful in achieving at least the minimum grade of B-/80 in any additional course (one repeated or taken for the first time), the student will be dismissed from the Program. Should a student be unsuccessful in achieving at least the minimum grade of B-/80 in two or more courses, the student will be dismissed from the Program.

Please see the [Academic Standing](#) Policy in the JWU Student Handbook.

Dismissal for Misconduct

Student Code of Conduct

The Student Code of Conduct sets forth the behavioral requirements for community. The Code of Conduct applies to student behavior that takes place both on and off campus. Violations of this Code are resolved through the Conduct Review Process. Please see the [Student Code of Conduct](#).

Academic Misconduct

The Academic Integrity Policy sets forth the expectations for Academic Integrity for members of the JWU community. Please review [Student Conduct and Professionalism](#) along with the university's [Academic Integrity Policy](#).

Appeals Process

Appeals from dismissal or any other sanction under the Student Code of Conduct are permitted as described in the [Student Code of Conduct](#).

Appeals for dismissal from the Program for any other reason are described below.

Appeals Process for Dismissal or Deceleration from the Program

Eligibility to Appeal

Students who have been notified in writing of dismissal or deceleration from the Program for reasons not governed by the Student Code of Conduct (collectively, Program Dismissal) may appeal the decision.

Filing an Appeal

Appeals must be submitted in writing to the applicable college dean or such college dean's equivalent or an applicable designee of either (collectively, dean), no later than three calendar days from the date the student receives written notification of dismissal. The appeal must include:

- The basis for the appeal;
 - Appeals will be considered only on the following grounds:
 - *Procedural error: A deviation from established policy or process that materially impacted the dismissal or deceleration decision;*
 - *Factual error: Incorrect calculation of GPA or misapplication of academic standards or other similar factual error that materially impacted the dismissal*

or deceleration decision;

- *New evidence: Information not known or reasonably knowable by the decision-maker at the time of dismissal that could materially impact the dismissal or deceleration decision.*
- *Note: Disagreement with academic judgment alone is not a valid basis for appeal.*
- A summary of any discussions with Program representatives and any supporting documentation;
- The specific outcome or remedy sought;
- Any new or additional information relevant to the dismissal or deceleration.

The appeal should be limited to no more than 750 words, not including relevant attachments that are directly germane to the appeal. If the student requires greater than 750 words for the student's appeal, the student may request an increase in the word limit in writing from the Program director, to be granted or denied in the Program director's discretion. Otherwise, any words above 750 in the submission and any irrelevant attachments will be disregarded.

The dean will convene or notify an existing Program appeals committee, constituted in the discretion of the dean, and request the committee to make a recommendation to the dean within three days if reasonably feasible. Following this recommendation, the dean will either uphold or not uphold the committee recommendation in the sole discretion of the dean. The dean will forward the appeal, committee recommendation, and dean's decision to the provost for informational purposes.

The dean or committee may request additional information or consult with any other university personnel about the appeal and the underlying decision as they deem appropriate in their sole discretion.

The appeal shall be decided within a reasonable period of time as determined in the sole discretion of the dean.

Notification and Finality

The dean will notify the student and the provost in writing of the final decision.

The decision of the dean shall be final and not subject to further appeal.

Delegation

For avoidance of doubt, the dean may act through designees at any point in this process. If there is no applicable dean, the position equivalent or closest to the dean shall have the responsibilities described herein.

Graduation Requirements

To remain in good standing and to graduate from the Program, students must meet the following performance standards:

- Maintain a cumulative GPA of 3.0 or higher.
- Earn a grade of "B-" or better in all courses.
- Achieve at least "Met Expectations" for all assessed competencies.
- Repeat a course only once for the purpose of earning a passing grade.

- Meet the minimum level of performance for any learning assessment that is used for the purposes of assessing an ACEND competency within the expected timeframe.
- Obtain at least the minimum number of supervised experiential learning hours (1000) required for the Program.
- Complete the Program in at least 24 months (150% of the time allocated for Program completion).

Upon completion of all Program requirements and MS in Clinical Nutrition & Dietetics degree conferral by JWU, the Program director will provide graduates with verification statements within three weeks and notify The Commission on Dietetic Registration (CDR) within four weeks, at which time the graduate assumes responsibility for scheduling and taking the RDN exam. Students are encouraged to take the exam promptly after completing the Program.

Commencement

When students are delayed in completing any Program coursework (class or clinical placement, etc.) for any reason, their ability to participate in the JWU commencement ceremony may be affected.

For further information, please see the JWU [Commencement](#) page within the Student Handbook.

Satisfactory Academic Progress (SAP) for Financial Aid

To be eligible for federal and state financial aid, all students must satisfy Satisfactory Academic Progress (SAP), which is required by federal law. Students will be notified of the decision both verbally and in writing.

For further information, please review the [Satisfactory Academic Progress](#) Policy.

SUPERVISED EXPERIENTIAL LEARNING

Supervised Experiential Learning

General

Students must be in full compliance with all programmatic, class, and supervised experiential learning sites requirements in order to attend clinical courses (including simulation, lab, on and off-campus clinicals, interprofessional education (IPE) activities, etc.). Students are responsible for maintaining continuous compliance with any requirements at clinical experience sites. Missing clinical days/experiences due to a non-compliance hold is considered an unexcused clinical miss and may impact a student's ability to pass the clinical course.

Students must submit all required items via the compliance platform, Exxat, in sufficient time to receive approval to attend supervised experiential learning sites. The approval process may take several weeks to be completed. Students are encouraged to review Exxat frequently to see which items may be coming up for renewal. Updates to Exxat do not occur on weekends or holidays or after business hours. Students are encouraged to review missing or incomplete items frequently. Students who do not have their required materials approved by Exxat by the stated deadline may lose their assigned SEL spot and may not be able to continue in the Program. Alternate SEL sites will not be provided.

Students beginning SEL coursework must upload materials evidencing compliance with clinical

requirements to Exxat prior to September 15. Please note, compliance dates are subject to change with student notification.

The deadlines apply to all Program required documentation including all required Exxat documents, as well as clinical site requirements (e.g., site required orientation and safety training (Occupational Safety and Health Administration (OSHA) Bloodborne Pathogen training, Health Insurance Portability and Accountability Act (HIPAA) training, etc.).

Students will have use of the Exxat throughout their enrollment in the Program. It is the student's responsibility to maintain account access.

SEL sites have specific orientation and placement requirements. JWU MSCND students are not compensated as part of the program and must not be used to replace employees. The Program will provide students with instructions on completing the appropriate agency orientation materials, including all applicable deadlines.

Immunizations and Other Requirements

Students must remain in compliance with all immunization/titers and any other university or supervised experiential learning site requirements (vaccinations, point-of-care testing, N-95 use, etc.).

Needle Stick/Bodily Fluids Exposure Guidelines

Based on guidelines from the Centers for Disease Control and Prevention (CDC) (Centers for Disease Control and Prevention, 2021), students who believe they have been exposed to bodily fluids or experienced a needle stick must:

Immediately cleanse the affected area:

- Wash needle sticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile fluids

Immediately report the exposure to:

- The Administrative Coordinator for Clinical Education

Immediately seek medical evaluation and treatment. If there is no established protocol at a given site, seek treatment at the closest Medical Treatment Center or Emergency Department.

Complete and submit the Student Injury and/or Exposure Form (Appendix B) to the Administrator for Clinical Education as soon as possible, preferably within 24 hours of incident.

Students may not attend classroom, lab, or attend clinical until they have been cleared to return by a licensed healthcare professional.

Other Student Injury in the Program or at a Program Clinical Site

Students may be engaged in activities, while on-campus or at any Program clinical site, where the risk of injury is possible. Students will be instructed in infection control and other safety guidelines prior to beginning in any new healthcare facility during the Program. Some clinical sites may have additional guidelines to which students must adhere.

In the event of an injury the Program or at a Program Clinical Site, students should:

Immediately report the injury to:

- The Administrative Coordinator for Clinical Education

Immediately seek medical evaluation and treatment. If there is no established protocol at a given site, seek treatment at the closest medical treatment center or emergency department.

- Complete and submit/upload the Student Injury and/or Exposure Form (Appendix B) to the Administrator of Clinical Education as soon as possible, preferably within 24 hours of incident.

Professional Attire and Appearance

Students are expected to maintain a professional appearance at all times when representing the university, including during classes, labs, supervised experiential learning placements, and university-sponsored events. Appropriate attire demonstrates respect for the profession, patients, faculty, and peers.

General expectations include:

- Clean, well-maintained clothing appropriate to the setting
- Program-specific uniforms or scrubs, if required
- Closed-toe, non-slip footwear in clinical or lab environments
- University-issued name badge or identification (ID) worn visibly
- Hair, nails, and personal hygiene maintained to professional standards
- Minimal jewelry and fragrance; visible tattoos and piercings may need to be covered depending on site policies

Students may be subject to additional dress code requirements based on clinical site policies. Failure to comply with attire expectations may result in removal from the learning environment and/or disciplinary action.

As a representative of the JWU MSCND Program, students must project a professional image. Students must always dress professionally with a name tag or JWU ID visible and wear the MSCND JWU uniform when required during SEL rotations. Revealing, inappropriate, or offensive clothing is not permitted in the classroom or SEL rotations. Students participating in any SEL rotation are required to always wear appropriate business casual attire or adhere to the dress code of the facility.

Appropriate attire in the didactic setting includes clean and neat clothing, and minimum jewelry and fragrances. The following should be avoided: plunging or revealing necklines, midriff exposures, strapless or strapped blouses, cropped tops, tank tops, mini-skirts, clothing with prominent slogans, or images that may cause offense, and/or clothing of any kind with tears, holes, or rips. Students are not to wear hospital-specific attire, such as scrubs, in class or during SEL rotations unless told to do so. Students are expected to wear appropriate footwear while attending class.

SEL preceptors or MSCND Program faculty reserve the right to remove any student from a SEL activity who is not appropriately dressed.

Transportation and Travel Expectations

Students are responsible for arranging their own transportation to and from all Program-related activities, including:

- Clinical or fieldwork placements
- Off-campus labs or simulations
- Interprofessional education (IPE) events
- Community-based learning or service opportunities

Some placements may be located outside the immediate campus area and may require travel by car or public transportation. Students are responsible for all associated costs, including fuel, parking, tolls, or transit fares.

The university is not responsible for delays, absences, or missed assignments due to transportation issues. Students are encouraged to plan accordingly and communicate proactively with faculty or site supervisors if challenges arise.

The MSCND Program will work diligently to create a positive match between a student's interests and learning needs with the attributes and availability of each experiential site. Specific requests for placement locations are considered, but not guaranteed. All placements will be made geographically accessible to the student's location. Every attempt will be made to place the student within 100 miles from the university for those living on or near campus.

Considerations will be made for students who would like to attend or wish to move to another state/location during their full-time placements. In these cases, the Program will make every reasonable effort to place the student within 100 miles of their new address. Once a placement is confirmed, students will not be able to change their placement unless a hardship arises with the student or site.

STUDENT CONDUCT AND PROFESSIONALISM

Core Competencies

Please see Appendix A.

Professional Communication

Students are expected to communicate with faculty, staff, Program Directors, preceptors, and peers in a professional, respectful, and courteous manner at all times, whether in person, by email, by telephone, or through electronic communication. Unprofessional, inappropriate, disrespectful, abusive, or harassing communication or behavior may be referred to Community Standards and Conduct for review and may result in disciplinary action, including, but not limited to, suspension or dismissal from the program.

Academic Integrity

JWU defines [Academic Integrity](#) as the commitment to honest behavior in academic life. The great responsibility JWU MSCND graduates will have with patients, clients, and colleagues in healthcare and other settings requires a high level of integrity. The treatment of sources in academic writing (for example through American Psychological Association (APA) format) is part of the content of JWU MSCND coursework, for which the students are assessed. For these reasons, the MSCND Program takes violations of academic integrity very seriously and provides extensive teaching and feedback in this area.

Examples of violations of academic integrity include turning in another person's work as your own,

not citing sources of information in written work or presentations, or copying and pasting from a source without citing it.

Generative artificial intelligence services, such as ChatGPT, may not be used when completing assignments, without specific permission from the relevant course instructor. MSCND course syllabi contain information about how artificial intelligence may be used in specific courses.

All students in the Program are subject to the [JWU Academic Integrity Policy](#).

Additionally, the MSCND Program specifically includes research ethics as an infraction:

- **Research ethics:** The MSCND Program includes education on ethical behavior in research activities. JWU MSCND students should not knowingly misrepresent data or its origin. JWU MSCND students must truthfully report results, not act in gross negligence in collecting and analyzing data, and not selectively report or omit data for deceptive purposes. Furthermore, JWU MSCND students may not take or release the ideas or data from others that were shared as part of a research project with the legitimate expectation of confidentiality, except as required by law.

MSCND students must adhere to the JWU [Institutional Review Board](#) (IRB) policies on protecting human participants in research. Students should refer to JWU's IRB policies when conducting research involving human subjects, including survey research. This is covered in the MSCND research courses.

When in doubt about something, please ask a professor or your advisor!

Reporting

All suspected incidents of academic misconduct will be referred to [the JWU Conduct Review Process](#) through the office of Community Standards and Conduct.

Review and Disciplinary Actions

The JWU MSCND Program has specified the following sanctions for academic misconduct:

- **First Offense:** An MSCND student found responsible by the Conduct Review Process for violating the university academic integrity policy will receive a grade of zero for the assignment or portion of the assignment in question.
- **Second Offense:** An MSCND student found responsible by the Conduct Review Process for violating the university academic integrity policy a second time, no matter the course, will receive a grade of F for the course and will be dismissed from the Program.

HEALTH, WELLNESS, AND SUPPORT SERVICES

Retention and Student Support Services

Program advisors assist students in understanding and meeting Program requirements. Students must meet with their assigned Program advisor at least once per semester for academic advising and to discuss assessment of progress. During these advising sessions, Program advisors will also speak to students about their strengths and any concerns about meeting Program expectations. Students who need assistance will be counseled to use resources available to them. The university has several resources to assist students:

- [Academic Success Center](#)

- [Accessibility Services](#)
- [Counseling Services](#)
- [Health Services](#)
- [Financial Aid](#)

It is the student's ultimate responsibility to actively participate in their own academic success. This includes awareness of academic performance, capacity for self-reflection, potential mitigating circumstances leading to a degradation of their typical academic performance, and the ability to address academic concerns.

Health Insurance Requirements

All students enrolled in this Program are required to maintain active health insurance coverage throughout their enrollment. This is necessary to ensure access to medical care in the event of illness, injury, or exposure during clinical or experiential learning activities.

Students are automatically enrolled in the university-sponsored student health insurance plan, or must submit a waiver with proof of comparable coverage through another provider. For students who submit a waiver, maintaining valid health insurance is the student's responsibility. Failure to maintain valid health insurance may result in a hold on registration or removal from clinical placements.

Students are responsible for all costs associated with their healthcare, including co-pays, deductibles, and services not covered by insurance. For further information, please visit the [Student Health Insurance Plan](#) handbook page.

Student Health and Mental Health Services

Providence

The University maintains a [Health Services](#) office where health care is provided to students located at the Harborside Academic Center.

In addition, the university offers voluntary, confidential counseling services to assist students with their mental and emotional well-being. Services provided include brief, short-term individual counseling, crisis intervention, consultation, and referrals to off campus services as needed. Students can make an appointment by calling the office at 401-598-1016 or by coming to the office located on the Downcity campus, in Wales Hall on the 2nd floor. If a student is experiencing a mental health related emergency after business hours, they can reach the on-call counselor by calling 1-888-222-4805 or by contacting Campus Safety and Security at 401-598-1103. Further information can be found on the [Counseling Services](#) webpage.

Students may make their own appointments or may be referred by their Program advisor, course coordinators, or the MSCND Program director in a timely manner as deemed necessary. All student health records will be kept confidential as required by applicable law and will be maintained in Student Health Services and Counseling Centers except as otherwise consistent with applicable law.

Health Services Harborside Academic Center 265 Harborside Boulevard 401-598-1151	Downcity Counseling Wales Hall 8 Abbott Park Place 401-598-1016
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Disability Accommodations

Johnson & Wales University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with applicable laws. Students who require accommodations must contact Accessibility Services/Academic Success Center to initiate the process.

Accommodations are determined on a case-by-case basis and must not fundamentally alter the nature of the Program or compromise essential academic or technical standards. Students are encouraged to request accommodations as early as possible to ensure timely implementation.

Please note that clinical or fieldwork sites may have limitations on the accommodations they can provide. The university will work with students and sites to identify appropriate placements whenever reasonably possible.

Please see the JWU [Disability Accommodations for Students Policy and Procedure](#) for more information.

Stress Management and Wellness Resources

The Program is an intensive and rigorous Program of academic and experiential learning. Program requirements can be highly demanding and stressful, alone or in combination with other events in students' personal lives. We strongly encourage students to utilize the resources available to them on campus, including the Student Health Center, the Student Counseling Center, the Academic Success Center, and the fitness centers.

Please do not hesitate to reach out to your Program advisor or Program director with any issues that are interfering with your success in the Program.

Emergency Procedures and Campus Safety

JWU strives to maintain a safe and secure environment for all students, faculty, and staff. The university uses a multi-channel emergency notification system and/or jwuLink to communicate urgent information, including:

- Campus closures or delays due to inclement weather
- Emergency situations or threats
- Safety instructions or evacuation procedures

Students are automatically enrolled in the emergency alert system using their university contact information. It is the student's responsibility to ensure their contact details are accurate and up to date. Updates can be made through the university portal.

In the event of an emergency, students should follow all instructions provided by university officials or emergency personnel. For immediate assistance, contact Campus Safety & Security:

- Providence Campus: 401-598-1103

Johnson & Wales University publishes an Annual Security Report and an Annual Fire Safety Report that contains information about campus security and statistics concerning reported crimes that occurred on campus, on public property close to campus, or on other property used or controlled by the university.

INSTITUTIONAL POLICIES

University-Wide Policies

As a general matter, university-wide policies are not repeated in this Program handbook. Please be sure to consult the Student Handbook applicable to all students for policies applicable university-wide.

Employment While Enrolled

Due to the rigorous and time-intensive nature of this academic Program, students are strongly discouraged from maintaining full-time employment while enrolled. Students who choose to work are responsible for ensuring that their employment does not interfere with academic or SEL rotation responsibilities. During SEL rotations, students are expected to fulfill the minimum number of SEL hours, and a majority of rotations will require the student to be onsite for 35 hours or more per week and/or require students to complete hours during weekends.

Program schedules, including classes, labs, and experiential learning, will not be adjusted to accommodate work obligations. Students are expected to prioritize their academic commitments and maintain satisfactory academic and professional standing.

Waiver of Liability and Assumption of Risk

To the maximum extent permitted by law, in full recognition of the identified in this handbook and the inherent risks associated with participation in academic programs that include clinical, laboratory, fieldwork, or experiential components and in consideration for being permitted to participate in the Program, the student releases, waives, and forever discharges the “University Parties” (defined to include the university and its past, present and future accountants, administrators, advisors, affiliates, agents, assigns, attorneys, consultants (including subconsultants), contractors (including subcontractors), corporations, directors, employees, faculty insurers and third-party administrators, invitees, joint venturers, law firms legal representatives, managers, members, officers, parents, partners, predecessors, principals, representatives, subsidiaries, successors or successors-in-interest, trustees or the Board of Trustees, and all other persons acting on University’s behalf) from and against any and all liability for any claims (defined to include any and all actions, arbitrations, causes of actions at law, in equity, or otherwise, charges, claims (including but not limited to claims for contribution or indemnity), counterclaims, cross-claims, damages (whether from personal, property, or other alleged harms or injuries), defenses, demands, emotional injuries, injunctions, lawsuits, liabilities, losses, losses of consortium or companionship or service, obligations, personal and physical injuries up to and including death, property damages, rights, subrogations, or suits) of any nature related to the student’s direct or indirect participation in the Program (including clinical training, patient care or contact), the student’s past, present, or future drug use, and the student’s current or future criminal history and the student’s inability, as a result of such use or history, to, among other things:

- Meet the eligibility requirements for a clinical site or find a desirable or proximate clinical site;
- Meet one or more state licensure requirements; and/or
- Obtain employment.

To the maximum extent permitted by law the student assumes all risk related to their direct or indirect participation in the Program, drug use, and criminal history. The student further covenants not to sue any of the University Parties with respect to any of the foregoing.

By enrolling in the Program, students acknowledge and assume all such risks and agree not to bring any claims against the University Parties related to these risks. Students further agree to comply with all safety protocols, institutional policies, and site-specific requirements.

This waiver is acknowledged through the student's acceptance of the handbook and/or completion of any required Program-specific acknowledgment forms.

LICENSURE REQUIREMENTS

Students who successfully complete all didactic and supervised experiential learning MSCND Program requirements (48-54 credits, average GPA above 3.0, minimum of 1000 hours of supervised practice) and meet all university degree requirements, will be issued a verification statement becoming eligible to sit for the Registered Dietitian Nutritionist (RDN) exam.

Individual states may require specific licensing or professional certification in addition to earning a degree in order to practice in the field. For more information, visit the Catalog's [Licensure & Professional Certification Disclosures](#) and the Commission on Dietetic Registration (CDR)'s [State Licensure](#) map.

DISCRIMINATION AND HARASSMENT

JWU does not illegally discriminate on the basis of any protected class, including age, ancestry, color, disability, familial status, gender or gender identity, genetic information, military service, national origin, pregnancy and related conditions, race, religion, sex, veteran status, and any other protected class, and prohibits all illegal discrimination, including illegal sex discrimination, in any education program or activity that it operates, as required by Title IX of the Education Amendments of 1972 and other law, including in admission and employment. The university prohibits sexual harassment and sexual misconduct, which are a form of sex discrimination.

For information on this policy, please review the university's full [Prohibited Discrimination and Harassment \(including Sexual Harassment\) Policy](#), including contact information for the nondiscrimination officer and how to file a complaint.

COMPLAINTS AND GRIEVANCES

Please see the [Complaints and Grievances Policy](#) in the JWU Student Handbook.

Process for Submission of Written Complaints to ACEND

ACEND® has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND.

However, the ACEND® board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion, or dismissal of faculty or students. It acts only upon a signed allegation that the Program may not be in compliance with the Accreditation Standards or policies.

The complaint must be signed by the complainant. Anonymous complaints are not considered.

The ACEND Board will investigate potential complaints related to a Program's compliance with [ACEND Policy 1.6.M: Ethics, Confidentiality and Conflict of Interest](#).

The Complaint Investigation Form can be accessed on ACEND's [Filing a Complaint or Violation](#) webpage. The Complaint Investigation Form can be emailed to ACENDReports@eatright.org or mailed to:

Accreditation Council for Education in Nutrition and Dietetics (ACEND®)
120 South Riverside Plaza, Suite 2190
Chicago, Illinois 60606-6995
Phone: 800-877-1600, Ext. 5400
Fax: 312-899-4817

APPENDICES

Appendix A: Graduate Program (GP) Model Graduate Degree Competencies and Performance Indicators

Future Education Model Graduate Degree Competencies and Performance Indicators

(K = Knows, S = Shows, D = Does)

Unit 1: Foundational Knowledge

Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

Competencies	Example Performance Indicators
1.1 Applies an understanding of environmental, molecular factors (e.g., genes, proteins, metabolites) and food in the development and management of disease. (S)	1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S) 1.1.2 Demonstrates general understanding of nutrition and genetics as it relates to health conditions. (K) 1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease. (S) 1.1.4 Demonstrates an understanding of research techniques and processes used to study the relationship between molecules (e.g., genes, proteins, metabolites) and microbes with disease states. (K) 1.1.5 Identifies the influence of food consumption on the development of diseases. (K)
1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)	1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S) 1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care. (S)
1.3 Applies knowledge of microbiology and food safety. (S)	1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S) 1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (S)
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to	1.4.1 Analyzes the role of fundamental chemistry and organic chemistry principles on food, human health and metabolism. (S) 1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S) 1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. (S)

food. (S)	
1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease. (S)	1.5.1 Examines nutritional biochemical indicators specific to the disease process. (K) 1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process. (S) 1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S) 1.5.4 Analyzes the correlation between mental health conditions and nutritional health. (S)
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)	1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S) 1.6.2 Articulates the impact of nutritional health on psychiatric disorders. (S) 1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing, and access to food. (S) 1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (S)
1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)	1.7.1 Demonstrates knowledge of the cultural competence models. (K) 1.7.2 Applies knowledge of foods, cultural foods, eating patterns and food trends. (S) 1.7.3 Identifies challenges that arise when different cultures, values, beliefs and experiences exist between clients/patients and nutrition and dietetics professionals. (S) 1.7.4 Identifies and implements strategies to address cultural biases and differences. (D) 1.7.5 Applies culturally sensitive approaches and communication skills. (D) 1.7.6 Serve clients/patients of different cultures and backgrounds. (S)
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)	1.8.1 Identifies the classifications of nutraceutical pharmacological agents and the action of the body. (K) 1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S) 1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs,	1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S) 1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S) 1.9.3 Identifies indications, use and contraindications of complimentary and integrative nutrition. (K)

disease, health and wellness. (S)	
1.10 Applies knowledge of math and statistics. (S)	1.10.1 Chooses appropriate statistical methods, performs statistical analysis and interprets results in various data analysis situations. (S) 1.10.2 Communicates information on statistical methods, results and interpretation, both orally and in writing. (S) 1.10.3 Applies math skills to perform food and nutrition calculations. (S)
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)	1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D) 1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)
1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)	1.12.1 Demonstrates understanding of safe work habits and safety hazards and employs preventive safety measures. (K) 1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D) 1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D) 1.12.4 Evaluates recipes using sensory evaluation methods. (D)
1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process. (D)	1.13.1 Analyzes appropriate data in electronic format to make best decisions related to nutrition and diet. (S) 1.13.2 Evaluates accuracy and reliability when accessing and evaluating nutrition information in electronic format. (S) 1.13.3 Operates nutrition informatics systems in practice. (D) 1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D) 1.13.5 Uses technology and informatics skills proficiently to aggregate data and enhance practice and client/patient care. (D)
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)	1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D) 1.14.2 Identifies nutritional risk factors across the life cycle. (D) 1.14.3 Teaches the benefits of physical activity across the life cycle to individuals, groups and populations. (D) 1.14.4 Explains and takes into consideration how nutrients, nutritional supplements and hydration influence physical activity and wellness. (K)
1.15 Applies knowledge of nutritional health promotion and disease	1.15.1 Recognizes and communicates the cause of disease and nutrition risks. (K) 1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S) 1.15.3 Examines the influence of the determinants of health on health and

prevention for individuals, groups and populations. (S)	wellness. (S) 1.15.4 Designs food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities. (S) 1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs. (K)	1.16.1 Examines the trends and current issues that impact public and global health from existing, new and reemerging diseases that spread through immigration, travel and global trade. (K) 1.16.2 Examines the impact of global food supply and sustainability and related factors. (K) 1.16.3 Examines how globalizing processes impact nutrition, nutrition education and nutrition related diseases in developing countries. (K)

Unit 2: Client/Patient Services

Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.

Competencies	Example Performance Indicators
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)	2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D) 2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D) 2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D) 2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate. (D)
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)	2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D) 2.2.2 Evaluates the validity and reliability of the nutrition screening tools and modifies based on current evidence-informed practice. (S) 2.2.3 Leads the implementation of nutrition screening tools in collaboration with other health professionals. (D) 2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)	Nutrition Assessment 2.3.1 Selects and implements nutrition assessment tools for individuals, groups or populations. (D) 2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D) 2.3.3 Conducts a nutrition focused physical exam. (D) 2.3.4 Takes a food and nutrition related medical history. (D) 2.3.5 Assesses physical activity and history of physical activity. (D)

	2.3.6 Collects, assesses and interprets anthropometric measures and body composition. 2.3.7 Orders, collects and interprets biochemical tests. (D) 2.3.8 Analyzes diagnostic test results relevant to nutrition (e.g. diagnostic imaging related to fluoroscopy, swallowing evaluation, enteral feeding tube placement) . (D) 2.3.9 Identifies signs and symptoms of nutrient deficiencies or excesses. (D) 2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D) 2.3.11 Determines accuracy and currency of nutrition assessment data. (D) 2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D) Diagnosis 2.3.13 Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. (D) 2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D) 2.3.15 Prioritizes the nutrition diagnosis(es). (D) Intervention 2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D) 2.3.17 Orders nutrition prescriptions to address nutritional goals. (D) 2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D) Monitoring/Evaluation 2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D) 2.3.20 Develops and applies nutrition care outcome indicators to measure nutrition intervention. (D) 2.3.21 Assesses client/patient's compliance with nutrition intervention. (D) 2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D) 2.3.23 Summarizes impact of nutrition interventions on client/patient's nutrition outcomes, considering client/patient-centered care. (D) 2.3.24 Identifies, analyzes and communicates reasons for deviation from expected nutrition outcomes. (D) 2.3.25 Evaluates the availability of services to support access to nutrition care and to help meet client/patient nutrition goals. (D) Documentation 2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D) 2.3.27 Demonstrates coding and billing procedures to obtain payment for
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	nutrition services under alternate health care payment models. (D)
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.	Medical Nutrition Therapy 2.4.1 Manages medical nutrition therapy for clients/patients. (D) 2.4.2 Applies and integrates understanding of foundational sciences to manage medical nutrition therapy, diet and disease management. (D) 2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D) 2.4.4 Considers and applies all relevant factors when recommending the use of oral nutritional supplements. (D) 2.4.5 Refers/transfers care to relevant professionals when client/patient needs or require interventions are beyond personal competence or professional scope of practice. (D) Education 2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D) 2.4.7 Assesses audience s readiness to learn and identifies barriers to learning. (D) 2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience. (D) 2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D) 2.4.10 Translates basic to advanced food and nutrition science knowledge into understandable language tailored to the audience. (D) 2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D) 2.4.12 Evaluates effectiveness of nutrition education and makes modifications as required. (D) Psychological Counseling and Therapies 2.4.13 Assesses client/patient's nutritional needs and appropriateness for the recommended counseling or therapy. (D) 2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D) 2.4.15 Identifies the indications, contraindications, benefits, risks and limitations of the counseling or therapy. (K) 2.4.16 Demonstrates understanding of transference and counter transference in the therapeutic relationship. (K) 2.4.17 Demonstrates awareness of various appropriate counseling techniques. (K) 2.4.18 Evaluates effectiveness of the counseling or therapy and makes modifications as

	required. (D) 2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice. (D)
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)	2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S) 2.5.2 Demonstrates awareness of food and drug interactions. (S) 2.5.3 Assesses client/patient factors for the nutrition-related pharmacotherapy. (S) 2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S) 2.5.5 Critically analyzes the potential negative effects of the nutrition therapy or supplement and determines the required knowledge, skill and judgment required to manage negative outcomes. (S) 2.5.6 Prescribes, recommends and administers nutrition-related pharmacotherapy adhering to the professional standards and evidence-informed practice. (S) 2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. 2.5.8 Applies the principles of safe drug administration. 2.5.9 Monitors the response and the effects of the nutrition related drugs on the individual and takes the required action to make modifications or adjustments. 2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when professional scope of practice. (S)

Unit 3: Food Systems Management

Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.

Competencies	Example Performance Indicators
3.1 Directs the production and distribution of quantity and quality food products. (D)	3.1.1 Manages or oversees the planning, designing and coordination of meals to ensure delivery of nutritionally sound meals. (D) 3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D) 3.1.3 Communicates the organization's mission and how work activities impact the services and organization. (D) 3.1.4 Establishes and analyzes policies and performance measures for quality and quantity of work. (D) 3.1.5 Implements systems to report on local, state and federal compliance. (D) 3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)

	3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D) 3.1.8 Investigates and optimizes opportunities to reduce the environmental carbon footprint of foodservice operations and to enhance sustainability. (D)
3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)	3.2.1 Follows a matrix or measures to evaluate the need for financial, technical and equipment resources for the provision of foodservices. (D) 3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. (D) 3.2.3 Creates internal or external professional relations and/or agreements to solve problems in foodservice operations. (D) 3.2.4 Acts as a departmental and organizational liaison between contractual parties involved. (S) 3.2.5 Demonstrates knowledge of inventory control as it pertains to the food and supplies of the foodservice operation. (K) 3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D) 3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)
3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)	3.3.1 Maintains currency in and follows applicable legislation and guidelines. (D) 3.3.2 Incorporates the required safety and nutritional health policies and procedures in the policies. (D) 3.3.3 Develops a plan to minimize vulnerabilities in the food supply chain. (D) 3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)
3.4 Applies and demonstrates an understanding of agricultural practices and processes. (S)	3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K) 3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S) 3.4.3 Identifies and supports partnerships with local and global food growers and producers. (S)

Unit 4: Community and Population Health Nutrition

Applies community and population nutrition health theories when providing support to community or population nutrition programs.

Competencies	Example Performance Indicators
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate	4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D) 4.1.2 Conducts community and population based assessments considering all relevant factors. (D)

community and population programs. (D)	4.1.3 Identifies the resources and connects with partners needed for sustainability of the program. (D) 4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D) 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (D) 4.1.6 Evaluates the program using measurement indicators and outcomes. (D) 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify program. (D)
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy. (D)	4.2.1 Interprets legal terminology used to establish nutrition regulations and policies for populations. (K) 4.2.2 Navigates governmental, intergovernmental and nongovernmental organizations to promote nutrition legislation and regulations that address public, population and global nutrition health. (D) 4.2.3 Analyzes political interests and their impact on program development, goals and objectives. (D)

Unit 5: Leadership, Business, Management and Organization

Demonstrates leadership, business and management principles to guide practice and achieve operational goals.

Competencies	Example Performance Indicators
5.1 Demonstrates leadership skills to guide practice. (D)	5.1.1 Exhibits self-awareness in terms of personality, learning, leadership style and cultural orientation. (S) 5.1.2 Demonstrates understanding of social cues and team dynamics. (K) 5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D) 5.1.4 Develops conversational and interpersonal skills. (D) 5.1.5 Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (D) 5.1.6 Understands the mentoring role and practices mentoring and precepting others. (D)
5.2 Applies principles of organization management. (D)	Planning 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D) 5.2.2 Aligns plans with the organizational strategic plan, mission and vision. (D) Organizing 5.2.3 Assigns responsibilities to various team members according to scope of practice and personal competence. (D) 5.2.4 Sets and monitors clear targets for team members, departments and

	the organization aligned with common objectives and goals. (D) 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D) 5.2.6 Takes into consideration individual and organizational culture and behaviors when planning and managing. (D) Management 5.2.7 Engages in, manages or leads human resource activities adhering to applicable legislation and regulations. (D) 5.2.8 Integrates change management theories and conflict resolution skills to manage and promote positive change. (S) 5.2.9 Uses persuasive communication skills to influence or produce a desired outcome during negotiations and conflict resolution discussions. (D) 5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D) Controls 5.2.11 Collects, understands and analyzes financial data to support fiscally responsible decision making. (D) 5.2.12 Conducts cost effectiveness and cost benefit analyses to identify ways to meet budget priorities. (D) 5.2.13 Analyzes components of a productivity system including units of service and work hours and makes recommendations. (D) 5.2.14 Sets controls to analyze the progress and effectiveness of the operational plan and budget. (D) 5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (D) 5.2.16 Reevaluates the plan to make modifications to ensure positive outcomes and that goals and objectives are met. (D) Time Management 5.2.17 Applies principles of time management to monitor and enhance personal productivity and productivity of others. (D) 5.2.18 Prioritizes activities to effectively manage time and workload. (D) Motivation and Recognition 5.2.19 Promotes team involvement and values the skills of each member. (D) 5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D) 5.2.21 Takes innovative approaches to build support and maintain a diverse workforce. (D) 5.2.22 Coaches and advises team leaders on resolving differences or dealing with conflict. (D)
5.3 Applies project management principles to achieve project goals and objectives. (D)	5.3.1 Leads the development and completion of a project plan and budget. (D) 5.3.2 Identifies the project strengths, weaknesses, opportunities and threats. (D) 5.3.3 Identifies and manages potential and real risks to the plan, individuals or organization. (D) 5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. (D)
5.4	5.4.1 Identifies and communicates quality and/or performance

Leads quality and performance improvement activities to measure, evaluate and improve a program services, products and initiatives. (D)	improvement indicators and benchmarks using evidence-informed practice. (D) 5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D) 5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact. (D) 5.4.4 Develops, implements and communicates an ongoing measuring and monitoring system to ensure ongoing quality and performance improvement. (D) 5.4.5 Applies change management theories and principles to effectively implement change. (D)
5.5 Develops and leads implementation of risk management strategies and programs. (D)	5.5.1 Assesses potential and real risks to an individual, group and or organization. (D) 5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D) 5.5.3 Develops risk management plans and protocols. (D)

Unit 6: Critical Thinking, Research and Evidence-Informed Practice
Integrates evidence-informed practice, research principles and critical thinking into practice.

Competencies	Example Performance Indicators
6.1 Incorporates critical thinking skills in practice. (D)	6.1.1 Considers multiple factors when problem solving. (D) 6.1.2 Incorporates the thought process used in critical thinking models. (D) 6.1.3 Engages in reflective practice to promote change and continuous learning. (D)
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)	6.2.1 Identifies, explains and applies the steps of the scientific method and processes. (D) 6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D) 6.2.3 Identifies and demonstrates appropriate research methods. (D) 6.2.4 Interprets and applies research ethics and responsible conduct in research. (D) 6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D) 6.2.6 Analyzes research data using appropriate data analysis techniques (qualitative, quantitative, mixed). (D) 6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)
6.3 Applies current research and evidence-informed practice to	6.3.1 Uses research terminology when communicating with other professionals and publishing research. (D) 6.3.2 Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and

services. (D)	credibility of information. (D) 6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care. (D) 6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)
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Unit 7: Core Professional Behaviors

Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Competencies	Example Performance Indicators
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)	7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D) 7.1.2 Engages in self-reflective practice activities to develop and maintain ongoing competence and professional behaviors. (D) 7.1.3 Adheres to nutrition related legislation, regulations and standards of practice. (D) 7.1.4 Applies client/patient-centered principles to all activities and services. (D) 7.1.5 Identifies and takes steps to manage unethical, incompetent and unsafe behavior. (S) 7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D) 7.1.7 Adheres to legislative requirements and facility/employer guidelines regarding protection of privacy and security of information. (D) 7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)
7.2 Uses effective communication, collaboration and advocacy skills. (D)	7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D) 7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D) 7.2.3 Participates in advocacy activities to change or promote new legislation and regulation. (D) 7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)

Appendix B: MSCND Forms

- [Student Injury/Exposure Form](#)