HARDING
APPLIED DIETETICS PRACTICE

PROGRAM HANDBOOK

2025-2026

Revised Summer 2025

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Harding University

Master of Science in Applied Dietetics Practice Program

Department of Family and Consumer Sciences

INTRODUCTION

Foreword

Welcome to the Master of Science in Applied Dietetics Practice Program at Harding University! We are excited to have you join our innovative Program. Harding University is the perfect place to start your journey to becoming a registered dietitian nutritionist, by not only providing a quality education, but an experience that is Christ-centered and mission-focused.

The Master of Science in Applied Dietetics Practice Program at Harding University is one of the few Programs that is competency-based and allows students to complete their courses and required supervised learning experiences wherever they are located. The unique combination of distance learning and remote supervised learning experiences allows students the flexibility to learn wherever they are and to apply their knowledge and skills directly in their communities. The Program curriculum also incorporates the importance of Christian principles in nutrition and dietetics and how registered dietitian nutritionists integrate faith, learning, and living into their practice.

The purpose of this handbook is to provide current and prospective students information regarding the Program and the Program's policies and procedures. Other university-wide policies and procedures that affect students are found in the Harding University Catalog (https://catalog.harding.edu/) and the Harding University Student [Graduate/Professional Handbook](). Direct links to the Catalog and Harding University Student Graduate/Professional Handbook are also available throughout the Program Handbook.

Program Overview

The Harding University Master of Science in Applied Dietetics Practice Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics for the Academy of Nutrition and Dietetics and uses the Future Education Model Accreditation Standards for Graduate Degree Programs.

What does it mean to be an accredited Program following the Future Education Model Accreditation Standards?

In efforts to improve dietetics education and to better prepare entry-level registered dietitian nutritionists, ACEND has developed a model for education with the aim of advancing the profession. This model focuses on competency-based education as opposed to time-based education. Students receive personalized learning opportunities and progress based on their skills and abilities. The experiential learning is integrated throughout the Program and is present in both the didactic courses and the on-site, supervised learning courses. The classroom-based courses will include experiential learning activities and supervised learning experiences will include didactic learning activities.

The focus is more on progressing through competencies rather than on completing a specified number of hours in specific settings. The learning assessments move beyond that of "Did the student complete all the items on a list during the allotted time?" to "How well did the student demonstrate understanding and application of competencies during learning experiences?"

Among the differences between the 2017 Standards and the FEM Standards are some terminology changes to note.

Please see the following table to refer to the major changes in phrasing/terms that are applied in FEM demonstration Programs.

2017 Standards	FEM Standards	Reasoning for change
Supervised practice	*Supervised experiential learning or supervised experiences*	To reflect competency-based education and integrated learning
Interns	*Students*	Interns are enrolled in an internship while FEM Programs are degree Programs with students
Student Learning Outcomes	*Competency Assessment*	To reflect competency-based education and focus on the assessment of students gaining competence

Appendix A is a detailed list of the ACEND competencies and performance indicators.

<u>**Statement of Accreditation Status**</u>

The Master of Science in Applied Dietetics Practice Program at Harding University is accredited by the Accreditation Council for Education in Nutrition and Dietetics for the Academy of Nutrition and Dietetics (Address: 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Phone: 800/877- 1600, ext. 5400, E-mail: ACEND@eatright.org, Website: https://www.eatrightpro.org/acend).

<u>**Program Mission**</u>

The mission of the Master of Science in Applied Dietetics Practice Program at Harding University is to provide a challenging educational experience consistent with Christian ideals that will prepare competent, entry-level registered dietitian nutritionists for evidence-based practice in all communities.

<u>**Program Goals and Objectives**</u>

Goal #1: Program graduates will be prepared for evidence-based practice as competent, entry-level registered dietitian nutritionists.

ACEND-Required Objectives for Goal #1:

- At least 80% of Program graduates complete Program/degree requirements within 3 years (150% of the Program length).

- At least 80% of Program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of Program completion.

- The Program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

- At least 75% of employers responding to a survey rate they are "satisfied" or "very satisfied" with the Program graduates' preparation for entry-level practice.

Program-Specific Objective for Goal #1:

- At least 80% of Program graduates responding to a survey state they feel "prepared" or "very prepared" for entry-level practice.

Goal #2- Program graduates will find employment that will promote health and wellness in their community.

ACEND-Required Objectives for Goal #2:

- Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation

Program-Specific Objective for Goal #2:

- At least 80% of graduates responding to a survey "agree" or "strongly agree" that they apply knowledge and skills gained as a result of Program experiential learning activities to promote health and wellness in their community and current practice.

Program outcomes data are available upon request.

Credentialing Process to Become a Registered Dietitian Nutritionist (RDN)

Completing Harding University's Master of Science in Applied Dietetics Practice Program is the first step to becoming a Registered Dietitian Nutritionist (RDN). Upon confirmation of Program completion, the graduate will receive a Verification Statement showing that they have gained the knowledge and skills and met the competencies required by ACEND and are eligible to take the national Commission on Dietetic Registration (CDR) Registration Examination for Dietitians. **Note:** Effective January 1, 2024, the Commission on Dietetic Registration (CDR) requires a minimum of a master's degree to be eligible to take the credentialing exam to become a RDN. In order to be approved for registration examination eligibility with a bachelor's degree, an individual must meet all eligibility requirements and be submitted into CDR's Registration Eligibility Processing System (REPS) before 12:00 midnight Central Time, December 31, 2023. For more information about this requirement visit CDR's website: https://www.cdrnet.org/graduatedegree. In addition, CDR requires that individuals complete coursework and supervised practice in Program(s) accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

In most states, graduates also must obtain licensure or certification to practice. For example, to apply for Arkansas state licensure, applicants must submit a yearly application and renewal fee and complete twelve (12) hours of continuing education (CE). For more information about state licensure requirements: https://www.cdrnet.org/LicensureMap

For more information about educational pathways to become a RDN: https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students

Related Resources from the Academy of Nutrition and Dietetics:

https://www.eatrightpro.org/about-us/become-an-rdn-or-dtr/high-school-students/5-steps-to-become-a-registered-dietitian-nutritionist

Program Delivery

The Harding University Master of Science in Applied Dietetics Practice Program is a distance education Program, where professional didactic courses in the curriculum are delivered online. Courses will be mostly asynchronous with recorded class lectures/activities. Please refer to "Distance Learning Requirements and Expectations" for more information. Some courses may require students to meet online synchronously and students will be notified in advance of the dates and times. In addition, students will be required to attend a weekly synchronous check-in meeting with Program faculty and fellow students. The data and time of this meeting will be scheduled after determining availability from faculty and students each semester.

Students are also required to attend an on-campus orientation prior to starting the Program in the Fall and an intensive experience. Students will be notified in advance of the dates and times of these on-campus events. The purpose of the on-campus intensive is for students to receive clinical skills training and practice in the Nutrition Focused Physical Exam in addition to improving in-person counseling and education skills through interprofessional activities and presentations. The intensive also allows faculty to assess students on these skills.

Professional Didactic Courses and Supervised Experiential Learning Overview

Program coursework is divided into professional didactic courses and Supervised Experiential Learning courses. Please refer to the sample Program plan in **Appendix B**.

Professional didactic curriculum covers subjects including medical nutrition therapy, nutrition communication and education, public health nutrition, nutrition research, leadership and management, nutrition counseling, sustainable nutrition practices, healthcare administration, grant writing and fundraising, preceptor recruitment, and cultural and ethical nutrition care. Experiential learning hours in didactic courses (also known as alternate experience hours) are embedded in the form of simulations, mock counseling sessions, role playing, creation of authentic materials and projects, and self-assessment and reflective exercises. Details about learning activities, the minimum hours for each activity, and the related competencies are available on course syllabi.

All mention of Supervised Experiential Learning courses where students obtain hours in the professional work setting include: FCS 6241: Supervised Experiential Learning in Leadership and Management, FCS 6330: Supervised Experiential Learning in Clinical Nutrition I, FCS 6331: Supervised Experiential Learning in Clinical Nutrition II, FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition, and FCS 6930: Individualized Supervised Experiential Learning in Nutrition and Dietetics. Several of these supervised experiential learning courses are aligned with corequisite didactic courses and concepts introduced in the didactic courses will be reinforced and expanded upon in the supervised experiential learning courses. This also facilitates the integration of didactic coursework within supervised experiential learning.

Semester	Corequisite Didactic Courses	Supervised Experiential Learning Courses
Fall Year 1	FCS 6240: Professional Leadership & Management in Dietetics Practice FCS 6340: Cultural and Ethical Nutrition Care and Sustainability	FCS 6241: Supervised Experiential Learning in Leadership and Management
Spring Year 1	FCS 6450: Medical Nutrition Therapy II FCS 6300: Nutrition Education and Counseling	FCS 6330: Supervised Experiential Learning in Clinical Nutrition I
Fall Year 2	FCS 6200: Community and Public Health Nutrition	FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition

Students will gain experience applying theoretical knowledge and skills to real-life practice in a variety of settings and practice areas. From clinical to food service, students will work with preceptors at Supervised Experiential Learning sites in efforts to achieve professional competency in the field of nutrition and dietetics.

Supervised Experiential Learning rotations will be remote (wherever the student is located) and students will be responsible for locating sites and preceptors under the guidance of the Program. At this time, rotations must be completed in the United States. Prior to starting in the Fall, new students will take FCS 6260: Preceptor Recruitment and Stewardship and will learn the characteristics, skills, and roles of a preceptor. Students will examine the ways in which they can and will learn from preceptors throughout the Program. Networking,

communication, recruitment, and scheduling of preceptors and/or supervised experiential learning sites will be reviewed in this course. To receive credit for the course, students must earn a grade of "B" or higher on all assignments and receive a "B" or higher in the course. Failure to pass this course will delay student progression into the Program.

For students located in the areas surrounding Harding University and in areas where the faculty have connections, potential preceptors and sites have been identified. Students are not required to choose these preceptors or sites. However, the number of students able to be placed with local preceptors and sites is subject to availability and may be limited.

Please refer to "Supervised Experiential Learning Requirements and Expectations" for more information.

Professional Didactic Courses	Supervised Experiential Learning Courses
FCS 6150: Grant Writing and Fundraising	FCS 6241: Supervised Experiential Learning in Leadership and Management
FCS 6200: Community and Public Health Nutrition	FCS 6330: Supervised Experiential Learning in Clinical Nutrition I
FCS 6240: Professional Leadership and Management in Dietetics Practice	FCS 6331: Supervised Experiential Learning in Clinical Nutrition II
FCS 6260: Preceptor Recruitment and Stewardship	FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition
FCS 6280: Nutrition Research	FCS 6930: Individualized Supervised Experiential Learning in Nutrition and Dietetics
FCS 6300: Nutrition Education & Counseling	
FCS 6340: Cultural and Ethical Nutrition Care & Sustainability	
FCS 6400: Medical Nutrition Therapy I	
FCS 6450: Medical Nutrition Therapy II	
FCS 6700: Professional Development and RDN Exam Preparation	
BIOL 6520: Nutrigenetics and Nutrigenomics	
NURS 6010: Leadership, Healthcare Policy, & Economics	

Academic and Program Calendar

The academic calendar is available at https://www.harding.edu/calendar. The Program adheres to the Harding University calendar in regard to all course offerings, vacation, and holidays.

2025-2026 Program Calendar

2025	FALL
8/5-7	Intensive
8/6-8	Fall Orientation
8/18	Fall Classes Begin
8/6-8/9	Mid-Terms
10/10	Fall Break
10/30-11/1	Homecoming

11/24-28	Thanksgiving Break
12/1-5	Dead Week
12/8-12	Final Exams
12/13	Winter Break Begins
2026	**SPRING**
1/12	Spring Classes Begin
1/19	Martin Luther King, Jr. Day
3/1	Graduation App due for Fall grad
3/2-6	Mid-Terms
3/23-27	Spring Break
4/9-11	Spring Sing
4/27-5/1	Dead Week
5/4-8	Final Exams
5/9	Commencement/Conferral
2026	**SUMMER**
5/11-7/31	Extended Summer

Student Organizations and Honor Society

Harding University Graduate Student Academy of Nutrition and Dietetics (HU GSAND)

Students have the opportunity to participate in the Harding University Graduate Student Academy of Nutrition and Dietetics (HU GSAND).

Faculty Sponsor:
Elizabeth Hall – ehall4@harding.edu, 615-512-7918 (cell)

Nu Delta Chapter of Kappa Omicron Nu, Incorporated

The Nu Delta Chapter of Kappa Omicron Nu, Incorporated is a national honor society for Family and Consumer Sciences. The Nu Delta Chapter of Kappa Omicron Nu of the Department of Family and Consumer Sciences, Harding University, holds monthly scholarly meetings, conducts a service project each semester, and inducts new members during the spring semester.

Faculty Sponsors:
Brittany Cumbie - bcumbie@harding.edu, 501-279-4680

UNIVERSITY AND PROGRAM POLICIES AND PROCEDURES

Admission Requirements

https://catalog.harding.edu/content.php?catoid=3&navoid=740

Admission to University

Admission to Harding University is determined on an individual basis. Each candidate is evaluated based on academic preparation and potential. Only students who appear capable of success at Harding are accepted for admission. Also, because of Harding's rich heritage as a Christian university, we seek students of the highest

moral caliber. Harding is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, Programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct. In the area of employment, Harding does not discriminate on the basis of race, color, creed, national origin, sex, age, veteran status or disability. Harding, under federal guidelines and as reflected in its Articles of Incorporation, may discriminate as to religion and may adhere to religious tenets regarding the limitation of employment of women in certain preaching and minister roles.

Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational Programs except as required by religious tenets of the churches of Christ. Harding has a nondiscrimination policy available upon request in the offices of Student Life and Human Resources. Inquiries concerning the application of federal and state laws or regulations may be referred to the Office of Human Resources, Box 12257, 915 E. Market Avenue, Searcy, AR 72149-5615; telephone (501) 279-4380. The person to ensure compliance with the nondiscrimination policy and discrimination laws and regulations is the chief financial officer of the University

Program Admission Requirements

Students with a bachelor's degree or higher from a regionally accredited college or university and who meet all admission requirements are welcome to apply to the Master of Science in Applied Dietetics Practice Program.

The Program does not require a bachelor's degree in nutrition/dietetics or a Verification Statement from an accredited Didactic Program in Dietetics (DPD) Program.

Criteria for Admission

- A minimum of a bachelor's degree or higher from a regionally accredited college or university
- Cumulative GPA of 3.0 or higher*
- Grade of "C" or higher in the following prerequisites taken at a regionally accredited college or university:
    - Food Science and Lab (3 credits)
    - Medical Terminology (1 credit)
    - Human Nutrition (3 credits)
    - Life Cycle Nutrition (3 credits)
    - Quantity Food Production and Lab (3 credits)
    - Math (Medical-related math is accepted; 1 credit)
    - Introductory Statistics (3 credits)
    - Anatomy and Physiology (3 credits)
    - Microbiology and Lab (4 credits)
    - General Chemistry and Lab (4 credits)
    - Organic Chemistry and Lab (4 credits)
    - Biochemistry or Nutritional Biochemistry (3 credits)
    - ServSafe Food Protection Manager Certification (may be completed through the National Restaurant Association)
        - It is the responsibility of the student to acquire ServSafe Food Protection Manager Certification prior to orientation for the Program. Applications will still be considered if an applicant is currently enrolled in a course or planning to take the exam. If either situation applies to you, please upload proof of course or exam registration (e.g., confirmation email, screenshot of ServSafe confirmation, etc.)
- No GRE required

*Faculty have discretion to allow students with a GPA below 3.0 at the time of application to continue in the application process and/or to be accepted, especially if additional coursework or prerequisite courses are required. Faculty will monitor the student's performance in coursework and the associated changes to GPA (if applicable).

Prerequisite courses completed outside of Harding University and/or completed more than ten years prior to a student's enrollment will be evaluated on a case-by-case basis. If a student has completed prerequisite courses that are outdated or do not provide the necessary foundation to begin graduate-level courses, students may have to repeat courses at the discretion of the Program director.

Provisional Admission

A student who does not fully meet all of the prerequisite courses may receive provisional admission, with the approval of the Program faculty, if he or she holds a baccalaureate degree from an institution accredited by an agency nationally recognized by the US Department of Education. Provisional status will be removed when the student maintains the "Student Performance Standards" outlined in the Program handbook and completes the prerequisite course(s) with a grade of "C" or higher (this must occur by the end of fall semester of their first year).

Leveling courses, if required, will not be included within the semester hour requirements.

If the student is unable to meet all of the prerequisite requirements prior to the Program start date or if an unpresented event occurs that prevents the student from starting the Program, faculty have discretion to grant continued provisional/contingent admission and delay the student's Program start date. If the student successfully completes the prerequisite requirements in the designated time frame, the student does not need to reapply to the graduate Program, but will need to retake FCS 6260 in the summer prior to their new fall start date.

Accelerated (B.S./M.S.) Pathway Admission

The accelerated B.S./M.S. pathway is designed for qualified undergraduate students at Harding University. This 5-year accelerated pathway overlaps the fourth year of the bachelor's degree with the first year of the master's degree resulting in three years of undergraduate level study and two years of graduate level study in the Program. Students will earn both bachelor's and master's degrees in Applied Dietetics Practice through this pathway.

Students will declare the Bachelor of Science in Food and Nutrition major and can apply for contingent admission into the B.S./M.S once they meet the following requirements. Upon successful completion of required liberal arts and undergraduate courses, students will be moved to the B.S./M.S. pathway and complete the same curriculum as the Master of Science in Applied Dietetics Practice. *Note: Harding students are not guaranteed admission into the accelerated B.S./M.S. pathway.*

Criteria for Contingent Admission into Accelerated B.S./M.S.

- Completion of 60 or more credit hours
- Completion of required liberal arts and undergraduate coursework (or will complete prior to starting graduate courses in the following fall semester)
- Cumulative GPA of 3.0 or higher*
- Admission is contingent on completion and grade of "C" or higher in the following major courses and prerequisites:
    - FCS 1000: FCS as a Profession
    - FCS 1020/1020L: Culinary Skills and Food Science and Lab
    - FCS 2050: Families in Global Society
    - FCS 2400/2400L: Family Resource Management and Lab
    - FCS 3300: Medical Terminology

- o FCS 3310: Human Nutrition
- o FCS 3320: Life Cycle Nutrition
- o FCS 4350/4350L: Quantity Food Production and Lab
- o FCS 4650: Research in FCS
- o MATH 1330: College Algebra or equivalent/higher level
- o MATH 1200: Elementary Statistics
- o BIOL 1200: Human Structure and Function or equivalent/higher level
- o BIOL 2460/2460L: Nutritional Microbiology and Lab or equivalent/higher level
- o CHEM 1010/1010L: General Chemistry and Lab or equivalent/higher level
- o CHEM 2110/2110/L: Organic and Biological Chemistry and Lab or equivalent/higher level
- o CHEM 3820: Nutritional Biochemistry and Physiology or equivalent/higher level
- o ServSafe Food Protection Manager Certification (Available during FCS 4350: Quantity Food Production)
  - ▪ It is the responsibility of the student to acquire ServSafe Food Protection Manager Certification prior to orientation for the Program. Applications will still be considered if an applicant is currently enrolled in or planning to take the course. If either of these situations applies to you, please upload proof of course/exam registration (e.g., confirmation email, screenshot of ServSafe confirmation, etc.) or a statement that you will complete the course in FCS 4350: Quantity Food Production.
- No GRE required

*Faculty have discretion to allow students with a GPA below 3.0 at the time of application to continue in the application process and/or to be accepted, especially if additional coursework or prerequisite courses are required. Faculty will monitor the student's performance in coursework and the associated changes to GPA (if applicable).

Most undergraduate students will be eligible to apply in the fall of their third year (junior year). Students may not apply while on academic warning status or academic suspension.

If students receive contingent admission into the Program, they are required to maintain a cumulative 3.0 GPA, complete their remaining undergraduate and liberal arts courses, and earn a grade of "C" or higher in their major courses. Upon successful completion of their undergraduate courses and liberal arts requirements, students will be moved to the B.S./M.S. in Applied Dietetics Practice pathway.

If students receive an academic warning or academic suspension or violate the University Code of Conduct or Academic Integrity Policy, they will not be moved to the B.S./M.S. in Applied Dietetics Practice pathway.

If a student receives contingent admission to the accelerated Program, but does not pass the required prerequisites, the student's Program start date will be delayed. The student will be given the option to: 1.) Finish the BS in Food and Nutrition prior to starting the Program, or 2.) Switch to part-time status to complete the required prerequisites only prior to starting the Program. For both options, the student must meet the graduate Program admission requirements of a "C" or higher in all prerequisite courses and a minimum GPA of 3.0. The BS in Food and Nutrition or prerequisite courses must be completed within one year of the previous start date. Contingent admission will only be held for one year. If the student successfully completes the BS in Food and Nutrition or prerequisite courses in the designated time frame, the student does not need to reapply to the graduate Program, but will need to retake FCS 6260 in the summer prior to their new fall start date.

Once students are accepted into the B.S./M.S. pathway, they must maintain a 3.0 GPA while completing the first year of graduate-level courses and earn a "C" or higher in all graduate-level courses in order to move to the second year. Failure to meet these requirements will result in remediation and possibly delay the students' progression. Depending on the circumstance, the Program director may recommend that the students complete the B.S. in Applied Dietetics Practice degree only.

Students who are not admitted into the accelerated pathway will be advised to continue with the B.S. in Food and Nutrition major and can either reapply in the future or finish the B.S. in Food and Nutrition major only.

M.S. students and B.S./M.S. students complete the same graduate Program curriculum. Upon successful completion of the graduate Program, students are eligible to sit for the Commission on Dietetic Registration's (CDR) credentialing exam.

International Student Requirements:

International students must provide the following additional information:

- Foreign degree evaluation report of the student's bachelor's degree or higher degree that includes a statement "from a regionally accredited institution," courses, credit hours, and grade equivalency from an approved foreign degree evaluation agency. Please see the list of approved agencies: https://www.eatrightpro.org/acend/students-and-advancing-education/international-students/foreign-degree-evaluation-agencies
- Syllabi of all prerequisite courses from international institutions (preferably translated in English). (Note: Due to the ACEND requirements in the Program curriculum, the Program cannot accept foreign bachelor or master-level courses for Program credit.)
- An official TOEFL iBT composite score of at least 83 with a minimum speaking score requirement of 26 (out of 30 (90%)).
  - The test must have been taken within the last calendar year of admission. Official TOEFL exam score report reflecting successful completion must be received no later than the Program application deadline date. The TOEFL iBT test can be taken in the Harding University Testing Office. The test will be an expense to the student. Please contact the Testing Office for details at 501-279-4415 or online at www.harding.edu/testing.
  - If the applicant's entire educational experience has been in the United States, the applicant is not required to take the TOEFL. To document this, the applicant must provide records/transcripts from the time that the applicant entered school in the first grade through junior high, high school, and college. If the applicant cannot provide this documentation, the applicant may appeal first to the Program Director, and then to the dean of the college.
  - There may be additional circumstances that exempt the student from completing the TOEFL. Exemptions are at the discretion of the Program Director and the International Student Advising and Services.

Other Requirements:

The Program does not require a background check prior to admission. Students will complete their initial background check once admitted into the Program. If a student does not successfully pass the initial background check, the Program Director will discuss with the student how the information could potentially affect their progress in the Program.

In addition, students are responsible for submitting immunization records and proof of health insurance at their own expense prior to beginning the Program. If a student does not successfully submit these documents, this may delay them from securing supervised experiential learning rotations and potentially affect their progress in the Program.

Application Process

More information about the graduate and professional Programs at Harding University is available on the Graduate and Professional Support Office website: https://www.harding.edu/academics/graduate-professional

Application Deadlines

Harding University accepts applications completed using the Dietetic Internship Centralized Application System

(DICAS), which is submitted entirely online.

Applications are due in the spring for the following fall semester term. Final applications are due April 30. The Program may also have an early spring deadline according to the standard deadline for Programs in DICAS each year.

For B.S./M.S. eligible students, the application for contingent admission is due November 1 for the following fall semester term.

Application Fees

A $50 application fee accompanies the application for admission. The application fee is nonrefundable and is designed to cover the cost of application processing including using DICAS. Fees for additional Program applications completed through DICAS may be subject to additional fees.

Application Instructions
- Create an account at https://dicas.cas.myliaison.com/applicant-ux/#/login, complete the DICAS application, and submit application fee ($50).
- Request official transcripts from all colleges attended and have them sent to DICAS.
  - Request official transcripts from all colleges attended and have them sent to DICAS. Follow the instructions on the DICAS portal to submit transcripts. This should be done several weeks before submitting your application.
  - **Note:** An alumnus or current student of Harding University **does not** need to request an HU transcript; records are on file. You can bypass this requirement in the Academic History quadrant.
- Evidence of successful completion of the following prerequisites: food science and lab, medical terminology, human nutrition, life cycle nutrition, quantity food production and lab, math, statistics, anatomy and physiology, microbiology and lab, general chemistry, organic chemistry, and biochemistry/nutritional biochemistry
  - Applicants can denote if a course is "in progress" or "planned" on the application.
- Submit a personal statement (1,000 words max) answering the following questions:
  - Why do you want to be a registered dietitian nutritionist?
  - What experiences have prepared you for this Program?
  - What are your strengths and areas for improvement?
  - What are your short-term and long-term goals?
  - Why are you applying to Harding University's M.S. in Applied Dietetics Practice Program?
- Submit a resume. Volunteer or work experience related to food, nutrition, dietetics, and/or the healthcare field is strongly desired.
- Submit ServSafe Food Protection Manager Certification.
  - The National Restaurant Association provides in-person or online courses and exams here.
  - It is the responsibility of the student to acquire ServSafe Food Protection Manager Certification prior to orientation for the Program. Applications will still be considered if an applicant is currently enrolled in or planning to take the course. If either of these situations applies to you, please upload proof of course/exam registration (e.g., confirmation email, screenshot of ServSafe confirmation, etc.) **or** a statement that you will complete the course in FCS 4350: Quantity Food Production.
- Submit the contact information for three references (a form will be sent via email to the references through DICAS). The following types of references are needed:
  - One or two professional references
  - One or two faculty references (No more than one FCS faculty member in a Harding student)

Submitted applications are considered final. Incomplete applications will not be reviewed. It is the student's

responsibility to ensure references are completed prior to submitting their application.

Applicant Interviews and Final Decision

Top candidates will be invited to a virtual interview with Program faculty. After the interviews, applicants will be accepted to the Program on an ongoing basis until the cohort is full.

Students who submitted their applications by the early Spring deadline will be notified of their acceptance by the standard date required by DICAS. Students who submitted their applications by the April 30 deadline will be notified of their acceptance by May 31.

B.S./M.S. eligible students will be notified of their acceptance by the end of the fall semester.

Applications will be reviewed, interviews conducted, and students admitted on a rolling basis.

Other Requirements:

The Program does not require a background check prior to admission. Students will complete their initial background check once admitted into the Program. If a student does not successfully pass the initial background check, the Program director will discuss how the information could potentially affect their progress in the Program.

In addition, students are responsible for submitting immunization records and proof of health insurance at their own expense prior to beginning the Program. If a student does not successfully submit these documents, this may delay them from securing supervised experiential learning rotations and potentially affect their progress in the Program.

Program Cost and Expenses

Harding University, a private institution without benefit of tax support, must meet its operating costs by income from student tuition and fees, government grants, auxiliary enterprises, gifts and endowment earnings. The cost of attending Harding is moderate compared to many colleges and universities of the same size and quality. There are no additional costs for distance programming.

Program Tuition

The Program has a flat rate tuition per semester that is the same during the entire academic year. For the 2025-2026 academic year, tuition is $12,225 per semester. Tuition is the same for in-state and out-of-state students.

Technology/Academic Enrichment Fee

Students will pay a special fee of $396 per semester as a Technology Academic Enrichment Fee.

Textbooks and Required Materials

Textbooks and required materials vary with each course. Depending on the publisher, electronic textbooks and other materials might be available online or at a discounted bundled rate. The total costs for textbooks and required materials ranges from ~$800-$1000.

Student Identification

During Fall Orientation, incoming students are issued a student identification card at no charge. This card is to be carried at all times on campus and at all Harding activities off campus, and it may not be used by any other person. Lost ID cards must be replaced in the Security Technology Center (605 E. Center Street) at a cost of $10 to the student.

Course Fees

Additional fees incurred by Program students include:

- ~$145 fee per semester for access to the online Nutrition Care Manual and on-campus intensive. Students will be charged in FCS 6400: Medical Nutrition Therapy I and FCS 6450: Medical Nutrition Therapy II.

- ~$400 fee for the All Access Dietetics Pass the Exam Prep, Review Session Recordings, and Pass Class Community for the Registration Examination for Dietitians. Access to the material is provided to the student for 2.5 years starting at the beginning of the Program. Link to more information from All Access Dietetics: https://www.allaccessdietetics.com/Program-rd-exam-prep/

Academy of Nutrition and Dietetics Student Membership/State Affiliate Membership

Students are required to purchase an Academy of Nutrition and Dietetics Student Membership and join their state affiliate. Annual dues are $58.00 and must be renewed annually (June 1-May 31). State affiliate membership is included in the annual dues. Students can join here: https://www.eatrightpro.org/membership/membership-types-and-criteria/student-member

Benefits of student membership in the Academy include networking with other nutrition and dietetics students and professionals, leadership opportunities, free membership in the state dietetic association, online access to the *Journal of the Academy of Nutrition and Dietetics* and other publications, and reduced rates at professional meetings and conferences.

Professional Meetings/Conferences (Optional)

Students have the option of attending the Food and Nutrition Conference and Expo and/or their state affiliated conference or meeting. Students are responsible for travel, lodging, and meals. Estimated costs range from ~$500-1,000. Depending on the semester, the Program may award funds to selected students to attend conferences and meetings.

Mandatory Orientations and On-Campus Intensive

Students are responsible for travel, accommodations, and evening meals during Fall Orientation and the Intensive. Estimated costs range from ~$1,400-$2,000, depending on where the student is located. Breakfast and lunch will be covered by course fees. If students are unable to attend mandatory synchronous meetings or on- campus intensives due to unforeseen circumstances, students will be required to do alternate virtual activities or attend a make-up meeting/intensive.

Supervised Experiential Learning Site Expenses

Supervised Experiential Learning (SEL) occurs in a variety of different settings and areas where students have the opportunity to apply theoretical knowledge and skills they learned in their didactic courses to real-life practice in the field. Preceptors working in each setting/area are volunteers that are selected by students and approved by the Program director. The purpose of these experiences is not to replace employees in these facilities, but for preceptors to supervise and guide the student learning experiences and for students to collaborate with preceptors in efforts to achieve professional competency in the field of nutrition and dietetics. Expenses pertaining to SEL sites are described in detail below:

- **Professional Liability Insurance:** General and professional liability insurance is covered by the University if students are enrolled in a course.

- **Health Insurance:** Proof of health insurance coverage is required prior to beginning the Program. Students are financially responsible for any personal injury or acute illness that may occur during the Program.

- **Immunizations:** Students are responsible for submitting proof of immunization and acquiring required immunizations prior to being placed in supervised experiential learning sites. Required immunizations, tests, and screenings, depend on the site and vary in cost. A majority of clinical sites require annual TB

tests and flu vaccinations. In addition to immunizations, some sites may require a medical examination.

- **COVID-19 Vaccine**: Harding University does not require the COVID-19 vaccine. Students may be subject to differing policies depending on the supervised experiential learning site.

- **Background Checks:** Initial background checks will be covered by the Program prior to students being placed in supervised experiential learning sites. Students are responsible for additional background checks that are required by their sites.

- **Toxicology Screen/Drug Testing:** Initial drug tests will be covered by the Program prior to students being placed in supervised experiential learning sites. Students are responsible for additional screenings and tests that are required by their sites.

- **Required Attire:** Students are responsible for acquiring non-slip shoes and cutting gloves prior to being placed in supervised experiential learning sites. Students are responsible for additional attire that are required by their sites. For example, clinical sites may require additional attire like uniforms, scrubs, and/or laboratory coats.

- **Transportation and Auto Insurance:** Students are responsible for their own transportation and liability for safety in travel to all facilities where supervised experiential learning sites are located.

- **Parking:** Students are responsible for paying for parking at supervised experiential learning sites. There is no cost for parking on-campus at the University.

Graduation Fee

Students are responsible for paying a $185 fee for graduation expenses.

Breakdown of Estimated Expenses	Cost
Application Fee (one time only)	$50
Tuition per semester	$12,225
Housing *Varies based on student location*	~$750/month-$1,895/month
Technology Fee per semester	$396
Textbooks and Required Materials	~$800-$1000
Computer	~$300-$3,000
Student ID	No cost to student

Course Fees	$545 (~$145 fee in Fall and Spring Year 1 for access to the online Nutrition Care Manual and on-campus intensive. Students will be charged in FCS 6400: Medical Nutrition Therapy I and FCS 6450: Medical Nutrition Therapy II. ~$400 fee for the All Access Dietetics Pass the Exam Prep, Review Session Recordings, and Pass Class Community for the Registration Examination for Dietitians.)
Academy of Nutrition and Dietetics Student Membership/State Affiliate Membership	$58/year
Professional Meetings/Conferences (Optional)	~$500-1,000 (Optional)
Mandatory On-Campus Fall Orientation and Spring Intensive (travel, accommodations, and meals) *Varies based on student location*	~$1,400-$2,000
Professional Liability Insurance	No cost to student
Transportation and Auto Insurance	~$7,000-$9,000 per year
Health Insurance	~$2,000-$7,000 per year
Immunizations and TB Test	~$200
Initial Background Check (Standard)	No cost to student
Initial Toxicology Screen/Drug Test (10 Panel)	No cost to student
Required Attire (Non-slip shoes and cutting gloves)	~$40-$70
University Parking	No cost to student
Graduation Fee (one time only)	$185

Estimated Total for Program Expenses	Cost
Estimated Total Tuition Cost for Program (Tuition, Technology Fees)	$63,105
Estimated One-Time Fees (Application Fee and Graduation Fee)	$235
Estimated Other Fees (Course Fees)	$545
Estimated Academy Fees	$116
Estimated Material Costs (Textbooks, required materials, computer)	~$1,140-$4,070
Estimated Immunizations and TB Test Costs	~$200
Estimated Travel, Accommodations, and Meals for Fall Orientation and Spring Intensive *Varies based on student location*	~$1,400-$2,000
Estimated Total:	~$66,741-70,271

Financial Policies

https://catalog.harding.edu/content.php?catoid=3&navoid=747

Financial Responsibility: Harding's financial well-being is dependent upon prompt payment of accounts. For this reason, Harding transcripts and diplomas will not be released if a student has failed to take care of any indebtedness to the University. Exception is made for government loans if they are not past due. Failure to meet financial obligations to the University may result in the delinquent account being placed with a collection agency. Students are responsible for all attorney fees and other collection costs incurred by the University in collecting accounts. Term charges are not reduced for late enrollment. There will be a $30 service charge on all dishonored paper checks and a $35 service charge on all dishonored electronic checks.

Payment of Accounts: Payments may be mailed in or made in person at the Business Office, located in the Administration Building. Payments may be in the form of cash, check, and money order in person or mail. MasterCard, Discover, and American Express are accepted on-line via a third-party vendor (CASHNET). Credit card fees do apply.

Payment Options:

1. Pay the total balance by the due date on the first ebill statement of each term.
2. Enroll in Harding University Payment Plan. Enrollment fee is $25 per term (fall and spring only). Deadline to enroll is September 1 for fall and February 1 for spring. Pay the balance due in four monthly payments. A late fee of $35 will be assessed if a due date is not met. No interest will accrue on the Harding Payment Plan.
3. Accounts not paid in full or not enrolled in the payment plan will be subject to a per annum interest charge compounded monthly. Interest charges are not reduced for delays in receiving financial aid.
4. Any additional charges incurred during a term will be posted to the student's account and should be paid by the due date on the statement. Examples include adding classes, traffic fines, library fines, adding declining balances, etc. Any credits posted to an account will appear on the monthly ebill statement.
5. Students wishing to apply for financial aid must complete a Free Application for Federal Student Aid (FAFSA). Deadlines must be observed, and supporting documents may be required. Applications must be completed each year the student requests financial aid. Students must be sure to observe filing dates for the following school year. Students are notified periodically of documentation (if any) that is missing from their financial aid file.

If prior term charges have not been paid in full, enrollment for a future term will be delayed until payment is received or satisfactory payment arrangements have been approved.

Tuition Adjustments

For any student needing to take a course out of sequence or transfer students who may have already taken one or more of the courses offered in a term which requires them to drop to below 9 hours in a semester, tuition will be adjusted to the per credit hour rate of $1,223.

Refunds

Students are granted admission with the understanding that they are to remain for a full term. A student who enrolls in a class but does not attend or stops attending and does not officially withdraw may not receive a refund. An official withdrawal from the University begins with the respective graduate or professional office. Please note that the Business Office manages the refund policy, not the individual programs. A prorated refund will be made according to an established refund schedule that takes into account the particular characteristics of each course (traditional, on-line, nontraditional term, etc.) Please contact the Business Office for more information.

If a student's withdrawal is the result of misconduct, the institution is under no obligation to make any refunds.

Credit Balance Refunds

Students may request a refund through Pipeline. No refunds are issued during the first week following registration.

Financial Aid and Scholarships

https://catalog.harding.edu/content.php?catoid=3&navoid=747#financial-aid

Financial aid is available to most Harding graduate and professional students in the form of federal and private loans, graduate assistantships, veterans Programs, and vocational rehabilitation Programs.

These funds are administered wholly or in part by the Office of Financial Aid Services. Requests for information and assistance should be directed to Harding University, Box 12282, Searcy, AR 72149-5615; telephone 501-279-4081; or e-mail finaidgrad@harding.edu.

Requirements: Application for aid should be made as follows:

1. Apply or be admitted to Harding University. Application forms are available from each graduate school office.
2. Complete a Free Application for Federal Student Aid (FAFSA) at studentaid.gov.
3. To qualify for federal loans, graduate and professional students must be enrolled half-time. See table below for half time status requirements.

Program/Degree Plan	Required Hours for Half-time Status
Ed.D.	4 hours per term
Ed.D. (final dissertation phase only)	2 hours per term (fall/spring); 1 hour per term (summer)
Graduate/Professional degree Programs	4 hours per term
Teacher certification/licensure	6 hours per term

Financial aid awards are based on current federal and institutional rules. Students have the right to accept or decline any aid offered.

Return of Title IV Funds (Federal Aid)

Students who receive Title IV federal loans or other federal aid and withdraw, drop out or are dismissed are subject to a calculation to determine the amount of federal aid that was "earned" and "unearned" for the semester. The earned aid is calculated by comparing the number of days completed against the total days in the semester (including weekends). For example, if a student completed 29 days of a regular 116-day semester, the student will be determined to have earned 25% of total aid eligibility. Once the student has completed at least 60% of the semester, all aid is considered earned.

If total federal aid disbursements are less than the amount earned by the student, the student will be eligible for a post-withdrawal disbursement. Borrowers eligible for a post-withdrawal disbursement will be notified of their eligibility within 45 days after beginning the withdrawal process and must respond to the aid offer within 14 days.

If total federal aid disbursements are greater than the amount earned by the student, the student will owe a balance to the University and/or the federal government. Unearned funds must be returned within 30 days in the following order:

- Federal Direct Unsubsidized Loan
- Federal Direct Subsidized Loan
- Graduate PLUS Loan
- TEACH Grant

Financial Aid Warning and Suspension: Students who receive Title IV financial aid must make satisfactory progress toward a degree by maintaining a minimum 3.0 grade point average or as stipulated by the academic Program. In addition, students must successfully complete at least 2/3 of overall hours attempted cumulatively, and all students must complete all coursework within 150% of the published length of the Program (even if the student changes majors, enrolls in remedial coursework, or did not receive federal aid for the entire period of enrollment). Students may repeat enrollment in any courses (either to pass a previously failed course or to simply earn a better grade) so long as all coursework is completed within the 150% maximum time-frame permitted. All hours of enrollment after the free drop/add period are considered attempted hours. Earned hours include all courses for which the student has not withdrawn.

Enrollment progress and grade point average monitoring occurs at the end of each fall, spring and summer terms.

Failure to maintain the required grade point average or successfully complete degree work as specified will result

in financial aid warning status. Warning status is removed at the end of the semester the student has satisfied the grade point average and enrollment criteria. Failure to remove financial aid warning status at the end of said semester results in financial aid suspension.

Students on financial aid suspension are not eligible to receive Title IV financial aid. Financial aid suspension status caused by extenuating circumstances may be appealed in writing to the academic dean of the graduate school. Contact finaidgrad@harding.edu for additional information. Students approved by appeal will automatically be placed back in financial aid probation status for the first semester of renewed aid eligibility.

Ethics: Beyond academic requirements, in accepting financial aid the student incurs an ethical responsibility to observe the University Code of Conduct and fulfill his or her contractual financial obligations.

University Scholarships

Scholarships are provided by many generous donors. A list of University scholarships, endowment, and loan funds is available at https://www.harding.edu/admissions/cost/.

Department-Specific Scholarships and Graduate Assistantships

Scholarship and graduate assistantship opportunities may be available for qualified students.

Graduation/Program Completion Requirements

https://catalog.harding.edu/content.php?catoid=3&navoid=749

Students enrolled in the Master of Science in Applied Dietetics Practice Program must successfully complete all graduation requirements as listed in the Harding University catalog (See **Appendix B** for Sample Program Plans).

Students must complete the on-line graduation application the semester they plan to graduate. The application deadlines are:

- October 1 for December candidates
- March 1 for May candidates
- June 20 for Summer candidates

Students who file for graduation after the deadline will be charged a $50 late fee, and cannot be guaranteed that their name will appear in the commencement ceremony Program. There is no penalty for filing early.

The following are minimum requirements for graduation:

1. Complete and pass all coursework as determined by the student's specific Program.
2. Comply with Program guidelines regarding the maximum allowable transfer hours from other institutions.
3. Earn the grade point average (GPA) required by the student's specific Program.
4. Complete and pass a Bible course as required by the University and specified by the student's Program.
5. Submit an on-line "Application for Graduation" form. (See the University calendar for deadlines.)
6. Complete a signed degree evaluation audit with the Program office at the beginning of the final term.[1,2] (See the University calendar for deadlines.)
7. Fulfill all financial obligations to the university.
8. Be recommended for graduation by the specific Program/college.

[1]Note: When students apply for graduation (no later than October 1 for May or Spring graduates and March 1 for December graduates), which should occur prior to the beginning of the final term, the student should meet with the advisor to complete and sign the graduation audit. Signatures of the student and advisor should be obtained, and the student should submit the signed graduation audit and the application for graduation to the Office of the

Registrar. Students who apply for graduation after the deadline will be charged a $50 fee, and cannot be guaranteed that their name will appear in the commencement ceremony Program. The signed graduation audit will be used by the Registrar as a checklist to assist with the verification of the student's graduation requirements. Lack of knowledge or incorrect interpretation of University policies and regulations does not remove the student from the obligation to satisfy all requirements for a degree. The student bears the ultimate responsibility for completing a degree Program. Information on how to generate a degree audit may be found at www.harding.edu/registrar.

[2]Degree audit forms are completed directly with the registrar by the program administrators for MBA, pharmacy, physical therapy and physician assistant students.

A graduation ceremony will be held on the Saturday immediately following the last Friday of the Fall and Spring terms. Graduate and professional students graduating with more than one graduate or professional degree are allowed to walk in each commencement ceremony associated with their earned graduate and/or professional degrees. Degrees will be conferred once all grades are posted and all graduation requirements confirmed and validated. In all cases, the conferral date of any degree will always be after the requirements for that degree have been completely satisfied and verified. No degree will have a conferral date that precedes the completion of requirements.

For purposes of minimum requirements for graduation, a graduate or professional student may use any one catalog from the date of initial enrollment in the University up to and including the year of graduation from Harding, provided that such catalog is not more than eight years old at the time of the student's graduation, unless otherwise specified by the Program. Please note that accrediting agencies or licensure requirements may mandate changes, necessitating Program modifications. Students are encouraged to stay current with such changes and should consult with their advisors. The student bears the ultimate responsibility for completing a degree Program.

The expected objective for the Program is that at least 80% of Program students complete Program/degree requirements within 3 years (150% of the Program length). This is tracked from the first term and graduation date data from graduate transcripts. Time planned for completion is two years; 150% of that time would be three years.

Additional B.S/M.S. Requirements

Students enrolled in the B.S./M.S. must successfully complete all undergraduate graduation requirements as listed in the Harding University catalog to receive the B.S. in Applied Dietetics Practice degree (https://catalog.harding.edu/content.php?catoid=3&navoid=749; See **Appendix B** for Sample Program Plans).

Guidelines for Verification Statements

Students of the Program will be awarded a graduate degree, the Master of Science degree in Applied Dietetics Practice, provided that all university and Program graduation requirements and policies have been fulfilled. University graduation requirements for graduate students are detailed in the Harding University 2025-2026 Catalog https://catalog.harding.edu/content.php?catoid=3&navoid=749

A Verification Statement is a document signed by the Program director that verifies a student has completed the requirements for an ACEND accredited Program. Students who meet the criteria below will be issued six paper copies or an authenticated digital copy of their Verification Statement.

In order to receive a degree and Verification Statement from the Program, the following criteria must be met:

1. Completion of the Program curriculum (49 credit hours and a minimum of 1106 hours experiential learning hours) with a 3.0 cumulative grade point average in graduate level courses.
    a. Students interested in receiving credit/hours for prior learning and experiences must follow the "Assessment and Credit for Prior Learning and Experiences Policies and Procedures."

b. Prior coursework and experiences must be experienced or completed within 2 years (24 months) of the start of the Program. Typically, a maximum of 6 graduate-level credit hours may be awarded for transfer credit, but additional credit hours may be transferred at the discretion of the Program Director and Program faculty.
2. Completion of all coursework with no grade less than a "C" in graduate level didactic courses and "Pass" for supervised experiential learning courses.
   a. Minimum level of performance for all of the competencies must be met.
   b. If a student does not meet the minimum level of performance for any assignment or related experiential learning activity that is used for the purposes of assessing a competency, the student will develop a possible plan of completion with the appropriate supervisor/instructor in order to meet the minimum level of performance and will be reevaluated until the minimum level of performance is met.

Protection of Privacy of Student Information and Right of Access

https://catalog.harding.edu/content.php?catoid=3&navoid=990

The Family Educational Rights and Privacy Act of 1974 (called FERPA) provides, with certain exceptions, (1) that students shall have a right of access to their education records and (2) that education institutions shall not release education records to non-school employees without the consent of the student. "Students" as used in this notice includes former students.

With few exceptions provided by law, students at Harding may see their education records upon request. Access will generally be granted immediately upon request to the record custodian, but if delay is necessary, the student may sign a "Request for Access to Student Records" and be allowed access sometime within 45 days of the request. Students are entitled to copies (at the student's expense) of records to which they have access. Students further have the right, under established procedures, to challenge the accuracy of the records and to enter their viewpoints in the records. A list of all education records maintained by Harding and a copy of the University FERPA Policy are kept in the Harding Office of Student Life.

The University may not require students to sign a waiver of their right to access, but students should be aware that recommendations and evaluations may not be very helpful or candid without a signed waiver.

Distance Learning Requirements and Expectations

Minimum Computer Hardware and Software Requirements
Harding University students enrolled in online classes must have access to an appropriate digital device and a reliable Internet connection. A laptop or desktop is still the recommended device for online learning; the Canvas interface was optimized for desktop displays. Broadband connectivity is required, as many classes incorporate rich media content.

Hardware/Operating Systems

- A personal computer running Microsoft Windows 8 / 10 / or Apple Macintosh running OS X
- Camera/microphone/headphones (sometimes called peripherals)

Some Mac users may experience technical issues with certain publisher related course software. For this reason, a PC is recommended.

To see which browsers are supported by Canvas, how to update your browser, and additional required components (e.g., Flash and Java) please visit Canvas.

For mobile users, there is a Canvas app available from the Google Play Store or the Apple iTunes store.

Because technology changes rapidly, the information contained within this requirement may change, and without

advance notice.

Minimum Technical Skills and Technical Support

During this course, it is expected that students will possess the following set of minimum skills:

- An ability to use a computer
- Competence with Canvas (Harding's LMS)
- Competence with email and file attachments
- Competence with software (e.g., Microsoft Office Suite)
- Installing software
- Competence with search engines (e.g., Google)

The first point of contact for questions and concerns relating to your online course is your instructor, who will provide you instructions on how to proceed. For technical assistance or to report a problem, Harding's e-Learning Help Desk is available Monday - Friday between 8:00 a.m. – 5:00 p.m. CST.

Phone: 501-279-5201

Email: elearning@harding.edu Website: eLearning website

Required Technology Word

Processing Software:

You also will need word processing software (e.g., Microsoft Word). If you need a word processor, Microsoft Office 365 (includes Microsoft Word word processing software) is available to registered Harding students through Pipeline, the university's intranet. Mac users can also use Apple Pages, but must convert their files from Pages to .doc before submitting.

Web Browsing Software:

Free web browsing software can be downloaded from the Internet but is usually already installed on modern computers. Firefox is the recommended web browser most compatible with Canvas for Mac Users. Windows users can use Firefox or Chrome. Your browser must have the Java plug-in enabled.

Pipeline:

Pipeline is the University portal for students, faculty, and staff. Students can access their email, register for classes, and check their grades through Pipeline. Students are given a secure log-in and password to verify their identity.

Canvas:

Canvas is the learning management system (LMS) used by Harding's online courses. Students are given a secure log-in and password to verify their identity while participating in online courses.

Privacy Policy: https://www.instructure.com/policies/privacy

Accessibility Policy: https://www.instructure.com/canvas/accessibility

Canvas Support

For technical assistance from 8:00 a.m. - 5:00 p.m., M-F, please contact the e-Learning Help Desk at

Phone: 501-279-5201

Email: elearning@harding.edu

Web: http://www.harding.edu/elm

For Canvas assistance, search Canvas Guides at: https://guides.instructure.com/m/8470.

Learning Management System:

Canvas is the Learning Management System (LMS) used in this course. Canvas sends an email confirmation to your Harding University email once an assignment is graded or an announcement is posted. Canvas can be accessed here: https://harding.instructure.com/login.

Competency:

Competency is a competency-tracking software developed by Education Management Solutions (EMS) for all ACEND® programs. The software is used to streamline competency tracking, assist in identifying at-risk learners, and ensure the Program's adherence to curriculum data collection requirements as noted in the ACEND® Accreditation Standards. The Program Director invites students, faculty, and preceptors to activate their Competency account by inputting their email address into the platform. The user then inputs a secure log-in and password to verify their identity when using the platform.

Privacy Policy: https://ems-works.com/privacy-policy/#:~:text=In%20Short%3A%20We%20process%20your,of%20business%20purposes%20described%20below.

Proctorio:

For online exams, students will use Proctorio, an online Learning Integrity extension tool that proctors exams virtually through Canvas. During exams, Proctorio will record the students' computer screens and environment through the computer webcam and the Lockdown Browser will be enabled which prevents students from opening new tabs, copying/pasting, printing, and right-clicking. A number of measures may be used to verify student identity including recording the student during the exam, recording a headshot, and/or requiring the student show their student or government issued ID.

Privacy Policy: https://proctorio.com/privacy

Accessibility Policy: https://proctorio.com/accessibility

Google Meet:

Google Meet is a video conferencing tool available to all Harding students through their secured Google account. Google Meet is often used for virtual office hours, private and group chats.
Privacy Policy: https://support.google.com/a/answer/7582940?hl=en
Accessibility Policy: https://support.google.com/a/users/answer/7313544?hl=en

Zoom:

Zoom is a video conferencing platform that is free with limited usage. The Program Director and faculty have access to a paid Zoom account which allows unlimited meeting tims.. Zoom is often used for virtual weekly synchronous meetings with students and faculty and student presentations.

Privacy Policy: https://www.zoom.com/en/trust/privacy/policies/

EHRGo:

EHRGo is a learning platform that uses educational Electronic Health Records and case studies. Students are given a secure log-in and password to verify their identity.

Privacy Policy: https://ehrgo.com/privacy-policy/

Canvas, Internet or Technology Outage

As an online learner, students must be able to manage technical difficulties, such as power outages, connection problems and other technical issues which are always a possibility. Technology will sometimes fail; for this reason, it is advisable for students to complete assigned work prior to the due date.

Instructor - If the instructor experiences a power outage, an Internet service outage, an LMS (Canvas) or other technical issue that significantly affects online assignments, the ability to grade assignments, or the instructor/student communication channel is significantly disrupted, adjustments to due dates will be made, as appropriate.

Student - If a student experiences a power outage, Internet service outage, LMS (Canvas) or other technical issue, students are held responsible for completing the assigned work in a timely manner. Harding University is not responsible for the student's access to a working computer or reliable Internet service. An Internet outage or computer issue is not an excuse for late work. A backup plan for reliable Internet service and a working computer is prudent. Should a student experience any such issues, they should communicate with the instructor in a timely manner.

Netiquette

"Do you see a man who speaks in haste? There is more hope for a fool than for him." – Prov. 29:20 (NIV)

"A word aptly spoken is like apples of gold in settings of silver." – Prov. 25:11 (NIV)

"Let your conversation be always full of grace, seasoned with salt, so that you may know how to answer everyone." – Col. 4:6 (NIV)

"A gentle answer turns away wrath, but a harsh word stirs up anger. The tongue of the wise commands knowledge, but the mouth of the fool gushes folly." – Prov. 15: 1-2 (NIV)

"Be kind and compassionate to one another…" – Eph. 4:32 (NIV)

As members of the Harding community, students and faculty are expected to communicate clearly, respectfully, and Christianly in the online classroom. Students are expected to be well-versed in online decorum (referred to as (n)etiquette) which includes the following*:

1. Remember this is a classroom. A web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a web-based course as well. Treat all (faculty, preceptors, staff, and students) with respect.
2. Brevity is best. Be as concise as possible when contributing to a discussion. Web-based courses require a good deal of reading, and points may be missed if hidden in excessive text.
3. Stick to the point. Contributions to a discussion should have a clear subject header. Keeping comments directed to that subject will help all to stay organized. When responding to another's post, specify the person/post/point on which the comment is being made.
4. Read first, write later. Read the comments of other students in a discussion before adding a post, unless the assignment specifically specifies otherwise.
5. Post correctly. Make sure your postings are located in the correct thread.
6. Netspeak. DO NOT TYPE IN ALL CAPS OR USE EXCLAMATION MARKS!!!!!! :-) This is regarded as shouting and is out of place in a classroom. Given the absence of face-to-face cues, written text can easily be misinterpreted. Avoid the use of strong or offensive language.
7. Smile, you're on camera. Practice good Zoom etiquette. Log-in a few minutes early and check internet connection. Mute if not talking and be mindful of background noise. If the instructor requires a camera to be on, dress as if coming to class, use adequate lighting, and make sure the background is non-distracting.
8. Use humor with caution. Humor is important in an online course as it can add to the enjoyment and the

personality of the course. However, avoid humor and sarcasm directed toward others.

9. Be forgiving. If someone states something potentially offensive, contact that class member privately with a spirit of peacemaking and forgiveness. This may lead to an excellent conversation and to a deeper relationship. The offense may have been unintended.

*Many of these netiquette tips were adapted from the University of Wisconsin's Learning Resources Website.

Attendance/Participation

The very nature and depth of graduate studies mandate students participate in all course activities. Each student's participation is essential for the success of the entire class and the student. True exchange of graduate-level academic ideas and thoughts can only be achieved with everyone actively participating. The value received from this course will be commensurate with the effort and thought you put into it.

Attendance and participation are not the same thing. A student will be automatically withdrawn and will not be eligible to earn a grade if they miss a single week of attendance. For attendance purposes, a student must log into the course and demonstrate their presence by creating a documentable entry (e.g., a reply to a student, submitting an assignment). Meeting the attendance requirement does not ensure a good participation grade.

As an online student, participation is required and is an essential part of courses. Participation means that the student is not only logging into the course, but are actively engaged, as well.

Students are expected to be prepared for class (e.g., read material, analyzed spreadsheets) and to be an active contributor in the learning process.

Accommodations/Students with Disabilities

It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g. physical, learning, or psychological) who needs to arrange reasonable accommodations, must contact the instructor and the Office of Disability Services and Educational Access at the beginning of each semester. If the diagnosis of the disability occurs during the academic year, the student must self-identify with the Director of Disability Services and Educational Access as soon as possible in order to put academic accommodations in place for the remainder of the semester.

The Office of Disability Services and Educational Access is located in Room 226 in the Student Center on the Harding University Searcy campus. Since graduate courses are taught online and students may not have access to the Office of Disability Services and Educational Access located on the Searcy campus, the student must self-identify with the instructor of the course and submit documentation by fax (501-279-4059) or mail (915 E. Market Ave., Box 12268, Searcy, AR 72149-5615) to the Office of Disability Services and Educational Access on the Searcy campus. The necessary forms are available at www.harding.edu/disabilityservices. Upon receiving the appropriate documentation approved by ADA guidelines, academic accommodations may be set up by the instructor via a telephone conference with the Director of Disability Services and Educational Access. For questions, please contact the Office of Disability Services and Educational Access at DisabilityServices@harding.edu or (501) 279-4019.

Institutional Academic Support Services

Harding offers a wide variety of academic support services. While this list is not all-inclusive, the following links may be useful to students:

- Library(Program specific resource guide is available here: https://library.harding.edu/Nutrition)
- Writing Center
- E-Learning

Institutional Student Support Services

Harding offers a wide variety of student support services. While this list is not all-inclusive, the following links may

be useful to students:

- [Registration](#)
- [Financial Aid](#)
- [Health Services](#)
- [Disability Services](#)
- [Counseling](#)
- [Diversity Services](#)
- [Career Services](#)

Supervised Experiential Learning Requirements and Expectations

Supervised Experiential Learning courses where students obtain hours in the professional work setting include:

- FCS 6241: Supervised Experiential Learning in Leadership and Management – 3 credits
  - o This course serves to reinforce and expand concepts introduced in FCS 6240 and FCS 6340. Students have the opportunity to apply theoretical knowledge and skills to real-life practice in foodservice settings. Preceptors working in each setting/area volunteer their time to supervise and guide the learning experiences that students undergo in this course. Students will work with preceptors in efforts to achieve professional competency in nutrition and dietetics. Each credit is equivalent to 45 hours of experience.
  - o Prerequisite(s): Consent of Program director
  - o Corequisite(s): FCS 6240, FCS 6340
- FCS 6330: Supervised Experiential Learning in Clinical Nutrition I – 2 credits
  - o This course serves to reinforce and expand concepts introduced in FCS 6450 and FCS 6300. Students have the opportunity to apply theoretical knowledge and skills to real-life practice in a variety of clinical settings. Preceptors working in each setting/area volunteer their time to supervise and guide the learning experiences that students undergo in this course. Students will work with preceptors in efforts to achieve professional competency in nutrition and dietetics. Each credit is equivalent to 45 hours of professional experience.
  - o Prerequisite(s): Consent of Program director
  - o Corequisite(s): FCS 6450, FCS 6300
- FCS 6331: Supervised Experiential Learning in Clinical Nutrition II – 6 credits
  - o This course occurs after FCS 6330 and supports continuity of clinical nutrition material and provides additional hours in the professional setting. Students will also be required to complete didactic coursework and participate in class activities like recorded lectures, webinars, and special topic presentations. This course provides four credits for supervised experiential learning (one credit hour is equal to 45 hours) and two credits for didactic coursework.
  - o Prerequisite(s): FCS 6330
- FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition – 5 credits
  - o This course serves to reinforce and expand concepts introduced in FCS 6200. Students have the opportunity to apply theoretical knowledge and skills to real-life practice in a variety of community and public health nutrition settings. Preceptors working in each setting/area volunteer their time to supervise and guide the learning experiences that students undergo in this course. Students will work with preceptors in efforts to achieve professional competency in nutrition and dietetics. Each credit is equivalent to 45 hours of experience.
  - o Prerequisite(s): FCS 6280
  - o Corequisite(s): FCS 6200
- FCS 6930: Individualized Supervised Experiential Learning in Nutrition and Dietetics – 3 credits
  - o This course provides students with opportunities to acquire additional experience in: 1)

areas/rotations in the Program in which individual student performance requires improvement; 2) areas/rotations in the Program that individual students desire extra practice; and/or 3) non-traditional areas of practice in the field of nutrition and dietetics. Student performance and progression toward competency will determine the ISEL assignments and schedules. This course provides one credit for supervised experiential learning (one credit hour is equal to 45 hours) and two credits for didactic coursework which includes development and presentation of the student's competency capstone.

- o Prerequisite(s): FCS 6201, FCS 6241, FCS 6330, FCS 6331

For Supervised Experiential Learning courses, students are not used to replace employees and are not paid compensation as part of the Program.

Selection of Supervised Experiential Learning Sites and Preceptors

Preceptors and supervised experiential learning sites are remote (wherever the student is located). Preceptors and sites will be recruited and selected by the students under the guidance of the Program to ensure that they have the credentials, education, and experience to precept students. The selection of preceptors and sites, the issuance and maintenance of affiliation agreements, and site evaluations are outlined in the Policy and Procedures for Supervised Experiential Learning Sites (**Appendix C**).

For students located in the areas surrounding Harding University and in areas where the faculty have connections, potential preceptors and sites have been identified. Students are not required to choose these preceptors or sites. However, the number of students able to be accommodated at local sites may be limited based on local preceptor and site availability and at the discretion of the Program director.

Students are required to take FCS 6260: Preceptor Recruitment and Stewardship course during Summer before their first year to learn the characteristics, skills, and roles of a preceptor. Students will examine the ways in which they can and will learn from preceptors throughout the Program. Networking, communication, recruitment, and scheduling of preceptors and/or supervised experiential learning sites will be reviewed in this course.

Students are required to work with their preceptor to complete the Preceptor and Site Selection Checklist prior to confirming the site (**Appendix D**), which is based on the Program's Policies and Procedures for Supervised Experiential Learning Sites (**Appendix C**). Upon approval, the Program director will pursue affiliation agreements with the preceptor and/or site and obtain resumes, CVs, copies of professional credentials, and/or Preceptor Qualification forms (**Appendix E**). Affiliation agreements will be signed by the Department Chair or other designated individual at Harding University and the site's representative.

If a preceptor/site is no longer able to host the student due to unforeseen circumstances and/or the student is unable to find a specific type of preceptor/site before they begin the rotation, students must communicate with the Program Director to create an alternate schedule and plan which may include but is not limited to:

- Recruiting RDNs who use telehealth and can precept remotely
- Utilizing virtual simulation and other alternative activities
- Hosting the student to work with a preceptor near the campus
- Recruiting potential preceptors through faculty networks

Supervised Experiential Learning Documentation

Although the focus of the Program is more on progressing through competencies rather than on completing a specified number of hours in specific settings, students are responsible for documenting their hours for state licensure and Program improvement purposes. The total number of hours spent on individual learning activities (e.g., assignments, projects, case studies, simulation, evaluations, etc.) will vary from student to student. However, students are expected to complete a minimum of 1106 hours. Students must keep in mind that fulfilling

the minimum hours does not guarantee a passing grade or achievement of competencies.

Supervised experiential learning hours include professional work setting hours (e.g., interacting with real patients/clients in a professional setting). Details about learning activities and the related competencies are available on the course syllabi. Students will document their hours through the "Hours Tracking" section of Competency. Hours that are granted for prior learning experiences will be documented through the Assessment of Prior Learning and Experiences portfolio submitted by the student and approved by the Program Director.

If a preceptor's schedule requires students to complete hours outside of the semester's SEL course dates, hours earned during the rotation can still be documented by the student and will count towards their total hours.

Student Expectations

The following list of characteristics is expected of students enrolled in the Program:

Moral and Honorable – Students are expected to maintain high standards of morality, honor, orderliness, and integrity as indicated in the Harding University Student Graduate/Professional Handbook.

Open and Honest – Communication is valued in our Program. Our students are expected to tactfully communicate their thoughts, questions, concerns, goals and needs regarding their learning experiences while in the Program. Students are expected to provide genuine feedback through the appropriate channels as outlined in the Program handbook. Our students are expected to be open and receptive to constructive criticism provided by professors and preceptors throughout their educational experience in our Program.

Positive – Our students are expected to have a positive attitude and show enthusiasm regarding their learning experiences. Students are expected to communicate, on a regular basis, their appreciation of every preceptor and professor that has invested in them. Students are to project a positive image and represent our Program as respectful individuals.

Present – Our students are expected to be present while engaging in educational experiences within the Program. They are to refrain from making personal calls and sending texts, messages, and emails during all learning experiences within the Program. Our students are expected to focus their attention on the learning experience at-hand while being self-aware and aware of the environment around them.

Punctual – Our students are required to be punctual and maintain confirmed schedules. In the event that tardiness may occur, students must quickly communicate to their professor and/or preceptor their anticipation of being late along with their apologies. Students must respect the time and efforts of the faculty and preceptors within this Program. Being punctual is one way in which they can express that respect. Tardiness will be regarded as disrespectful.

Motivated – Our students are expected to be internally motivated to continually learn and succeed in the context of their dietetic education. Beyond completing assigned tasks, students are expected to seek more and identify opportunities to develop. Students are expected to be motivated about learning and overcoming obstacles, including discomfort of the unknown and unfamiliar, in order to grow and learn.

Mindful and Humble – Our students are encouraged to be mindful and practice cultural humility by reflecting on their own background, biases, and assumptions and using self-reflection to better understand others. Students will encounter people from diverse backgrounds with different beliefs and values and are expected to respect other worldviews. Students must be humble enough to say, "I don't know, but I'm willing to learn and understand."

Compliant – Our students must comply with all policies and procedures associated with the Program published in the Program handbook. Students are expected to comply with policies and procedures of all facilities and settings included in their learning experiences. Students are expected to be cognizant of their role as a guest in learning experience sites associated with this Program.

Professionalism Policy

I. **Conduct**
Students of the Master of Science in Applied Dietetics Practice Program must conduct themselves in a respectful, professional manner. This includes the following behaviors/aspects:
   a. Address preceptors, educators, and other professionals formally by their last name unless otherwise instructed by the individual. (Ex. Dr., Professor, Mr., Ms., etc.).
   b. Be flexible and adaptable when unexpected changes occur. Respond in a positive manner.
   c. Follow the policies and procedures of all facilities in which you visit/attend.
   d. Arrive at least 10 minutes early for all scheduled experiences to demonstrate your eagerness to learn.
   e. Contact all preceptors at their place of work/facility prior to the start of the experience.
   f. Inform the preceptor and Program director in the event that you will be late or miss time with a preceptor.
      i. More than one unexcused absence or tardiness from a supervised learning experience will result in a meeting with your advisor and/or the Program director. Additional unexcused absences or tardiness may result in dismissal from the Program.
   g. Obtain permission from the preceptor to leave the assigned facility during the scheduled supervised learning experience. You must always "check-in" and "check-out" with your preceptor each day.
   h. The student is responsible for:
      i. transportation to and from each facility. Do not accept transportation from preceptors, Harding faculty members, patients, or clients.
      ii. their own meals.
      iii. their own healthcare and healthcare costs.
      iv. following policies and procedures related to accidental injury during supervised learning experiences. Students are not covered by worker's compensation as they are not employees of Harding or the affiliated facilities.
      v. obtaining any immunizations, physical exams, drug screenings, background checks, and the associated fees required by the facilities.

II. **Dress Code**
Students of the Master of Science in Applied Dietetics Practice Program must dress in professionally appropriate attire for each supervised learning experience. Students must abide by the dress code within the Graduate/Professional Student Handbook in addition to the Program specific dress code. Preceptors will share any specific dress code requirements associated with their work/facility. Otherwise, the following dress code shall be applied.
   a. Clothing must be clean, neat, ironed and in good condition. Clothing should fit appropriately and not be too tight or loose.
   b. Full-length dress pants (ankle length or longer) must be hemmed. No denim/jeans, fraying, holes, distressed, white washed pants or pants that do not fit. Pants must cover all parts of the buttocks.
   c. Dresses or skirts must be at least knee length. No mini-skirts. No fraying or holes.
   d. Shirts, blouses, and tops must cover the midsection, lower back, and tops of shoulders. No midriffs, no visible bra straps/buckles, no visible cleavage, and no visible chest hair.
      i. No branding/slogans unless associated with the facility/worksite and approved by the preceptor. Polos provided by the Program should be worn at more casual and informal facilities/worksites (e.g., community garden, school food, food pantry, health fairs, etc.), if approved by the preceptor.
   e. Closed-toe walking shoes with non-slip soles. No sneakers, running shoes, or tennis shoes unless otherwise approved by the preceptor. No stilettos, no sandals, no clogs, and no slippers.
   f. Appropriate undergarments must be worn but not seen.
   g. Limit jewelry to ensure safety. Dangling jewelry and large hoops are safety hazards and should

not be worn unless permitted by the preceptor. Minimize the size of facial and ear piercings. Body piercings should not be visible or revealed. (Piercings are personal, not professional; do not discuss or reveal in professional settings.)

    h. If hose is required while wearing skirts/dresses, hose must be neutral, white, or black.

III. **Personal Hygiene Code**

Students of the Master of Science in Applied Dietetics Practice Program must abide by the following personal hygiene requirements during each supervised learning experience. Preceptors will share any specific hygiene requirements associated with their work/facility. Otherwise, the following code shall be applied.

    a. Maintain personal cleanliness by bathing and brushing teeth daily.

    b. Use deodorant/antiperspirant to reduce body odors. Do not use strong perfumes, colognes and lotions. Many sites prohibit using these items because it can cause allergic reactions/respiratory distress for guests and employees.

    c. Clean and groom hair and facial hair. No extreme hair colors.

    d. Long hair must be tied back and away from the face if operating equipment or working with food.

    e. Natural, unpolished, trimmed, and clean fingernails are required. No faux nails, no nail polish, and no nails longer than 1 cm.

IV. **Professional 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:

    a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.

    b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.

    c. Assess the validity and applicability of scientific evidence without personal bias.

    d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.

    e. 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.

    f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.

    g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.

    h. 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:

    a. 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.

    b. 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.

Professionalism Disciplinary Procedure

If a student violates the Professionalism Policy during a Supervised Experiential Learning rotation, preceptors will:

1. Remind the student of the expectation, when it was first discussed, and its importance.
2. Remind them a second time as needed and provide it in writing for the student's reference.
3. If the student ignores a clear expectation after both reminders, the preceptor will contact the Program director and share their concerns. The student, preceptor, and director will work together to create a viable resolution.

If a student is charged with misconduct, the Non-Academic Judicial Procedures will be followed.

Outside Employment and Other Activities

Students are expected to devote to the Program full-time and are ***highly discouraged*** from seeking outside

employment or other activities like sports that would require the students' time and commitment. Students must remain in good academic standing and outside schedules are not a consideration in the scheduling of Program orientation, synchronous/on-campus intensives, courses, and Supervised Experiential Learning rotations. During SEL rotations, students are expected to fulfill the minimum number of hours and a majority of rotations will require the student to be onsite for 40+ hours per week and/or require students to complete hours on weekends.

Grading Scale

The following grading scale will be used for professional didactic courses:

Letter Grade	Percent
A	90-100
B	80-89
C	70-79
D	60-69
F	Less than 60

The following grading scale will be used for Supervised Experiential Learning courses:

Grade	Criteria
Pass	"Meet Expectations" for all competencies that are being assessed - Meets minimum number of hours required for the course
Incomplete	- Does not "Meet Expectations" for any competency that is being assessed - Does not meet the minimum number of hours required for the course
REMEDIATION: For students who earn an "Incomplete" in any Supervised Experiential Learning course will develop a possible plan of completion with the appropriate preceptor and the Program Director in order to meet the minimum level of performance and/or minimum number of hours required for the course. Students have eight weeks to improve and earn a "Pass" in the course or will receive a "Fail" grade.	
Fail	Student fails remediation plan
REMEDIATION: Student must repeat course and earn a "Pass" grade	

University and Program Assessment

University Assessment

Harding University, since its charter in 1924, has been strongly committed to providing the best resources and environment for the teaching-learning process. The board, administration, faculty, and staff are wholeheartedly committed to full compliance with all criteria of the Higher Learning Commission. The university values continuous, rigorous assessment at every level for its potential to improve student learning and achievement and for its centrality in fulfilling the stated mission of Harding. Thus, a comprehensive assessment Program has been developed that includes both the Academic units and the Administrative and Educational Support (AES) units. Specifically, all academic units will be assessed in reference to the following Expanded Statement of Institutional Purpose: The University provides Programs that enable students to acquire essential knowledge, skills, and dispositions in their academic disciplines for successful careers, advanced studies, and servant leadership.

Assessment of Prior Learning and Experiences

Students accepted into the Program may receive credit/hours for previous graduate-level coursework and work experiences. Graduate-level coursework include nutrition and dietetics courses from an accredited college or

university. Work experiences include full-time, part-time, or volunteer experiences. Previous experiences for entry-level nutrition and dietetics positions like dietetic technician positions are rarely accepted.

Students who are interested in receiving credit/hours for prior learning and experiences must be accepted into the Program, submit official transcripts to the Registrar's Office, and submit a portfolio to the Program for evaluation. Hours that are granted for prior learning experiences will be documented through the Assessment of Prior Learning and Experiences portfolio submitted by the student and approved by the Program Director. Prior learning and experiences considered for evaluation must meet the ACEND required competencies and accompanying performance indicators at the required level.

Prior coursework and experiences must be experienced or completed within 5 years of the start of the Program. Typically, a maximum of 6 graduate-level credit hours may be awarded for transfer credit, but more credit hours may be approved by discretion of the Program Director and faculty.

If the Program grants the student credit for prior learning and/or experiences, their Program plan may be shortened accordingly, if possible (Program tuition may be adjusted). Students are solely responsible for submitting a complete and accurate portfolio. **Submitting a portfolio for evaluation does not guarantee receiving full or partial credit.**

Students interested in receiving credit/hours for prior learning and experiences must follow the "Assessment and Credit for Prior Learning and Experiences Policies and Procedures" (**Appendix F**)

Program Retention, Remediation, and Disciplinary/Dismissal Procedures

Program Monitoring System

Student learning achievement and performance is monitored to ensure students succeed in the Program. Learning assessment grades and scores used to assess knowledge, skill, and competency are used to monitor student learning achievement. Professional and ethical behaviors, including academic integrity, is used to monitor student performance in and outside the classroom.

Formative assessment is conducted throughout the Program to monitor student learning and provide feedback to improve student learning. Formative assessment will vary with each course and will provide students with frequent feedback that will help identify areas of strengths and areas for improvement. Examples of formative assessment in didactic courses include: reflection papers, synchronous round tables, discussion boards, and providing feedback on draft papers and individual sections of projects. Examples of formative assessment in Supervised Experiential Learning courses include: preceptor evaluations and assignments submitted prior and during rotations.

Summative assessment is conducted to assess a students' achievement of a competency at the end of a course or Supervised Experiential Learning rotation. Students will be notified of whether a competency has been met or if remediation is necessary. Examples of summative assessment include: research projects, case studies, and portfolios. Summative assessment data of the entire Program is collected, recorded, and evaluated by the Program director at the end of the semester and, if necessary, strategies are developed to address any areas of concern.

Didactic course grades and Supervised Experiential Learning course completion is also monitored to ensure students are meeting the minimum level of performance and are proficient in all competencies assessed.

Reporting Student Learning Achievement

Students have access to Canvas, the University's secure Learning Management System (LMS), which posts learning assessment grades in real-time. Instructors also provide feedback on learning assessments directly in Canvas. If instructors identify a student's gap of knowledge or lack of improvement in performance at any point in the course, the instructor and student will discuss a possible plan of action to improve performance in the course.

In addition to Canvas, students will have access to Comptency, the Program's competency-tracking software used to streamline competency tracking, assist in identifying at-risk learners, and ensure the Program's adherence to curriculum data collection requirements as noted in the ACEND® Accreditation Standards. Students who are completing Supervised Experiential Learning courses will receive preceptor feedback on student performance evaluations in Competency at the beginning, during, and/or at the end of the rotation per Program instruction.

Learning assessments completed during Supervised Experiential Learning courses are evaluated by preceptors or course instructors in Competency to ensure student achievement of competencies. The University is currently working on integration of Canvas and Competency. Prior to this integration, the course instructor will include and complete evaluation on a rubric in Canvas for the learning assessment to ensure that the student is able to see their grade in both Canvas and Competency. The student should review evaluations in either Competency or Canvas promptly and alert the Program Director if a competency and/or performance indicator is not met. The Program Director will review evaluations in Competency on a regular basis and will contact students who are not meeting the minimum level of performance on learning assessments and/or evaluations.

Formal assessment of student learning and regular reports of performance and progress are provided by each instructor to each enrolled student at specified intervals throughout the Program, such as within and at the conclusion of each course. Faculty provide the student with electronic access to their grades via emailed grade reports or via Canvas.

Students are assigned a faculty advisor and must meet with their advisor during midterms for academic advising and to discuss assessment of progress. Students must meet with their advisor prior to registering for courses for the following semester. A copy of the Academic Advising: Statement of Student Understanding (see **Appendix G**) will be completed via Docusign and filed in the student's advising folder in the Family and Consumer Sciences office. Semester grades are posted in Canvas and in Pipeline at the end of the semester.

Students are responsible for monitoring their personal academic progress, completing Program requirements, and remaining in good standing within the Program. The faculty is responsible for assisting and guiding the students.

<u>Student Performance Standards</u>

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
- Successfully complete all required first year graduate courses prior to beginning the second year
- Earn a grade of "C" or better in all didactic courses
- Earn a grade of "C" or better on all graded didactic coursework
- Must "Pass" all Supervised Experiential Learning courses
    - Must at least "Meet Expectations" for all competencies that are assessed
    - Must at least meet the minimum number of hours required for the course
    - Earn a grade of "B" or better on all Supervised Experiential Learning coursework
    - Earn a score of 4 or better on all Final Student Performance Evaluation items
    - Earn a score of 4 or better on all Final Student Performance Self-Evaluation items
- Earn no more than one failing grade ("D" or lower in didactic courses and a "Fail" in Supervised Experiential Learning courses)
- 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

Program Remediation Procedures

Students will receive an Academic Warning with any of the following:

- A grade of "D" or "F" for any graded didactic coursework
- A grade of "C," "D" or "F" for any Supervised Experiential Learning coursework
- A grade of "Incomplete" in any Supervised Experiential Learning course
    - Does not "Meet Expectations" for any competency that is being assessed
    - Does not meet the minimum number of hours required for the course
    - Earn a score of 3 or lower on any of the Final Student Performance Evaluation items
    - Earn a score of 3 or lower on any of the Final Student Performance Self-Evaluation items
- Failed to meet the minimum level of performance for any learning assessment that is used for the purposes of assessing an ACEND competency

Students will be notified in writing by the Program Director if they received an Academic Warning.

- Didactic and Supervised Experiential Learning Coursework Remediation:
    - Students who do not meet the minimum standard for didactic and Supervised Experiential Learning coursework must review instructor feedback and meet with them to develop a possible plan to resubmit coursework for reevaluation.
    - The student will have two weeks to improve and earn a passing grade. If the student passes, the final grade of the coursework will be the average of the first and second attempts.
    - If the student does not improve in the required timeframe, the Program Director will evaluate the method of assessment and determine if the student can pass completing alternate coursework or if the student will need to prolong their Program plan and repeat the course.
    - When resubmitting work, students must submit original coursework (e.g., the student cannot use the same material from a previous assignment/course; this would be a violation of the Academic Integrity Policy).
- Supervised Experiential Learning Course Remediation:
    - Students who earn an "Incomplete" in any Supervised Experiential Learning course will develop a possible plan of completion with the appropriate preceptor and the instructor in order to meet the minimum level of performance and/or minimum number of hours required for the course.
    - Students will have eight weeks to improve and earn a "Pass" in the course or will receive a "Fail" grade.
- ACEND Competency Performance Remediation:
    - In conjunction with the Guidelines for Verification Statements, all learning activities used to assess ACEND competencies are monitored to ensure students are meeting the minimum level of performance in order to receive a Verification Statement.
    - If a student does not meet the minimum level of performance for any learning assessment that is used for the purposes of assessing a competency, the student and Program Director will develop a possible plan of completion with the appropriate instructor and/or Program Director in order to meet the minimum level of performance. Possible plans may include additional instruction, learning assessments, and/or reevaluation.
    - The student will have two weeks to improve and meet the minimum level of performance.
    - If the student meets the minimum level of performance, the final grade of the assessment will be the average of the first and second attempts.
    - If the student does not improve in the required timeframe, the Program Director will evaluate the method of assessment and determine if the student can meet the minimum level of performance using an alternate learning assessment/method or if the student will need to prolong their Program plan and repeat the course.

When the student meets the performance standards and successfully completes their remediation plan (i.e., as evidenced by improvement in grades, scores, or level of performance etc.), the Academic Warning will be removed from the student's record at the end of semester. All timeframes mentioned above may be adjusted by the Program Director and/or preceptor according to availability or to meet the specific needs of the student.

Students will be put on Academic Probation with any of the following:

- Cumulative GPA falls below 3.0
- A grade of "D" or "F" in any didactic course
- A grade of "Fail" in any Supervised Experiential Learning course
- Received two or more Academic Warnings

Students will be notified in writing by the Program Director if they have been put on Academic Probation.

- Academic Probation Remediation:
    - Students on Academic Probation will not be allowed to continue through the Program and will be expected to prolong their Program plan or be counseled into paths that are appropriate to their ability.
    - The student will meet with the Program Director, the student's advisor, and the appropriate instructor to develop a possible plan of completion in order to meet the minimum standard of performance.
    - Students who do not meet the minimum GPA requirement and/or course grades for didactic and Supervised Experiential Learning courses may prolong their Program plan and repeat a course only once for the purpose of earning a passing grade.
    - When repeating a course, students must submit original coursework (e.g., the student cannot use the same material from a previous assignment/course; this would be a violation of the Academic Integrity Policy).
    - The Program Director will oversee and approve the remediation plan and any amendments made to the plan.
    - Depending on the course and/or learning assessment, the instructor will enforce the remediation plan.
    - Possible plans may include additional instruction, learning assessments, reevaluation, and/or repeating a course.

Students on Academic Probation will not be allowed to participate in extracurricular academic and Program activities, such as, but not limited to, the Graduate Student Academy of Nutrition and Dietetics (GSAND). Students holding an elected position must resign the position as soon as they are notified of their academic probation.

When the student raises their cumulative GPA to a 3.0 and earns no grade less than "C" in a didactic course or a "B" in a Supervised Experiential Learning course will be removed from Academic Probation and will continue through the Program.

Alternative Paths for Students

Students on Academic Probation may be counseled by their advisor into paths that are appropriate to their ability. Advisors may refer students to:
- Alternative graduate degree and/or certificate Programs that may accept Program transfer credits
- Alternative career pathways

Program Dismissal Procedure

Students will be dismissed from the Program with any of the following:

- Violation of University Code of Conduct as indicated in the University's Non-Academic Judicial Procedures
- Violation of Academic Integrity as indicated in the University's Academic Integrity Policy
- Third documented instance of unprofessional behavior as indicated in the Professionalism Policy and Professionalism Disciplinary Procedure
- Second instance of earning a failing grade in any course
- Unsuccessful completion of a remediation plan including inability to:
    - Meet the minimum level of performance for any competency
    - Improve course grade after first repetition
    - Improve cumulative GPA to 3.0

Students will be notified in writing by the Program Director if they have been dismissed from the Program at the end of the semester.

Program Dismissal Appeal Procedure

If a student believes that he or she has reason to question the dismissal decision of the Program, the student may submit an appeal by completing the following:

1. Within five business days of the student's dismissal, the student must contact the Program Director in writing and describe the reasons and grounds for the appeal.
2. Within three business days of receiving the written appeal, the Program Director will investigate the grounds and reasons of the appeal and assemble a committee of faculty and the Program Chair if necessary.
3. If the student is readmitted into the Program, the student must meet the following performance standards:
    a. Earn a 3.0 semester GPA for each remaining term
    b. Earn a grade of "C" or better in all didactic courses
    c. Must "Pass" all Supervised Experiential Learning courses
    d. Failure to meet the performance standards will result in permanent dismissal from the Program.

Leave of Absence

If a student faces an unprecedented situation that prevents the student from continuing in the Program for an extended amount of time, the student can withdraw from the Program or request for a one-year leave of absence. To request a leave of absence, students must inform the Program Director in writing and thoroughly describe the nature of the situation and reasons for taking a leave of absence. Student requests will be determined on a case-by-case basis. For students who are ill or incapacitated, the Program Director may waive the written request and grant the student leave. If the student is in good academic standing and the reasons for taking a leave of absence are warranted, the Program Director may approve leave. Depending on the case and circumstances, students may be advised to withdraw from the Program or be dismissed from the Program based on the Program policies.

Students who are granted a one-year leave of absence are responsible for communicating their status with the Program Director. Failure to communicate with the Program Director will result in immediate dismissal from the Program.

Withdrawing from a Course

The University Registrar's website outlines the procedures and consequences for withdrawing from a course (https://www.harding.edu/about/offices-departments/registrar/registration/). Prior to withdrawing from a course, students must meet with their advisor to discuss how this will affect their progression in the Program.

Withdrawal from Supervised Experiential Learning

Once Supervised Experiential Learning rotations begin, students are not allowed to withdraw from the course. Students who withdraw during rotations will receive a "Fail" grade for the course. For extenuating circumstances like illness, students may withdraw from their rotations and receive an "Incomplete" grade for the course. Hours that were earned during the rotation will still count towards their total hours.

Withdrawing from the Program

Students may willingly withdraw from the Program at any time by contacting the Program Director in writing. The Program Director will notify the Office of Financial Aid Services, Business Office, and Registrar's Office of the withdrawal. Students will not be considered officially withdrawn until the registrar has received notification and completed the drop for all classes. Students who do not complete an official withdrawal will receive a failing grade for each class, which may lead to student dismissal from the Program.

Readmission

To be considered for readmission, students who withdraw or are dismissed from the Program must complete the application procedures. Applications will be evaluated in the Spring along with new applications. Even though the student reapplies, there is no guarantee of an interview and/or readmission to the Program. Students who have been dismissed for academic reasons or ethical misconduct are not eligible for readmission to the Program.

Academic Grievance Procedure

If a student believes that he or she has reason to question the decision of a faculty member with regard to the final grade received in a course or the unreasonable denial of academic progression, a procedure has been established to resolve the grievance: https://catalog.harding.edu/content.php?catoid=3&navoid=734

Please note that the following academic grievance policies and procedures *do not* include matters of academic misconduct. These matters are covered in the section titled "Academic Integrity Policy."

Program Complaints Procedure

Harding University is committed to fair treatment of its constituents in their relationships with the administration, faculty, staff, and students. The purpose of this policy is to establish, implement, and operate a complaint procedure.

If a student believes Harding University's Master of Science in Applied Dietetics Practice Program is noncompliant with ACEND accreditation standards, they must follow the University's process for filing and handling complaints: https://www.harding.edu/about/offices-departments/provost/complaint/

Exceptions:

- This policy does not govern sexual-harassment complaints. Kevin Davis, assistant director of Public Safety, and Amie Carter, assistant director of Human Resources, serve as Title IX Coordinators of the University. Claims of student-to-student sexual harassment may be filed in the Office of Student Life in Student Center 218 or in the Office of Public Safety in Heritage Center 106, and claims of employee-to-student sexual harassment may be filed in Human Resources in Ezell 130. Make complaints of employee-to-employee sexual harassment to Mr. David Ross, Assistant Vice President of Human Resources, Ezell Building, Room 131, (501) 279-4380.
- The Student Handbook has processes for addressing academic integrity or academic grievances. This policy does not replace those processes.

Filing a Complaint with ACEND

If a student believes Harding University's Master of Science in Applied Dietetics Practice Program is noncompliant with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) accreditation standards, after all other options with the Program and Harding University have been exhausted, students must file a complaint to the Accreditation Council for Education in Nutrition and Dietetics (ACEND): https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint-with-acend

Code of Conduct

Harding expects its students to conduct themselves as responsible citizens in a Christian community.

Enrollment at the University is viewed as a privilege that brings the attendant responsibilities and accountability. In order to encourage Christian living and growth, the University administers a student Code of Conduct. This code is provided to every student upon enrollment as a part of the Harding University Student Graduate/Professional Handbook

Upon registration to the University, students acknowledge and agree to abide by this code. Harding University reserves the right to refuse admission or dismiss students whose lifestyle is not consistent with the Christian principles for which Harding stands; and when the general welfare of the institution requires such action. Students suspended for disciplinary reasons during a semester may receive a grade of "F" in all courses for that semester.

Contents of the Student Handbook may be summarized briefly as follows:

1. Students are encouraged to develop a servant-leadership ministry lifestyle that integrates faith, learning and living.
2. Students are expected to pursue honesty and integrity, avoiding all forms of dishonesty.
3. To encourage spiritual growth, students are required to attend Bible classes and chapel. Students are encouraged and expected to attend Bible class and worship at local congregations.
4. Personal wellness is stressed, and students must abstain completely from illegal drugs, alcohol and tobacco in any form.
5. Social wellness is stressed, and students must exclude all forms of sexual immorality, pornography and profanity.
6. Students are expected to dress modestly at all times.
7. Students are expected to abide by a positive residence hall code designed to encourage Christian living.
8. Sportsmanship and fair play are expected.
9. Students are encouraged to participate in social clubs, service clubs and other school organizations which provide opportunities to reflect the mission of the University in a social context.
10. Students are expected to serve others, as this is the true test of success for any person or organization.

Because the University believes that a knowledge of the Bible and an appreciation of its teachings constitute the foundation for building happy and useful lives, students are required each semester to enroll in a Bible course or in an approved course in a related field.

One of the most important periods of the day is the chapel service, which draws faculty and students together in a common worship experience. The quiet devotional period is followed by programs designed to facilitate the mission of the institution. Students are encouraged to watch chapel programs.

Academic Integrity Policy

Students of Harding University are expected to be honorable and to observe standards of academic conduct appropriate to a community of Christian scholars. Harding expects from its students a higher standard of conduct

than the minimum required to avoid discipline. A policy has been established to address matters of academic misconduct: https://catalog.harding.edu/content.php?catoid=3&navoid=737

All acts of dishonesty in any academic work constitute academic misconduct. This includes, but is not necessarily limited to, the following:

1. *Cheating*: Use or attempted use of unauthorized materials, information or study aids in any academic exercise.
2. *Plagiarism*: Representing the words, ideas or data of another as your own in any academic exercise.
3. *Fabrication*: Falsification or unauthorized invention of any information or citation in an academic exercise.
4. *Aiding and Abetting Academic Dishonesty*: Intentionally helping or attempting to help another student commit an act of academic dishonesty.
5. *Conduct unbecoming a professional while participating in a practicum, internship, field experience, or any similar academic experience*: Conduct unbecoming a professional includes, but is not limited to standards of conduct stated in the general Harding University catalog as well as standards and codes of conduct associated with professional organizations related to the student's academic discipline.
6. *Respect*: Students are expected to respect other classmate's opinions and ideas at all times. Since students cannot see body language and other non-verbal cues, it is essential that comments be worded carefully and refrain from such things as sarcasm, which can be taken negatively in the online world. Read posts for content and then read posts for context. If the message can be taken negatively in any way, the suggestion is to re-word the post until you are sure that it will not be taken defensively. Another key issue is to refrain from certain discussions that evoke strong reaction. This may include such things as:
   a. Stereotypes of any nature, whether it be profession or class of people
   b. Politics
7. *Lurking*: Lurking is when a student signs on and reads the messages and does not post to the classroom. There are many reasons why a student may do this. Some students may feel uncomfortable sharing views in an open forum, may be unsure of the materials being covered, and/or may not want to say the same or similar things that other students have already posted. Discuss these issues with your instructor. Posting 4 out of 7 days is essential to learning and to passing an online class. Lurking is not counted as participation and will only lower your grade. Your instructor may be able to assist you in overcoming or resolving any issue that may drive lurking behavior.
8. *Drifting*: Drifting occurs when the discussion goes in another direction than expected. Drifting is normal and encouraged in the online environment. However, the drifting must be related to academics and the materials discussed in the classroom. The instructor will encourage positive drifting, but will discourage inappropriate drifting and may ask students to take it to the CHAT room or to discuss it through personal email. Inappropriate drift will not be counted toward the participation grade.

Non-Academic Judicial Procedures

1. Any member of the University community may file charges against any student for misconduct. Charges shall be prepared in writing and directed to the Chair of the Family and Consumer Sciences Department. Any charge should be submitted as soon as possible after the event takes place.
2. The FCS Chair may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively by mutual consent of the parties involved on a basis acceptable to the Chair.
3. Any such administrative disposition shall be final, and there shall be no subsequent proceedings. If the charges cannot be disposed of by mutual consent, the Chair will convene a Non-Academic Disciplinary
4. Committee to hear the matter and render a decision.
5. All charges shall be presented to the accused student in written form. A time shall be set for a hearing, no less than five days after the student has been notified.
6. Hearings shall be conducted by the Non-Academic Disciplinary Committee according to the following

guidelines:

    a. Hearings normally shall be conducted in private.

    b. Admission of any person to the hearing shall be at the discretion of the Non-Academic Disciplinary Committee.

    c. The complainant and the accused may present written evidence and witnesses, subject to cross examination by the Non-Academic Disciplinary Committee.

    d. Hearings shall be conducted under informal procedures. All procedural questions are subject to the final determination of the chair of the Non-Academic Disciplinary Committee.

    e. After the hearing, the Non-Academic Disciplinary Committee shall determine by majority vote whether the student has violated the Codes of Conduct, and if so what sanction(s) should be imposed. The Non-Academic Disciplinary Committee's determination shall be made on the basis of whether it is more likely than not that the accused student violated the Code.

7. A single verbatim record, such as a tape recording, shall be made of all hearings before the Non-Academic Disciplinary Committee. The record shall be the property of the University.

8. The following sanctions may be imposed for violations of the Codes of Conduct:

    a. Warning — a written notice that the student has violated institutional regulations.

    b. Probation — a written reprimand for violation of specified regulations, with notice that further violations during the probationary period include the probability of more severe sanctions.

    c. Loss of Privileges — denial of specific privileges.

    d. Fines — not to exceed one hundred dollars.

    e. Restitution — Compensation for loss, damage or injury. This may take the form of appropriate service or monetary or material replacement.

    f. Discretionary Sanctions — Work assignment, service to the University, other community service, or other creative sanctions.

    g. Suspension — Temporary separation of the student from the University for a specified period of time. Conditions for readmission may be specified.

    h. Expulsion — Permanent separation of the student from the University.

9. Non-Academic specific disciplinary sanctions shall not be made part of the student's permanent academic record, but shall become part of the student's confidential record. Upon graduation, the student's confidential record shall be expunged of disciplinary actions other than suspension or expulsion.

10. Suspension or expulsion shall be expunged from the student's confidential record five years after final disposition of the case.

Harding is committed to the policy of providing equal opportunity for all persons and does not discriminate in admissions, Programs, or any other educational functions and services on the basis of race, color, creed, national origin, sex, age, veteran status, religion or disability to those who meet its admission criteria and are willing to uphold its values as stated in the Code of Conduct. Based upon this commitment, Harding follows the principle of nondiscrimination and operates within applicable federal and state laws prohibiting discrimination. As a recipient of federal financial assistance, Harding is required by Title IX of the Educational Amendments of 1972, as amended, not to discriminate on the basis of gender in its admission policies, treatment of students, employment practices or educational Programs except as required by religious tenets of the churches of Christ

Appendix A: Future Education Model Graduate Degree Competencies and Performance Indicators

Future Education Model Graduate Degree Competencies and Performance Indicators (K=Knows, S=Shows, D=Does)

* denotes an enhanced competency

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 food. **(S)**	**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)**
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)

Unit 1: Foundational Knowledge (cont.)	
Competencies	**Example Performance Indicators**
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** Develops awareness of one's own personal beliefs, values and biases to better 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, disease, health and wellness.**(S)**	**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)**

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)**

Unit 1: Foundational Knowledge (cont.)	
Competencies	**Example Performance Indicators**
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 prevention for individuals, groups and populations. **(S)**	**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 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
	Analyzes and synthesizes nutrition assessment data to inform nutrition diagnosis(es) and nutritional plan of care. **(D)**
	Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. **(D)**
	Prioritizes the nutrition diagnosis(es) . **(D)**

2.3 (cont.)	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 nutrition services under alternate health care payment models. **(D)**

2.4	Medical Nutrition Therapy
Implements or coordinates nutritional interventions for individuals, groups or populations. **(D)**	**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 required interventions are beyond personal competence or professional scope of practice. **(D)**

2.4 (cont.)	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 to determine the client/patient's indication 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 (cont.)	**2.5.7** Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. **(S)** **2.5.8** Applies the principles of safe drug administration. **(S)** **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. **(S)** **2.5.10** Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or 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 organization's mission and 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 community and population Programs. **(D)**	**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)** **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)**	<u>Planning</u> **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)** <u>Organizing</u> **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)** <u>Management</u> **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)** <u>Controls</u> **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)**

5.2 (cont.)	<u>Time Management</u> **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)** <u>Motivation and Recognition</u> **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 Leads quality and performance improvement activities to measure, evaluate and improve a Program's services, products and initiatives. **(D)**	**5.4.1** Identifies and communicates quality and/or performance 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	6.2.1	Identifies, explains and applies the steps of the scientific method and processes. **(D)**
Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.**(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	**6.3.1**	Uses research terminology when communicating with other professionals and publishing research. **(D)**
Applies current research and evidence-informed practice to services.**(D)**	**6.3.2**	Critically examines and interprets current research and evidence-informed practice findings to determine the validity, reliability and 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)**

Unit 7: Core Professional Behaviors

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

Competencies	Example Performance Indicators	
7.1	**7.1.1**	Demonstrates ethical behaviors in accordance to the professional Code of Ethics. **(D)**
Assumes professional responsibilities to provide safe, ethical and effective nutrition services. **(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	**7.2.1**	Applies effective and ethical communication skills and techniques to achieve

Uses effective communication, collaboration and advocacy skills. **(D)**	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: Sample Program Plans

M.S. in Applied Dietetics Practice

Program Prerequisites	
Must earn a grade of "C" or higher in the following courses:	**Credits**
FCS 1020: Culinary Skills and Food Science	3
FCS 3300: Medical Terminology	1
FCS 3310: Human Nutrition	3
FCS 3320: Lifecycle Nutrition	3
FCS 4350: Quantity Food Production	3
MATH 1110: Fundamentals of Math for Nurses	1
MATH 1200: Elementary Statistics	3
BIOL 1200: Human Structure and Function	3
BIOL 3400: Microbiology	4
CHEM 1010: General Chemistry	4
CHEM 2110 and 2110/L: Organic and Biological Chemistry and Lab	4
CHEM 3820: Nutritional Biochemistry and Physiology	3
ServSafe Food Protection Manager Certification (Available during FCS 4350: Quantity Food Production)	-
Total	35

Summer Year 0	Credits
FCS 6260: Preceptor Recruitment and Stewardship	0(CR/NC)
	0
Fall Year 1	
FCS 6400: Medical Nutrition Therapy I	3
FCS 6340: Cultural and Ethical Nutrition Care and Sustainability	3
FCS 6240: Professional Leadership & Management in Dietetics Practice	3
FCS 6241: Supervised Experiential Learning in Leadership and Management	3
	12
Spring Year 1	
BIOL 6520: Nutrigenetics and Nutrigenomics	1
FCS 6450: Medical Nutrition Therapy II	3
FCS 6300: Nutrition Education and Counseling	3
FCS 6330: Supervised Experiential Learning in Clinical Nutrition I	2
	9
Summer Year 1	
FCS 6280: Nutrition Research	3
FCS 6331: Supervised Experiential Learning in Clinical Nutrition II	6
	9
Fall Year 2	
FCS 6150: Grant Writing and Fundraising	2
FCS 6200: Community and Public Health Nutrition	3

FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition	5
	10
Spring Year 2	
NURS 6010: Leadership, Healthcare Policy, and Economics	3
FCS 6700: Professional Development and RDN Exam Preparation	3
FCS 6930: Individualized Supervised Experiential Learning in Nutrition and Dietetics	3
	9
Total	**49**

B.S. and M.S. in Applied Dietetics Practice (Accelerated Pathway)

Description: The accelerated B.S./M.S. pathway is for qualified undergraduate students, allowing them to complete both a Bachelor of Science and Master of Science in applied dietetics practice in five years. Students will complete liberal arts credits and prerequisites during their first three years and finish graduate school in years four and five.

Students will declare the Bachelor of Science in Food and Nutrition major and can apply for contingent admission into the B.S./M.S once they meet the application requirements. Upon successful completion of their undergraduate courses and liberal arts requirements, students will be moved to the B.S./M.S. and complete the same curriculum as the Master of Science in applied dietetics practice. *Note: Harding students are not guaranteed admission into the accelerated B.S./M.S. pathway.*

Sample Program Plan

*Student enters as B.S. in Food and Nutrition	**Credits**
Fall Year 1	
BNEW 1010: Life and Teachings of Jesus	2
FCS 1000: FCS as a Profession	1
FCS 1020/1020L: Culinary Skills and Food Science I	3
ENG 1110 or 1130: Introduction to University Writing and Research	3
MATH 1330: College Algebra	3
BIOL 1200: Human Structure and Function	3
	15
Spring Year 1	
BNEW 1030: Faith and Mission of the Church	2
COMM 1010: Communication Principles	3
ENG 2110: Critical Reading, Thinking, and Writing	3
CHEM 1010/1010L: General Chemistry	4
FCS 2400/2400L: Family Resource Management	3
BUS 2510: Personal Finance	1
	16
Fall Year 2	
BOLD 2010: Creation and Kingdom (Genesis-Esther)	2
CHEM 2110 and 2110L: Organic and Biological Chemistry and Lab	4

HIST 1010 or 1020: American History	3
FCS 4350/4350L: Quantity Food Production (Pass ServSafe Food Protection Manager Certification)	3
FCS 3310: Human Nutrition	3
FCS 3300: Medical Terminology	1
	16
Spring Year 2	
BOLD 2030: Wisdom and Prophets (Job-Malachi)	2
KINS 1010 Wellness	2
FCS 2050: Families in a Global Society	3
MATH 1200: Elementary Statistics	3
PSY 2010: General Psychology or Econ 2010: Macroeconomics or POLS 1787: American National Government or SOC 2030: General Sociology	3
CHEM 3820: Nutritional Biochemistry and Physiology	3
	16
Application for contingent admission into BS/MS during Fall Year 3	
Fall Year 3	
Bible	2
FCS 3380: Sports Nutrition	3
FCS 3320: Lifecycle Nutrition	3
BIOL 3400/3400L: Microbiology	4
ART/MUS/THEA 1010: Art/Music/Theater Appreciation	3
FCS 4020: Professional Ethics	2
	17
Spring Year 3	
Bible	2
ENG 2010 or 2020: World Literature	3
HIST 2100 or 2110: Western Civilization	3
FCS 3000: Nutrition Practicum	2
FCS 4650: Research in FCS	2
FCS 3020/3020L: Culinary Skills and Food Science II	3
	15
Summer Year 3	**Credits**
FCS 6260: Preceptor Recruitment and Stewardship	0(CR/NC)
	0
Fall Year 4	
FCS 6400: Medical Nutrition Therapy I	3
FCS 6340: Cultural and Ethical Nutrition Care and Sustainability	3
FCS 6240: Professional Leadership & Management in Dietetics Practice	3
FCS 6241: Supervised Experiential Learning in Leadership and Management	3
	12
Spring Year 4	
BIOL 6520: Nutrigenetics and Nutrigenomics	1

FCS 6450: Medical Nutrition Therapy II	3
FCS 6300: Nutrition Education and Counseling	3
FCS 6330: Supervised Experiential Learning in Clinical Nutrition I	2
	9
Summer Year 4	
FCS 6280: Nutrition Research	3
FCS 6331: Supervised Experiential Learning in Clinical Nutrition II	6
	9
Fall Year 5	
FCS 6150: Grant Writing and Fundraising	2
FCS 6200: Community and Public Health Nutrition	3
FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition	5
	10
Spring Year 5	
NURS 6010: Leadership, Healthcare Policy, and Economics	3
FCS 6700: Professional Development and RDN Exam Preparation	3
FCS 6930: Individualized Supervised Experiential Learning in Nutrition and Dietetics	3
	9
Total	**49**
Undergraduate Total (Year 1-3)	**95**
Undergraduate and Graduate "Crossover" (Fall, Spring, and Summer Year 4)	**30**
Undergraduate Total (Need 120 hours; 45 upper level (UL)	**125; 47 UL**
Undergraduate and Graduate "Crossover" (Fall, Spring, and Summer Year 4)	**30**
Graduate Level (Fall, and Spring Year 5)	**19**
Graduate Total (Need 30)	**49**
5 Year Total	**144**

Appendix C: Policies and Procedures for Supervised Experiential Learning Sites

Harding University Master of Science in Applied Dietetics Practice Program
Policies and Procedures for Supervised Experiential Learning Sites (Required Element 4.3, 5.1, 5.4, 6.1)

Selection of Supervised Experiential Learning Sites

Site Specific Criteria:
1. Sites host activities that are directly relevant to the future and current practices of registered dietitian nutritionists.
2. Sites will not and do not use students to replace employees.
3. Sites must sign a written affiliation agreement with the Harding University Master of Science in Applied Dietetics Practice Program (the Program) which must be in place prior to students beginning experiential learning on-site. Sites must be approved by the Program Director.
4. No formal written agreement is necessary for the experiential learning sites located within the Harding University facilities that are housed within and staffed by faculty of the university.
5. Program students may recruit preceptors/sites, but cannot orchestrate an agreement between Harding University and the potential site.
6. If students are employed or were employed at a potential site, they must document hours and achievement of competencies outside of working hours.

Specific to Clinical Sites:
1. A RDN is required at all clinical sites in which medical nutrition therapy and/or nutrition counseling is provided. (Non-RDN preceptors may be allowed upon approval by the Program Director.)
2. All clinical preceptors must have at least one-year experience.
3. The sites must have stable clinical nutrition and nutrition management positions with less than 20% turnover annually.
4. The clinical experiential learning sites must implement the Nutrition Care Process.
5. Clinical sites must have adequate clinical staffing with clinical productivity scores of > 95% of patients seen.
6. Clinical sites must score 85% or higher on operational excellence reviews.
7. Clinical sites must be able to accommodate at least 1-2 students per year within the timeframe indicated in the affiliation agreement.

Preceptor Specific Criteria:
1. Preceptors cannot be family members.
2. Preceptors must have formal training and/or on-the-job experience in their profession/practice.
3. Preceptors must be willing to complete orientation training provided by the Program.
4. Preceptors must provide a copy of their professional credentials and resume/CV or Preceptor Qualification form.
5. Preceptors must provide a variety of experiences to meet rotation-related competencies.
6. Preceptors must complete student evaluations in a non-biased, ethical manner.
7. Preceptors are willing to complete student performance evaluations at the beginning, during, and/or at the end of the rotation per program instruction.

Evaluation of Supervised Experiential Learning Sites

- For sites that are used more than once in the program, the Program Director will connect with the preceptor(s) and/or administration (in-person or virtually) a minimum of once every two years to evaluate the setting and obtain input regarding program content, policies, and procedures.
- Students will complete and submit a Site Evaluation and a Preceptor Evaluation in Competency within one week of completing their experience.
- The Program Director will review each evaluation submitted and will obtain more information as needed.
- Evaluations are available to be shared with preceptors upon request. Any constructive feedback will be discussed personally (via in-person, phone, or email) by the Program Director with the preceptor and/or site contact.
- The Program Director will use the data obtained from rotation site visits and student feedback to ensure comparability of sites and to make decisions regarding the continued utilization of each site.

Issuance and Maintenance of Supervised Experiential Learning Site Affiliation Agreements

- An affiliation agreement will be completed and signed by the Chair of the Department of Family and Consumer Sciences or the Dean of the College of Arts and Sciences as well as the site's representative.
- If the site does not agree or has questions regarding the affiliation agreement, they will be put into contact with the Harding University's Risk Management representative through the Human Resources Department.
- Copies of the fully executed affiliation agreement will be shared with all parties and a copy of the agreement is filed within Competency.
- On a quarterly basis, the Program Director will identify affiliation agreements with upcoming expiration dates and will begin the process of renewing those agreements if necessary.

Appendix D: Preceptor and Site Selection Checklist

Harding University Master of Science in Applied Dietetics Practice Program All sites/preceptors must meet the following criteria prior to entering into an affiliation agreement with the Applied Dietetic Practice Program at Harding University.

Preceptor Name and Title:

Employer and Worksite:

Area of Practice (e.g. Clinical, Management, Counseling, etc.):

Please place an "X" in the "Yes" or "No" to answer the question. Provide explanations as needed.

Yes	No		Explanation
		Does the preceptor engage in activities that are directly relevant to the future and current practices of registered dietitian nutritionists?	Provide example activities.
		Does the preceptor have formal training and/or on-the-job experience in their profession/practice?	
		Is the preceptor willing to complete orientation training provided by the HU Applied Dietetic Practice Program?	
		Did the preceptor provide a copy of their curriculum vitae or resume? (Please attach)	
		Did the preceptor provide evidence of their professional credentials? (e.g. CDR card, state license, etc.)	
		Can the preceptor provide evidence of continuing professional education in the area related to their precepting responsibilities?	
		Is the preceptor able to provide a variety of experiences to meet rotation-related competencies?	Which competencies?
		Is the preceptor willing to declare their intent to act in a non-biased, ethical manner?	
		Does the preceptor receive Diversity, Equity, and Inclusion training(s)?	Approximate date of last training:
		Is the preceptor willing to complete student performance evaluations (provided by the Program) at the beginning, during, and/or at the end of the rotation?	

Yes	No		Explanation
		For MNT and Nutrition Counseling, is the preceptor an RDN?	
		Does the clinical RDN preceptor have at least one-year experience?	
		Is the preceptor in good standing with the site/organization?	

For Sites with Multiple Preceptors

Site Name, Type, Address: *Ex. Mercy Hospital, Clinical Site, 1000 Merriment Way, Searcy AR*

Area of Practice (e.g. Clinical, Management, Counseling, etc.)

Yes	No		Explanation
		Do the preceptors within the site engage in activities that are directly relevant to the future and current practices of registered dietitian nutritionists?	Provide example activities.
		Does the site agree not to use students to replace employees by providing appropriate learning activities and guidance? (i.e. students will not replace food service staff or engage in dietetic practice without supervision and guidance.)	
		Does the site agree to sign the affiliation agreement with HU prior to hosting a student?	Provide the name, title, and contact information of the site representative who will be signing the affiliation agreement.
		Do preceptors within this site receive Diversity, Equity, and Inclusion training(s)?	Approximate date of last training:
Specific to Clinical Sites			
		Is/Are the preceptor(s) at the clinical site in which medical nutrition therapy and/or nutrition counseling are provided registered dietitian nutritionists?	
		Do the clinical preceptors have at least one-year experience?	

		Are the clinical nutrition and nutrition management positions stable with less than 20% annual turnover at this site?	
		Does the site implement the Nutrition Care Process?	
		Does the clinical site have adequate clinical staffing in which >95% of the patients in need of nutrition care are seen?	
		Does the site have an operational excellence review score of 85% or higher?	

Questions to ask every preceptor:

1. Are there any resources that the student needs to acquire and have on hand prior to the SEL rotation?

2. Is there any preparatory work or readings that the student must complete prior to the SEL rotation?

3. Are there any assignments or activities provided by the preceptor or by the Program prior to the SEL rotation?

Appendix E: Preceptor Qualifications Form

Harding University Master of Science in Applied Dietetics Practice Program

Preceptor Qualifications (Standard 6)

Preceptor name (last, first, initial):	

Preceptor employer:	Employer address:

Preceptor daytime phone:	Preceptor email:

Years preceptor has worked for this employer:	How many hours per week does this preceptor work for this employer?	Has this preceptor previously supervised students/interns? □ Yes ☐ No

Preceptor's highest degree achieved:	Preceptor's professional credentials:

What licensure or professional certification is required for your role as a practitioner?

Check the rotations for this preceptor and facility:

□   Clinical Rotation

□   Foodservice Rotation Rotation   ☐ Community Concentration

☐   Other:＿＿＿＿＿＿＿＿＿＿＿＿＿   ☐   Other:＿＿＿＿＿＿＿＿＿＿＿

Describe continued competency (CPEs or other professional development) appropriate to precepting responsibilities in the past seven years:

Other Information:

Appendix F: Assessment and Credit for Prior Learning and Experiences Policies and Procedures

Harding University Applied Dietetics Practice Program Assessment and Credit for

Prior Learning and Experiences Policies and Procedures

Students accepted into the Program may receive credit/hours for previous graduate-level coursework and work experiences. Graduate-level coursework include nutrition and dietetics courses from an accredited college or university. Previous undergraduate or DPD coursework will not be accepted. Work experiences include full-time, part-time, or volunteer experiences. Previous experiences for entry-level nutrition and dietetics positions like dietetic technician positions are rarely accepted.

Students who are interested in receiving credit/hours for prior learning and experiences must be accepted into the Program, submit official transcripts to the Registrar's Office, and submit a portfolio to the Program for evaluation. Prior learning and experiences considered for evaluation must meet the Accreditation Council for Education in Nutrition and Dietetics (ACEND) required competencies and accompanying performance indicators at the required level.

Because the Program uses competency-based education, students are required to meet competencies and performance indicators at the required level, which is adapted from Miller's Pyramid of Clinical Competence. Competencies and performance indicators are labeled as "knows," "shows," and "does."

Category	Knows (K)	Shows (S)	Does (D)
Description	Fact Gathering and Interpretation	Demonstration of learning	Performance in practice
Evidence Examples	Essays Multiple-choice exams	Simulation Role-Playing Case-studies Assignments and projects in a classroom setting	Experiences and tasks completed in real-life practice settings
Student Example	Knows the steps of standardizing recipes on an exam	Shows how to standardize a recipe for a hypothetical scenario	Develops recipes and menus and increases or decreases quantities served from the recipe in a school food setting

Adaption of the Miller Pyramid by R. Mohay and R Burns, 2009. The Essential Handbook for GP Training and Education (chapter 29 Assessment and Competence, page 414). Available at http://www.essentialtrainingbook.com/chapter29.php.

Coursework and experiences must be experienced or completed within 2 years (24 months) of the start of the Program. A maximum of 6 graduate-level credit hours may be awarded for transfer credit.

If the Program grants the student credit for prior learning and/or experiences, their Program plan may be shortened accordingly, if possible (Program tuition will not be adjusted). Students are solely responsible for submitting a complete and accurate portfolio. ***Submitting a portfolio for evaluation does not guarantee receiving full or partial credit.***

Procedure for Completing and Submitting a Prior Learning and Experiences Portfolio:

1. Student must be admitted into the Program and submit official transcripts from all institutions to the Registrar's Office.
2. Students must meet with the Program director to discuss prior learning and experiences ***before*** creating their portfolio. The Program director will provide guidance and assistance.
3. Students must submit a "Prior Learning and Experiences Portfolio" (instructions below) to the Program director by June 1 prior to starting the Program. Portfolios submitted after the June 1 deadline will ***not*** be evaluated.
4. The Program director and faculty will evaluate the portfolio and determine if prior learning and experiences meet ACEND required competencies and performance indicators at the required level.
5. Prior to registration, students will receive communication from the Program director about the results of their portfolio evaluation and whether credit was granted. Hours that are granted for prior learning experiences will be added and tracked in EXXAT.

Prior Learning and Experiences Portfolio Instructions:

Students will develop a portfolio that consists of a compilation of completed work and evidence associated with previous graduate-level courses and experiences that address ACEND required competencies and accompanying performance indicators. The students will explain the ways in which the work within the portfolio aligns with the achievement of the ACEND required competencies and accompanying performance indicators at the required level.

Portfolio Requirements:

Portfolio must be submitted in a Microsoft Word document and must follow the outline below:

1. Cover Page
2. Statement of Understanding
3. Table of Contents
4. Resume
5. Competency Table
6. Prior Learning and Experience Evidence and Narrative Forms
7. Supporting Materials for Prior Learning (Materials can be scanned copies)
   a. Syllabi
   b. Assignments, projects, reports, presentations, educational materials, etc.
8. Supporting Materials for Prior Experiences (Materials can be scanned copies)
   a. Letters verifying work experience from employer(s)/supervisor(s) indicating responsibilities and hours completed
   b. Assignments, projects, reports, presentations, educational materials, etc.

The Program will only evaluate portfolios that are complete, accurate, well-organized, professional, and free from grammatical and spelling errors. Evaluated portfolios may be stored in the student's file for accreditation and documentation purposes.

Statement of Understanding Instructions: Please read and sign the following statement of understanding and include it in your portfolio.

Statement of Understanding

I understand that I must be accepted into the Program and submit official transcripts from all institutions to the Registrar's Office.

I met with the Program director to discuss prior learning and experiences **before** creating my portfolio.

I understand that I must submit a "Prior Learning and Experiences Portfolio" to the Program director by June 1 prior to starting the Program and portfolios submitted after the June 1 deadline will not be evaluated.

I understand that coursework and experiences must be experienced or completed within 2 years (24 months) of the start of the Program and a maximum of 6 graduate-level credit hours may be awarded for transfer credit.

I understand that it is my responsibility to submit a portfolio that is complete, accurate, well-organized, professional, and free from grammatical and spelling errors.

I understand that the Program director and faculty will evaluate the portfolio and determine if prior learning and experiences meets ACEND required competencies and performance indicators at the required level.

I understand that prior to registration, I will receive communication from the Program director about the results of my portfolio evaluation and whether credit was granted.

I understand hours granted for prior learning experience will be added and tracked in EXXAT.

I understand that my Program plan may be shortened, but that is not guaranteed. Program tuition will not be adjusted.

I understand my portfolio may be stored in my file for accreditation and documentation purposes.

I understand that submitting a portfolio for evaluation does not guarantee receiving full or partial credit.

Student Signature _____ Date _____

Competency Table Instructions: Fill out the following table based on your previous coursework and experiences.

Competency Table		
Credit for Prior Learning and Experience is allowed for the following Harding courses:	Associated ACEND Competencies and Accompanying Performance Indicators at the Required Level *The Program Director will provide a list of courses with the competencies and performance indicators at the required level. **Fill out the competencies and accompanying performance indicators for the courses you would like to receive credit/hours for.**	Do you have prior coursework and/or experiences that meet the associated competencies and accompanying performance indicators at the required level for the corresponding Harding course? **If yes, list the prior course and/or experience below next to corresponding Harding course.**
1. BIOL 6520: Nutrigenetics and Nutrigenomics		
2. FCS 6150: Grant Writing and Fundraising		
3. FCS 6200: Community and Public Health Nutrition		
4. FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition		
5. FCS 6240: Professional Leadership & Management in Dietetics Practice		
6. FCS 6241: Supervised Experiential Learning in Leadership and Management		
7. FCS 6280: Nutrition Research		
8. FCS 6300: Nutrition Education and Counseling		
9. FCS 6330: Supervised Experiential Learning in Clinical Nutrition I		
10. FCS 6331: Supervised Experiential Learning in Clinical Nutrition II		
11. FCS 6340: Cultural and Ethical Nutrition Care and Sustainability		
12. FCS 6400: Medical Nutrition Therapy I		

13. FCS 6450: Medical Nutrition Therapy II		
14. NURS 6010: Leadership, Healthcare Policy, and Economics		

Prior Learning and Experience Evidence and Narrative Form Instructions: Based on the Competency Table, fill out the following forms for **each** Harding course you would like to receive credit for prior coursework and/or experiences. ***Please copy and paste the tables if you would like to receive credit for multiple courses and/or experiences.*** You may add additional rows in the tables. Additional documentation and further explanation of activities must be provided to the Program director upon request.

EXAMPLES:

Prior *Coursework* Evidence and Narrative Form				
Syllabus must be attached to the portfolio for evaluation				
Course Number, Name, and Credit Hours: **NUTR 6000: Public Health Nutrition**		**Institution Name and Location:** **West University, Seattle, WA**		
Coursework Dates: **August 2020-December 2020**				
Harding Course (Copy from Competency Table)	List Associated ACEND Competencies and Accompanying Performance Indicators for Harding Course (Copy from Competency Table)	List the supporting materials that best demonstrates how you met the associated ACEND competencies and accompanying performance indicators at the required level. Supporting Materials for coursework include… ● Assignments, projects, reports, presentations, educational materials, etc.	Narrative: Describe what you did in the course and describe how your supporting materials demonstrate that you met the associated ACEND competencies and accompanying performance indicators at the required level.	Hours dedicated to task
FCS 6200 - Community and Public Health Nutrition	4.1 Utilizes Program planning steps to develop, implement, monitor and evaluate community and population Programs.(S)	Community Needs Assessment	I conducted a community needs assessment for a suburb outside of Seattle, WA by collecting and evaluating data from a community survey and GIS mapping results. Through this assessment, I concluded the	40

	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. (S) 4.1.2 Conducts community and population-based assessments considering all relevant factors. (S) 4.1.4 Develops and implements a Program considering relevant data addressing the nutrition needs of the community or population. (S) 4.1.5 Interprets and uses nutrition surveillance and global health and safety data. (S) 4.1.6 Evaluates the Program using measurement indicators and outcomes. (S) 4.1.7 Communicates evaluation findings, outcomes, recommendations and research findings to promote change and justify Program. (S)		majority of residents did not eat the recommended amount of fruits and vegetables, but did not have access to grocery stores. This demonstrates that I met the associated ACEND competencies and accompanying performance indicators at the required level by…	

Prior *Experience* Evidence and Narrative Form	
Letters verifying work experience from employer(s)/supervisor(s) indicating responsibilities and hours completed must be attached to portfolio for evaluation	
Type of Work Experience: Foodservice and Management	Organization Name and Location: School Food, Los Angeles, CA

Dates of Employment and Total Hours: 5/21/2020-5/25/2021 - 40 hours per week – TOTAL HOURS 2,080 hours		Position Title: Food Service Director		
Position Description: The Food Service Director shall be responsible for food service related business and personnel management. He/she shall be responsible for supervising, coordinating and directing the work duties of all food service personnel, including providing evaluative input to the District Administrator, and the preparation and distribution of meals in the district. He/she shall make sure the district's Program complies with local, state and federal agency requirements complete all required reports and operate the Program in a businesslike manner. He/she shall coordinate building use with the building principals.				
Supervisor **Name: Jane Doe**				
Supervisor Email: **jdoa@rescue.com**		**Supervisor Phone:** **(444) 444-4444**		
Harding Course (Copy from Competency Table)	List Associated ACEND Competencies and Accompanying Performance Indicators for Harding Course (Copy from Competency Table)	List the supporting materials that best demonstrates how you met the associated ACEND competencies and accompanying performance indicators at the required level. Supporting Materials for Experiences include… ● Assignments, projects, reports, presentations, educational materials, etc.	Narrative: Describe your experience/task and describe how your supporting materials demonstrate that you met the associated ACEND competencies and accompanying performance indicators at the required level.	Hours dedicated to experience /task
FCS 6201: Supervised Experiential Learning in Community and Public Health Nutrition	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	Sample Cycle Menu with nutrition analysis	I was responsible for preparing monthly menus and ensuring menus were compliant with USDA requirements. This demonstrates that I met the associated ACEND competencies and accompanying performance indicators at the required level by…	700 hours

	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)			

Adapted from:
https://www.bealcityschools.net/vimages/shared/vnews/stories/4ea1d5246fe17/job%20description%20food%20service%20director.pdf

Prior Learning and Experience Evidence and Narrative Forms:

Prior *Coursework* Evidence and Narrative Form				
Syllabus must be attached to the portfolio for evaluation				
Course Number, Name, and Credit Hours:		**Institution Name and Location:**		
Coursework Dates:				
Harding Course (Copy from Competency Table)	List Associated ACEND Competencies and Accompanying Performance Indicators for Harding Course (Copy from Competency Table)	List the supporting materials that best demonstrates how you met the associated ACEND competencies and accompanying performance indicators at the required level. Supporting Materials for coursework include… ● Assignments, projects, reports, presentations, educational materials, etc.	Narrative: Describe what you did in the course and describe how your supporting materials demonstrate that you met the associated ACEND competencies and accompanying performance indicators at the required level.	Hours dedicated to task

Prior _Experience_ Evidence and Narrative Form		
Letters verifying work experience from employer(s)/supervisor(s) indicating responsibilities and hours completed must be attached to portfolio for evaluation		
Type of Work Experience:	**Organization Name and Location:**	
Dates of Employment and Total Hours:	**Position Title:**	
Position Description:		
Supervisor Name:		
Supervisor Email:	**Supervisor Phone:**	

Harding Course (Copy from Competency Table)	List Associated ACEND Competencies and Accompanying Performance Indicators for Harding Course (Copy from Competency Table)	List the supporting materials that best demonstrates how you met the associated ACEND competencies and accompanying performance indicators at the required level. Supporting Materials for Experiences include… ● Assignments, projects, reports, presentations, educational materials, etc.	Narrative: Describe your experience/task and describe how your supporting materials demonstrate that you met the associated ACEND competencies and accompanying performance indicators at the required level.	Hours dedicated to experience /task

Appendix G: Academic Advising: Statement of Understanding

fcs FAMILY & CONSUMER SCIENCES
HARDING UNIVERSITY

HARDING UNIVERSITY
ACADEMIC ADVISING:
STATEMENT OF UNDERSTANDING

I understand that to complete my degree, I must enroll in the courses listed below. I agree that I will enroll in the courses and bring a copy of my registered classes to my academic advisor. I further agree that I will not drop, add, or change this schedule without consulting with my academic advisor. When I drop/add or change this schedule I will bring a copy of the new schedule to my advisor to be placed in my permanent file.

_____   _____   _____
Student's Name (Printed)   Student's Signature   Date

I attest to the fact that I have reviewed the schedule below concerning the requirements for this student's major.

_____   _____
Academic Advisor's Signature   Date

Student's Major_____   Student's Minor_____

Semester _____   Student's H#_____

Required Classes for this Semester

CRN #	Dept.	Course No./Section	Course Title	Credit	Time	Teacher

Choose remaining hours from the list below

CRN #	Dept.	Course No./Section	Course Title	Credit	Time	Teacher

The **gold** sheet will be **placed in the student's permanent file** and a copy will be given to the student.

Before registering for any classes at another university that will be transferred to Harding, complete the Transfer Course Pre-Approval form. It is filled out online; it's not a paper form. This form can be accessed on Campus Pipeline under "Registrar Forms". Failure to obtain prior approval may result in the course(s) not being accepted by Harding.