



**DIDACTIC PROGRAM IN DIETETICS
(DPD) STUDENT HANDBOOK**

Updated Fall 2026

**THE FAMILY INTERIORS NUTRITION & APPAREL
(FINA) DEPARTMENT / NUTRITION AND DIETETICS
SAN FRANCISCO STATE UNIVERSITY**

Fall 2026

Dear SFSU Dietetics Students,

Welcome to the Didactic Program in Dietetics (DPD) at San Francisco State University. This DPD Handbook was developed to provide you with general university information, specific information regarding our program and steps required by the Academy of Nutrition and Dietetics to becoming a Registered Dietitian Nutritionist or Dietetic Technician, Registered.

After reading this handbook, if you have any questions, please feel free to contact me. You should also review the *SF State Bulletin* for university policies and procedures, available at bulletin.sfsu.edu.

A big thank you to Hanh Tran, who helped with updates and edits to the Handbook!

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Didactic Program in Dietetics Director

TABLE OF CONTENTS

The SFSU DPD Program	3
DPD Accreditation	3
DPD Mission, Goals & Outcome Measures	4
Dietetics Program of Study	5
Dietetics Student Advising	6
Steps to Becoming a Registered Dietitian Nutritionist (RDN)	6
SFSU Policies & Procedures	7
SFSU Application Procedures	8
SFSU Undergraduate Admission Requirements	9
Admissions Appeals for Students with Disabilities	10
Waiver of “Language other than English” Requirement	10
How to Make Up Missing High School Courses	11
Transfers	11
SFSU Evaluation of Academic Records Advanced Placement	12
SF State Student Fees & Financial Aid	13
Student Resources	13
Privacy Rights of Students in Education Records	14
SF State Login	16
SFSU Registration Policies	16
Miscellaneous SFSU Enrollment Policies	19
Academic Standards for Undergraduate Students	20
Graduation Requirements	23
Verification Statement Procedures	24
Student Code of Ethics	24
Special Policies Related to Classroom Activities	26
Laboratory Policies, Procedures & Responsibilities	26
Student Nutrition and Dietetic Association (SNDA)	27
Application to Supervised Practice (Dietetic Internships)	27
Requests for Letters of Recommendation	28
Appendices	
A – Program Faculty	29
B – 2022 ACEND Accreditation Standards for Nutrition & Dietetics Didactic Programs (DPD)	30
C – Program Costs	51
D – Immunizations	52
E – AND Code of Ethics for Nutrition & Dietetics Profession	53

THE SFSU DPD PROGRAM

Background of the Didactic Program in Dietetics/B.S. in Nutrition and Dietetics

The current DPD has evolved over time at SFSU. The first offering of a dietetics program was in the early 1970s using the Academy of Nutrition and Dietetics' (AND), formerly The American Dietetic Association (ADA), Plan III guidelines. Under the Home Economics Department, students received a B.A. in Home Economics with an emphasis in dietetics. In the late 1970s, the program was in compliance with ADA's Plan IV standards. The faculty felt, however, that a B.S. degree would allow more breadth and depth in the competencies specified for dietetics by the ADA. The B.S. in dietetics, meeting Plan IV requirements, first appeared in the SF State Bulletin in the fall of 1982 after having been approved by the Academic Senate and the Chancellor's Office of the California State Universities and Colleges in 1981. The curriculum was approved by ADA in 1981 and, with minor modifications of courses and descriptions, has been in effect ever since. In 1990, the curriculum was modified to meet the Plan V guidelines and the Standards of Education. The DPD currently meets the Accreditation Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics.

DPD ACCREDITATION

The University is accredited by the Western Association of Schools and Colleges (WASC). The programs in the Department of Family Interiors Nutrition and Apparel are accredited under the American Association of Family and Consumer Sciences (AAFCS). The B.S. in Dietetics is an accredited Didactic Program in Dietetics (DPD) and meets the Accreditation Standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of The Academy of Nutrition and Dietetics. The accreditation process requires a detailed description of how the Didactic Program in Dietetics at SF State meets the ACEND Accreditation Standards. Program outcomes data are available upon request. The San Francisco State University Didactic Program in Dietetics is currently granted continuing accreditation by:

The Accreditation Council for Education in Nutrition and Dietetics of
The Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, IL 60606-6995
(800) 877-1600 ext. 5400
ACEND@eatright.org
<https://www.eatrightpro.org/acend>

DPD MISSION, GOALS AND OBJECTIVES

The mission of the San Francisco State University Didactic Program in Dietetics (DPD) is to provide quality dietetics education and training in the areas of foods, nutrition, medical nutrition therapy and foodservice management. The program's goals aim to prepare students for supervised practice, ultimately leading to eligibility for the CDR credentialing exam to become registered dietitian nutritionists. Graduates of the program will be prepared to work with culturally diverse populations and to serve the present and future nutrition needs of individuals, families, consumers and the institutions, industries, and businesses serving them.

Goal 1: Graduates will be prepared for supervised practice programs.

Objective 1.1: At least 80 percent of program students' complete program/degree requirements within six years (150% of the program length).

Objective 1.2: At least 60 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation.

Objective 1.3: At least 50 percent of program graduates are admitted to a supervised practice program within 12 months of graduation.

Objective 1.4.: The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Objective 1.5: At least 80% of supervised practice program directors surveyed will indicate they are satisfied/very satisfied with the graduate's performance in supervised practice, graduate program or employment within 12 months of graduation.

Objective 1.6: At least 80% of DPD graduates who respond to the survey will indicate that they were satisfied with the knowledge they gained on the ACEND Core Knowledge Requirements.

Goal 2: Graduates will demonstrate an understanding of cultural diversity and the importance of cultural competence.

Cultural knowledge: the process of learning about world views of other cultures; cultural awareness: the process of becoming aware of own learned biases and prejudices toward other cultures through self-assessment and awareness of beliefs and practices of others; cultural sensitivity: awareness of your own cultural beliefs, assumptions, customs, and values as well as those of other cultural groups without assigning values to these differences and cultural competence: a set of knowledge and interpersonal skills that allows individuals to understand and appreciate cultural differences and similarities and to work effectively in cross-cultural situations

Objective 2.1: At least 80% of the DPD seniors surveyed will indicate satisfactory scores with respect to "understanding diversity concepts through the development and execution of a final semester teaching module project (NUTR 551 Nutrition Education and Communication)."

Objective 2.2: At least 80% of supervised practice program directors surveyed will indicate they are satisfied/very satisfied regarding interns' cultural competence.

DIETETICS PROGRAM OF STUDY

Students in the Nutrition Science Concentration of the Nutrition and Dietetics major should consult their designated advisor at least once per semester. Advisors will assist in planning future coursework and evaluation of courses transferred from other institutions. Students should consult the course description in the current *Bulletin* for prerequisites and co-requisites.

The link, <http://bulletin.sfsu.edu/colleges/health-social-sciences/consumer-family-studies-dietetics/bs-dietetics-conc-nutrition-science/#degreerequirementstext>, identifies major requirements.

The B.S. in Nutrition and Dietetics major, Nutrition Science Concentration is a 120-unit degree with three components consisting of General Education Prerequisites, Institutional Requirements and Professional Requirements.

General Education - The first component is 48 units of General Education. Areas 1 through 5 of GE contain lower division classes and should be taken in the first two years. They provide basic skills as well as breadth in a variety of disciplinary areas. Area 1 of GE is designed to improve student's basic skills in communication in English (oral and written) and critical thinking. Area 2 also provides students an opportunity to expand their mathematics and quantitative reasoning skills. Area 3 of GE focuses on the Arts and Humanities and gives students a chance to explore the Humanities through literature. Area 4 of GE covers the social and behavioral sciences and includes the US History and Government requirements. Area 5 of GE provides a breadth of knowledge about the physical and biological sciences, including laboratory experiences.

Professional and Core Requirements - The second component is the Professional and Core Requirements which build on the foundational prerequisites, to be completed with a grade of C- or better as a condition of enrollment as well as graduation, unless otherwise noted. The Graduate Writing Assessment Requirement (GWAR) class NUTR 353 must be passed with a minimum C grade. The professional courses include anatomy, organic chemistry, foodservice systems management, food preparation, physiology and lab, biochemistry, nutrition in the lifecycle, experimental foods, advanced nutrition I and II, medical nutrition therapy I and II, management of quality food purchasing and production, nutrition education and communication, community nutrition and assessment, and hospitality human resources management.

Elective Requirements – There is one required elective course. The electives focus on the following areas: foodservice systems management, clinical nutrition/patient care, and community dietetics. The elective must be taken for a letter grade.

The DPD bulletin lists the current program requirements. To review the courses listed above and see the list of approved electives, review the bulletin here:

<http://bulletin.sfsu.edu/colleges/health-social-sciences/consumer-family-studies-dietetics/bs-dietetics-conc-nutrition-science/#degreerequirementstext>

Minimum Expectations of Students in Dietetics

All courses must be completed with a 2.0 grade point average and no grade below a C-. All courses must be completed with a letter grade. Satisfactory competence is expected in all of

the ACEND knowledge and skill requirements, based on faculty and self-evaluations. To receive a degree from SF State the requirements are that students have an overall GPA of 2.0. Students are expected to complete the DPD in a reasonable amount of time, not to exceed six years.

Students will receive a Verification Statement, signed by the DPD Director, on completion of the degree with satisfactory completion of ACEND-required Knowledge for Registered Dietitian Nutritionist (KRDN) and submission of an official transcript indicating that the degree has been awarded. The Verification Statement is then submitted as a part of the dietetic internship application process.

DIETETICS STUDENT ADVISING

New Student Advising

The DPD Director conducts new and prospective student informational meetings each fall and spring semester. Incoming students are encouraged to attend these meetings to become more familiar with the program, departmental policies and advising procedures.

Declared Majors

Once a student has declared their major as Nutrition and Dietetics with a Nutrition Science Concentration, they will be assigned a nutrition faculty advisor for approval and evaluation of courses transferred from other institutions. For approval of courses, students must present transcripts and course descriptions taken at other institutions. Once approval is given, it is updated in the student's record. All courses in the major are to be approved by a designated faculty member or the DPD Director.

Students are to meet with their advisor at least once per semester to plan for a timely graduation. Evidence of prerequisite completion for the senior professional courses is required for verification of enrollment in these courses. An unofficial transcript is acceptable.

Students should be aware of the need to present this updated information at the beginning of each semester of the senior year professional courses as proof of prerequisites. Lack of proof of prerequisite completion may result in a student being dropped from a class on the first day of classes. Advising office hours can be found by emailing your advisor. If you are unsure the FINA office can direct you to the appropriate advisor. Most faculty prefer contact through email

STEPS TO BECOMING A REGISTERED DIETITIAN NUTRITIONIST (RDN)

The Registered Dietitian Nutritionist is the food and nutrition expert. To become a Registered Dietitian Nutritionist the following steps must be taken:

1. Earn a minimum of a graduate degree from an accredited dietetics program.
2. Complete a supervised practice requirement.
3. Pass a national exam for RDNs.
4. Meet requirements to practice in your state. Many states have regulatory laws (i.e. licensure) for food and nutrition practitioners. All states accept the RDN credential for state licensure purposes.
5. Stay up-to-date in dietetics through continuing education.

Other Pathways to Become an RDN

Pathway: Coordinated Programs (CP)

Coordinated programs combine classroom learning with supervised practice experiences within one program. When you graduate from a coordinated program, you satisfy both the graduate degree and supervised practice requirements and are eligible to take the national RDN exam.

Pathway: Didactic Programs in Dietetics (DPD) + Dietetic Internships (DI)

This pathway consists of two education programs: First you complete a Didactic Program in Dietetics, which is your classroom coursework. Then you enroll in an accredited Dietetic Internship for supervised practice in real work settings. A master's degree must be completed prior to entering a DI program or during the DI program, concurrently with supervised practice. The majority of students who choose this pathway apply for a DI position through a competitive online matching process. However, some DPDs have placement agreements with DIs to ensure their graduates secure dietetic internship positions. If you are considering applying to a Didactic Programs in Dietetics, ask whether the program includes "pre-select matching."

Students who graduate from both a DPD and a DI and have completed a master's degree meet both the degree and supervised practice requirements to take the national RDN exam. Most DPDs offer bachelor's degrees, while others satisfy the minimum graduate degree requirement. DI programs will either offer a master's degree as part of their program, require interns to complete a master's degree of their choosing while they complete the DI, or require interns to complete a master's degree prior to entering the DI program.

Pathway: Foreign Dietitian Education (FDE) Program + Dietetic Internships (DI)

This pathway consists of graduate-level coursework and supervised experiential learning incorporated into a one graduate degree program. When you graduate from a GP, you satisfy both the degree and supervised practice requirements to be eligible to take the national RDN exam.

Note: It's important to differentiate accredited GPs from other master's or doctorate programs that may not include the specific coursework or supervised practice required RDN eligibility. Examples are advanced degrees in disciplines that existing RDNs might pursue to complement their credential but that are not accredited by ACEND for their graduates to be eligible to take the national RDN credentialing exam.

International Students

RDNs have been trained in all corners of the globe. There are a few different ways for international learners to become RDNs — visit **ACEND** to learn more

<https://www.eatrightpro.org/acend/accredited-programs/about-accredited-programs>.

**Beginning in 2024, a minimum of a master's degree will be an eligibility requirement in order to take the CDR dietetic registration exam.*

SFSU POLICIES & PROCEDURES

The SFSU DPD Student Handbook is available to all students and is used by students while in the DPD. University policies and procedures may be found in the online catalogue, the *Bulletin* <http://bulletin.sfsu.edu/#381303>, on the university website

SFSU APPLICATION PROCEDURES

SFSU accepts applications from prospective students for part-time or full-time undergraduate programs of study in day or evening classes. Undergraduate applicants must file a complete undergraduate application at <https://www.calstate.edu/apply> and submit an application fee. The application fee may not be transferred or used to apply to another term. The applications of persons denied admission to an impacted campus may be re-routed to another campus, but only if the applicants are California State University (CSU) eligible.

Application Acknowledgment

Students applying on-line on Cal State Apply will receive an e-mail acknowledgement as soon as the application is successfully submitted, and a confirmation number is issued. A notice is sent by the campus requesting submission of academic records necessary for the campus to evaluate the student's qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements and campus requirements for admission to an impacted program. An offer of admission is not transferable to another term or to another campus.

Notification of Admission

Applicants who have received an application receipt notice and have submitted all required admission materials will *begin* to receive notification of acceptance or denial of admission to the fall semester on November 1. If the processing schedule permits, some applicants may be notified in advance of these dates.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should enclose with their applications a statement of the hardship situation. The application and statement should be sent to the Director of Undergraduate Admissions.

Second Bachelor's Students

Currently SFSU is not accepting 2nd bachelor's students due to budget cuts. However, the DPD currently does accept 2nd bachelor's students and they must file a complete graduate application at <https://www.calstate.edu/apply> and submit an application fee. All prerequisites must be completed and/or in progress for admission into the program. This includes Psychology, Microbiology plus lab, Statistics, General Chemistry, and College- level Nutrition for Science Majors. We have a minimum 3.0 GPA requirement.

Second Bachelor's students do not have to complete an entire second degree; only the 70 units of the DPD to qualify for Supervised Practice (Dietetic Internship) is needed to receive the degree in dietetics.

Typically, we will not consider course work from degrees earned more than 10 years ago. If someone has significant work experience in the field of nutrition/dietetics and/or have a graduate degree, course work may be considered. Nutrition major advisors will review requests and if appropriate, supervise preparation of a portfolio or other assessment tool documenting prior learning experiences (CPEL 300 Credit for Prior Experiential Learning). Up to six units or two classes can be taken as prior learning experiences. Please see information in the bulletin <https://bulletin.sfsu.edu/courses/ceel/> regarding prior learning experiences. For someone who

has significant course work that may articulate into our program (sciences, nutrition, or dietetics), a transcript review is recommended. Transcripts, course descriptions, and a \$50.00 fee (for transcript review) may be required.

International Degree Students

For someone who has significant course work that may articulate into our program (sciences, nutrition, or dietetics), a transcript review is recommended. All non-U.S. transcripts must be reviewed by an outside transcript review agency. Please refer to the Academy of Nutrition and Dietetics page <https://www.eatrightpro.org/acend/students-and-advancing-education/international-students/foreign-degree-evaluation-agencies>.

Transcripts, course descriptions, and a \$50.00 fee are required for completion of the review.

Importance of Filing Complete, Accurate, and Authentic Application Documents

SF State advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must submit, when requested, authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, *Title 5, California Code of Regulations*).

Cancellation of Admission

Admission will be cancelled automatically if a student is accepted by San Francisco State University for a given semester and does not register for that semester. If the student wishes to undertake work at the university at a later date, they must file a new application, pay a new application fee, and meet the requirements for admission in effect at the time of admission. Please see link for policy [https://bulletin.sfsu.edu/policies-procedures/cancellation-registration-withdrawal/#:~:text=Information%20on%20canceling%20registration%20and,\(415\)%20338%2D2350](https://bulletin.sfsu.edu/policies-procedures/cancellation-registration-withdrawal/#:~:text=Information%20on%20canceling%20registration%20and,(415)%20338%2D2350).

Reservation

The university reserves the right to select its students and deny admission to the university or any of its programs as the university, in its sole discretion, determines admittance based on an applicant's suitability and the best interests of the university.

Leaves of Absence

Please see link for policy <https://bulletin.sfsu.edu/policies-procedures/>.

Dropping, Withdrawing and Refund of Tuition and Fees

Please see link for policy <https://registrar.sfsu.edu/withdrawal>

Program schedule, vacations and holidays

Please see link for the academic calendar <https://webapps.sfsu.edu/public/webcal/acadcalendar>.

SFSU UNDERGRADUATE ADMISSION REQUIREMENTS

Test Requirements

SF State is part of the California State University (CSU) system. The CSU no longer uses ACT or SAT examinations in determining admission eligibility. If you choose to take the ACT or SAT

tests, you may still report your scores for consideration in course placement.

English Language Proficiency Requirements. All SF State undergraduate applicants, regardless of citizenship, must demonstrate English Language Proficiency by exam or previous academic instruction in English before an admissions decision can be made. Please see link for details <https://future.sfsu.edu/international>.

Second baccalaureate applicants please consult Graduate School Admissions English Test Requirements at <https://grad.sfsu.edu/content/english-test-requirement>

First-time Freshman Applicants

Freshman applicants can now choose the Nutrition and Dietetics major with the Nutrition Science Concentration. A first-time freshman is a student who has earned no college credit beyond the summer immediately following high school graduation.

Generally, first-time freshmen applicants qualify for regular admission if they:

- Having graduated from high school, have earned a Certificate of General Education Development (GED) or have passed the California High School Proficiency Examination; and
- Have met the GPA requirements based on residency or high school, and
- Have completed with grades of C or better each of the courses in the comprehensive pattern of college preparatory subject requirements (<https://future.sfsu.edu/admissions/freshmen>).

Advanced Placement (AP) and other exams

If you completed any of the following exams: Advanced Placement (AP), College Level Examination Program (CLEP), International Baccalaureate (IB) Diploma - Higher Level, you may be eligible to receive additional college credit. Official exam scores will be required to award transfer credit. Visit the [Standardized External Examinations](#) page for more information.

Subject Requirements

For information about meeting the A-G college preparatory requirements, visit the [CSU High School Course Requirements](#) or the [University of California's Course List](#) to search the approved courses.

ADMISSIONS APPEALS FOR STUDENTS WITH DISABILITIES

All students must be able to meet the academic, accreditation and technical standards required for admission or participation in their chosen program of study. Students with disabilities, therefore, are not excused from course prerequisites, GPA requirements or degree requirements. However, in some limited circumstances, substitution of course requirements based on a documented disability may be appropriate.

Such substitutions are granted only when it is clear that the student's disability makes completion of the requirement(s) impossible and when the course in question is not a fundamental element of the curriculum. A course substitution means that the credit hours for the course are met through an alternate course. A course substitution may not alter or reduce the number of credits needed for degree completion or create a fundamental alteration in the program of study.

Students should visit their campus's admissions website for the process to appeal an admission denial when the student's disability directly impacts their ability to complete an admission requirement.

WAIVER OF "LANGUAGE OTHER THAN ENGLISH" REQUIREMENT

If you can demonstrate competency in a language other than English that is equivalent to or higher than that expected of students who have completed two years of language other than English study, you may be allowed a waiver for this language requirement. For further information, contact the CSU campuses to which you are applying.

HOW TO MAKE UP MISSING HIGH SCHOOL COURSES

If you didn't take all the required high school courses or earned D or F grades in some of them, you have several options to make up these courses and qualify for CSU admission.

You can complete appropriate high school courses with a grade of C or better either in summer school or in adult school. Courses in this category must be those found on the high school or adult school UC ["a-g" course lists](#). Some adult schools may not have "a-g" course lists.

You may also complete college courses with a grade of C or better in the missing subject areas.

Finally, you can earn an acceptable score on examinations such as the SAT subject examinations, Advanced Placement (AP) examinations, or International Baccalaureate examinations.

If you are unable or do not choose to make up your subject deficiency, you may earn at least 60 units, including 30 semester units of general education from a California Community College or other college and transfer as an upper-division transfer student, where only your college performance is considered for admission.

Note: Entry Level Mathematics (ELM) test and English Placement Test (EPT) must be taken before the first semester of matriculated attendance at SF State.

TRANSFERS

Upper Division Transfer Requirements

Students who have completed 60 or more transferable semester college units (90 or more quarter units) at the time of entrance are considered upper division transfer students.

Generally, applicants qualify for admission as upper division transfer students if they meet the following requirements:

- Have a grade point average of at least 2.0 (C or better) in all transferable units attempted. Nonresidents must have a 2.4 grade point average or better.
- Are in good standing at the last college or university attended and have completed at least 60 transferable semester units of college course work with a grade point average of 2.0 or higher and a grade of C or better in each course used to meet CSU general education requirements in written communication, oral communication, critical thinking and quantitative reasoning, e.g. mathematics. The 60 units must include all of the general education requirements in communication in the English language consisting of one course in written communication, one course in oral communication, and one course in critical thinking; and one course in mathematics/ quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Conditional Admission of Transfer Applicants

San Francisco State University may conditionally admit transfer applicants based on their self-reported academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college-level work completed. The campus will rescind admission for all students who are found not to be eligible after the final transcript has been evaluated.

Reentry Student Admission

As an alternative to regular admission criteria, an applicant who is twenty-five years of age or older may be considered for admission if they meet all the following conditions:

- Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
- Has not been enrolled in college as a full-time student for more than one term during the past five years.
- If there has been any college attendance in the last five years, has earned a C average or better in all college work attempted.
- Is exempt from ELM and EPT or has taken course work that demonstrates competence in the entry-level skills that those tests assess.
- Has applied to and been denied university admission based on regular admission criteria and has received a referral for an interview from Undergraduate Admissions.
- Has completed an interview to determine (a) the adequacy of the applicant's motivation, preparation, and ability for academic success and (b) that other educational alternatives are not appropriate. Upon the recommendation of the interviewer, the student may be admitted to the university under the aegis of CSU Executive Order No. 413.

International Student Admission Requirements

Please refer to the *Bulletin* for further information on International Student Admission Requirements: <http://bulletin.sfsu.edu/undergraduate-admissions/international-requirements/>

SFSU EVALUATION OF ACADEMIC RECORDS ADVANCED PLACEMENT

San Francisco State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement (AP) Program of the College Board. Students who present scores of three or better may be granted up to six semester units of college credit.

The university also recognizes advanced placement (AP) courses undertaken by high school students in conjunction with a collegiate institution in those instances where the collegiate institution has recommended credit. For additional information, the student may call or write the Admissions Office or visit One Stop in the Student Services Building.

Credit from Colleges Holding Regional Accreditation

Credits earned in colleges holding regional accreditation are evaluated and advanced standing allowed based on the evidence submitted on official transcripts. Credit toward the fulfillment of graduation requirements is allowed if the courses satisfactorily completed meet the standards and requirements of the university.

Credit from Colleges Lacking Regional Accreditation

Credits earned in colleges lacking regional accreditation may be accepted as a basis for

advanced standing only when an applicant can demonstrate by examination, *after they have enrolled in the university*, that a satisfactory degree of proficiency has been attained in the courses in question. See Credit by Examination in General Policies and Procedures for further information: <http://bulletin.sfsu.edu/policies-procedures/>.

Credit for Community College Courses

Credit earned in accredited community colleges will be evaluated by the Admissions Office in accordance with the following provisions:

- Community college credit is allowed up to a maximum of 70 semester units. Credits and grades earned after the student has the maximum allowable may be used on approval only to satisfy subject and grade point requirements but under no circumstances may they be applied toward the total units required for graduation from the university.
- No upper division credit may be allowed for community college work.

Credit by Examination

Students may challenge courses by taking examinations developed at San Francisco State University. Credit shall be awarded to those who pass them successfully. See Maximum Credit by Examination or Evaluation for additional information: <https://bulletin.sfsu.edu/policies-procedures/>

Credit for Non-Collegiate Instruction

San Francisco State University grants undergraduate degree credit for successful completion of formal instruction appropriate to the baccalaureate degree in non-college settings, either military or civilian, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The *Guide to the Evaluation of Educational Experience in the Armed Services* and the *National Guide to Educational Credit for Training Programs* establish the number of units allowed.

SF STATE STUDENT FEES & FINANCIAL AID

Please refer to the *Bulletin* for further information on fees and financial aid:

<http://bursar.sfsu.edu/> <http://financialaid.sfsu.edu/>

An outline of estimated costs and fees is included in Appendix C.

STUDENT RESOURCES

Students can access an array of resources including the following: Academic Technology Services, Information Technology Services, Tutoring and Academic Support Center, J. Paul Leonard Library, Counseling and Psychological Services, Health Promotion & Wellness, Disability Programs and Resource Center and Career Services & Leadership Development. Please see link for additional student resources <https://studentresources.sfsu.edu/resources>.

San Francisco State University offers access to support services, including health services, counseling, tutoring and testing and financial aid resources.

<https://bulletin.sfsu.edu/resources/>

AB 540 & Undocumented Students

Community Service Learning

Disability Programs and Resource Center

Educational Outreach Programs and Services

- Educational Opportunity Program (EOP)
- Guardian Scholars Program (GSP)
- Student Support Services (SSS)
- Mesa Engineering Program (MEP)
- Metro College Success Program (Metro)
- Student Outreach Services
- Veterans Benefits

Division of Equity and Community Inclusion

Health Promotion & Wellness

Housing

Military Studies

Office of International Programs

Literary, Performing, Visual, and Media Arts

Research and Special Learning Facilities

- Center for Global Engagement
- The Geography Map Library
- Centers and Institutes in the College of Business
- Estuary and Ocean Science Center

Special Enrollment Programs

- The San Francisco Consortium
- Cross Registration Program: University of California, Berkeley
- CSU Intrasystem and Intersystem Enrollment Programs
- The California State University International Programs

PRIVACY RIGHTS OF STUDENTS IN EDUCATION RECORDS

The federal Family Education Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to most records maintained by the campus, and the release of such records. The law provides that the campus must give students access to records directly related to the student and must also provide opportunity for a hearing to challenge such records, if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor.

The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statutes and the regulations. Copies of these policies and procedures may be obtained on the web at <https://registrar.sfsu.edu/privacy> or in the Registrar's Office.

Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. San Francisco State University policy is more restrictive than the Federal and State Act and limits directory information to the student's name, current enrollment status (e.g., undergraduate or graduate, full-time or part-time), class level, major, degrees earned, semesters of enrollment, and extra-curricular achievements. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying what information the student requests to not be released. Written objections should be sent to the registrar.

A student can request that non-directory information (including address) be released to agencies of the State of California when requested for employment recruitment purposes under the provisions of Assembly Bill 771 (Chacon). Written requests to release non-directory information should be directed to the registrar. Forms are available for this purpose at the One Stop Student Services Center.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus' academic, administrative, or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; and to other institutions to which the student is transferring).

In addition to those safeguards provided by the Family Education Rights and Privacy Act of 1974, the university's policy allows the release of personally identifiable information to others (except to verify student status) *only* with the student's prior consent or in the case of extreme emergency or where there is clear and imminent danger to the student, to others, or to society.

SFSU Use of Social Security Number

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, *Title 5, California Code of Regulations*, and Section 6109 of the *Internal Revenue Code* (26 U.S.C. 6109). The university uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition,

related expenses, and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes. The SSN is also required by the Franchise Tax Board for collection of returned checks.

SF State Identification Number

The university uses an assigned identification number (SF State ID). Students are required to use their SF State ID on university petitions and forms.

See SF State Policy on the web at <http://bulletin.sfsu.edu/policies>. Students who have forgotten or do not know their SF State ID can look on the web at <https://webapps.sfsu.edu/public/acctsvc/idlookup>.

The above privacy policies extend to students taking courses that are offered in online formats. Please see privacy policies for SF State <https://its.sfsu.edu/privacynotice>.

Student Identification

For distance/online cases, faculty use the Canvas Learning Management System's internal function to identify students.

SF STATE LOGIN

Your SF State Login and associated password will allow you to access services at SF State, including [Wi-Fi](#), [email](#), [Box at SF State](#), [Canvas](#) and others. This includes access to online courses to ensure that there are strategies to verify your identity, particularly with regard to online testing.

Multi-Factor Authentication (MFA)

Your San Francisco State Account security is important. SF State protects sensitive data using Multi-Factor Authentication (MFA). Our SF State authentication process requires MFA for accessing all SF State resources with your **SF State Login**.

Multi-Factor Authentication (MFA) is the process in which a user accesses a computer system or application and must prove they are who they say they are by using two processes, your SF State Login and Password and MFA devices or methods verifies your identity. MFA is (1) something you know, e.g., security questions (2) something you have, e.g., mobile device or hardware token, or (3) something you are, e.g, fingerprint. For more information on Multi-Factor Authentication (MFA) please see link https://sfsu.service-now.com/kb?id=kb_article_view&sysparm_article=KB0010033.

SFSU REGISTRATION POLICIES

1. All students who register at San Francisco State University in resident study for either the fall or spring semester must first be admitted to the university by the Admissions Office.
2. Registration is complete only when all fees, deposits, and charges are paid. Students are required to make all payments by the regularly announced deadlines. Students must pay for added units on their own initiative at the time they add additional units;

the university is not responsible for billing students.

3. Students are granted credit only for those courses in which they are formally registered. Students are responsible for completing all courses in which they are enrolled.
4. Students receive an e-mail notice about registration procedures and can check their eligibility and priority registration day and time on the web page, Registration Time at <https://registrar.sfsu.edu/howtoenroll>. Registration procedures are mailed to all students and published in the Class Schedule.

General Registration Policies

Registration is online for all students on The Student Center <https://gateway.sfsu.edu/> which also provides students access to their university records and information. The Student Center allows students to perform registration-related activities, such as preparing class schedules. To access The Student Center, 1. Log into SF State Gateway <https://gateway.sfsu.edu/> 2. Navigate to your LaunchPad 3. Select the Student Center tile. Please refer to the Registrar's Office web site <http://registrar.sfsu.edu/> for specific dates and details. Registration at San Francisco State is divided into distinct time periods as outlined below:

Priority Registration (Continuing Students only): Priority Registration is available in fall and spring semesters but not summer. Only continuing students are eligible and may register in up to 12 units during Priority Registration without paying fees. All holds must be cleared before access is granted. Students may add their name to a Waiting List during this period if all seats in a class are taken. Students are not officially enrolled in classes until all fees have been paid. Students who do not pay their fees by the published deadline are automatically dropped from all classes. Second bachelor's students do not have priority registration and must register during Open Registration. Specific dates may be found on the webpage: <http://registrar.sfsu.edu/>.

Orientation (New Students only): Newly admitted first time freshmen and undergraduate transfer students register for their classes on the day they attend Orientation. All holds must be cleared, and all fees paid in order to add classes. Transfer students may enroll in up to 8 units at Orientation and can add additional units during Open Registration.

Open Registration: After Priority Registration ends, Open Registration begins for adding and dropping of classes online through The Student Center until the first day of instruction.

Adding Courses after Instruction Begins: If the student has paid sufficient fees and has instructor approval, they may add courses via The Student Center with instructor assigned permission numbers during the first four weeks of the semester; no courses may be added after the 4 week.

Dropping Courses after Instruction Begins: Within the first two weeks of the semester, the student must use The Student Center to drop individual classes (see published date). After that point, they may withdraw from a course or courses only for serious and compelling reasons.

Petitions for withdrawal are available at the One Stop Student Services Center and must be signed by the instructor, department chair, and college dean approval is required if withdrawal is in the last three weeks of the semester. Please see link about Dropping and Withdrawing policies <https://registrar.sfsu.edu/withdrawal> and refund of tuition and fees

<https://bursar.sfsu.edu/students/refund-guidelines>.

Enrollment Verification: A student may verify their enrollment via The Student Center <https://registrar.sfsu.edu/verification>.

SFSU Classification of Students for Registration

Newly Admitted

Students who have never enrolled at San Francisco State University in a fall or spring semester and who have been admitted to the university for a specific semester, or students who have previously attended San Francisco State University and are returning to begin a new degree objective (e.g., a new graduate student who received a B.A. from SF State) are considered newly admitted.

Continuing

Students who were previously enrolled in this university in a regular semester and who have not been absent from the university for more than one complete semester, excluding summer semester, and who have not attended another college or university during their absence from San Francisco State University are considered continuing students.

Per immigration regulations, foreign students are required to be continuously enrolled every semester. Undergraduates must carry a minimum of twelve units and graduate students must carry a minimum of eight units.

In order to be considered in attendance for any semester, the student must be reported as enrolled in at least one class on the 20th day of instruction in the fall and spring semesters and the 10th day of instruction in each session of summer semester.

Readmitted

Students who have been absent from San Francisco State University for two full semesters (excluding Summer and Winter Sessions), or who have attended another college or university during their absence, must have applied and been readmitted to the university by the undergraduate or graduate Admissions Office.

Class Level of Students

The class level of students is determined according to units completed (earned units) as follows:

Class Level Units Completed

Lower Division:

Freshmen	0-29
Sophomore	30-59

Upper Division:

Junior	60-89
Senior	90 or more

Graduate:

Holding a baccalaureate or master's degree from an accredited university or college.

Immunization Requirements

All students must provide proof of immunization before they may register for classes. Please see this link regarding vaccinations <https://health.sfsu.edu/vaccinations-and-immunizations>.

MISCELLANEOUS SFSU ENROLLMENT POLICIES

Enrollment Limitations

This university and the State of California are very supportive of individuals completing course work for degrees, credentials, and certificates offered by the university, as well as for professional growth, and for personal enrichment within reasonable limits. With the limitation of physical and personnel resources available, the university reserves the right to limit, or terminate, the enrollment of any individual it feels has been fairly served by educational opportunities at this institution or elsewhere, and where the enrollment needs of other individuals must be given higher priority in the context of the resources available.

SF State Limitation of Total Units

The associate vice president of enrollment planning and management reviews the records of students who have earned sufficient units of credit to graduate but have not applied for graduation. When the student has met all requirements for graduation, the associate vice president, after conference with the student, may take the necessary action to have the student graduated. In those cases where the requirements for graduation can be completed in one additional semester, the associate vice president, after conference with the student, the appropriate department chair, and either the dean of Undergraduate Studies or the Dean of Graduate Studies, may notify the student that they have only one additional semester in which to complete the graduation requirements. If graduation requirements are not completed in the time designated, future registration in the university may not be permitted or may be subject to conditions mutually agreed upon by the student and the associate vice president of enrollment planning and management.

Auditing Courses

A student who wishes to audit a course instead of enrolling for credit must apply to and be admitted by the university. Enrollment as an auditor is subject to permission of the instructor provided that enrollment in a course as an auditor shall be permitted only after students otherwise eligible to enroll on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested no later than the last day to add classes. A student who is enrolled for credit may not **be** change to audit after the second week of instruction.

Any student admitted to a class as an auditor will not be permitted to obtain credit by examination for that class. A student registered as an auditor may be required to participate in any or all classroom activities at the discretion of the instructor.

Academic Load

The normal academic load for undergraduates is fifteen units per semester. For graduates, the normal load is from nine to twelve units per semester. Two hours of preparation for each hour of regular class work should be expected. For international students, immigration regulations require a minimum academic load of twelve units for undergraduates and eight units for graduates. Verification for enrollment is calculated as follows: **Fall, Spring, and Summer Semesters are calculated as follows:**

Undergraduates

Full Time	12 - 19 units
Half Time	6 - 11 units
<Half Time	1 – 5 units

Graduates

Full Time 12 units or 8 units of all upper division or graduate level courses (300 level or above)

Half Time 6 units or 4 units of all upper division or graduate level courses (300 level or above)

Less than Half Time 1 - 5 units or 1 - 3 units of all upper division or graduate level courses (300 level or above)

Financial Aid: All students requesting and accepting financial aid through San Francisco State University must register for and complete twelve or more semester units as an undergraduate and eight or more upper division or graduate-level semester units as a graduate. Some financial aid programs allow a reduced unit requirement. Additional information may be obtained from the Office of Financial Aid <https://financialaid.sfsu.edu/>.

Students who wish to enroll in extension work with this university and/or to enroll in courses at other institutions at the same time as they are registered for courses at this university, should plan the combined program with their major adviser. Under no circumstances is the total unit load for all course registrations in all institutions being attended to exceed the maximum unit load restrictions for this institution without written approval in advance from either the dean of Undergraduate Studies or the dean of Graduate Studies. Failure to obtain such approval in advance will subject the student to possible loss of units taken here and/or a restriction of units for transfer from the other institutions.

ACADEMIC STANDARDS FOR UNDERGRADUATE STUDENTS

Good Standing. To remain in good standing a student working toward a baccalaureate degree must maintain a cumulative GPA of 2.0 (C) or better.

Academic probation and disqualification actions are taken only at the close of each regular semester. Both quality of performance and progress toward the chosen objective are considered in determining a student's eligibility to remain in the university.

Probation. Undergraduate and second baccalaureate students will be placed on probation when the cumulative GPA in all college work attempted or in all work at San Francisco State University falls below 2.0 (C).

Disqualification. Undergraduate and second baccalaureate students on probation are subject to disqualification when:

- As freshmen (fewer than 30 units completed), they fall below a grade point average of 1.50 in all college units attempted or in all SF State units attempted.
- As sophomores (30 through 59 units completed), they fall below a grade point average of 1.70 in all college units attempted or in all SF State units attempted.

- As a junior (60 through 89 units completed), they fall below a grade point average of 1.85 in all college units attempted or in all SF State units attempted.
- As senior or second BA students (90 or more units completed), they fall below a grade point average of 1.95 in all college units attempted or in all SF State units attempted.

Mandatory Advising Program (MAP)

In the beginning of each semester, all undergraduate and second baccalaureate students whose grade point average at SF State has fallen below 2.0 will receive an email from the Registrar's Office notifying them that they are on academic probation.

Students must schedule advising appointments with their major advisers before the deadline stated in the registrar's email in order to avoid an administrative hold on their registration for the next semester. The steps outlined on the letter must also be followed.

Formal Assessment for Student Learning/Student Performance Monitoring

The university reviews students' academic status each semester. Those students who are placed on probation for qualitative reasons are required to meet with the Academic Advisor. At these meetings, the student is asked to reflect on their past semester's performance, identify the causes of their poor performance and are counseled to seek appropriate campus resources if needed. Students who continue to struggle academically and who cannot meet their academic contracts are counseled to change majors.

Please see link for additional information: <https://advisinghub.sfsu.edu/academic-probation>.

Retention and Remediation

To meet the workforce demands of California's economy, the California State University 2025 Initiative aims to graduate an additional 100,000 baccalaureate students, a total of more than one million, over the next ten years. SF State will contribute to this goal by increasing transfer and freshman graduation rates by an average of 11.25% and eliminating the opportunity gap.

Toward these ends, our campus plan is structured around six strategies:

1. improved course availability and curriculum
2. coordinated, intrusive and strategic advising
3. road accessibility and visibility of student success data
4. high-quality student experience in the first year of college for incoming freshmen
5. effective, targeted support services to achieve educational equity
6. faculty hiring and development

Please see link for student retention: <https://studentsuccess.sfsu.edu/long-term-strategies>.

Please see link for remediation procedures: <https://advisinghub.sfsu.edu/academic-probation>

Maximum Number of Units for Undergraduate Students on Academic Probation

The Policy Limiting the Number of Units Enrolled in by Undergraduate Students on Academic Probation (Academic Senate Policy S21-275), effective Fall 2003, applies to all undergraduate students. Undergraduate students on academic probation may enroll in a maximum of 13 units per semester for spring and fall semesters during which they are on academic probation.

Individual exceptions to this limit may be granted with approval from the student's department chair and college dean. Please note, petitions for exceptions for undeclared students and first-year freshmen should be submitted to the student's assigned advisor in the Undergraduate Advising Center.

Administrative/Academic Probation

An undergraduate, second baccalaureate, or graduate student may be placed on administrative/academic probation by the university for any of the following reasons:

- Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (A student whose withdrawal is directly associated with a chronic or recurring disability or its treatment is not to be subject to administrative/ academic probation for such withdrawal.)
- Repeated failure to progress toward the stated degree objective, or other program objective (when such failure appears to be due to circumstances within the control of the student).
- Failure to comply, after due notice, with an academic requirement or regulation which is routine for all students or a defined group of students.

Administrative/Academic Disqualification

An undergraduate, second baccalaureate, or graduate student who has been placed on administrative/academic probation may be disqualified from further attendance if:

- The conditions for removal of administrative/academic probation are not met within the period specified.
- The student becomes subject to academic probation while on administrative/academic probation.
- The student becomes subject to administrative/academic probation for the same or similar reason for which they have been placed on administrative/academic probation previously, although not currently in such status.

In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render them unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification. Please see link for details regarding disciplinary/termination procedures <https://bulletin.sfsu.edu/policies-procedures/student-conduct/>.

Readmission of Disqualified Students

Disqualified students may, after at least two semesters have elapsed, apply for readmission to the university, provided they have removed all academic deficiencies, or resolved the problems, which may have caused the disqualification. The work taken to eliminate an academic deficiency at this institution must be taken through the College of Extended Learning in order to impact the grade point average at this institution. If disqualification resulted from any other reasons than academic performance, approval must be obtained from the unit of the university that recommended the disqualification action. Students disqualified

from another institution, including other CSU campuses, may not be admitted to San Francisco State unless it can be demonstrated that the cause of the disqualification has been eliminated (additional course work with good grades, etc.) and the student is otherwise eligible to return to the institution of disqualification. For additional information, see Readmission Procedures found here: <https://advisinghub.sfsu.edu/academic-probation>.

Grievances and Appeals

Students with concerns about the program should first attempt to discuss the concern with their advisor or the DPD Director. If the student wishes to file an official grievance, they should refer to the procedures outlined here (<https://vpsaem.sfsu.edu/student-concerns-and-complaints>). Students with disabilities should consult the Disability Programs and Resource Center for disability-related grievance procedures (<https://access.sfsu.edu/complaints>).

An undergraduate student who has questions or concerns about degree requirements or general university regulations should discuss them first with a major adviser. If students wish to review an issue or to appeal a decision, they should consult with the department or program chair and, if needed, the college dean. Should questions arise beyond this point with respect to where or to whom a specific appeal should be directed, the dean of Undergraduate Studies may be consulted for advice. After all of the informal procedures for grievances and appeals have been exhausted, the dean of Undergraduate Studies or designee may initiate formal grievance procedures. **All complaints and resolutions will be kept in a binder in the DPD Director's office for seven years.**

ACEND has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies.
(<https://www.eatrightpro.org/acend/public-notice-and-announcements/filing-a-complaint>)

Equitable Treatment

California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color, caste and ancestry), religion (or religious creed), veteran or military status, disability (physical and mental), gender (or sex), gender identity (including nonbinary and transgender), gender expression or sexual orientation <https://bulletin.sfsu.edu/policies-procedures/nondiscrimination-policy/>.

Please see additional resources supporting an inclusive environment and equitable treatment <https://titleix.sfsu.edu/#:~:text=San%20Francisco%20State%20University%20does,its%20education%20programs%20or%20activities>, <https://equity.sfsu.edu/>, <https://facaffairs.sfsu.edu/diversity-and-inclusion>.

GRADUATION REQUIREMENTS

As an undergraduate student, once you have completed 90 units, you will be eligible to apply

to graduate. Students should consult the steps for graduation here <https://registrar.sfsu.edu/graduation>. Second Bachelor's students should consult their advisor about current graduation application procedures. Please adhere to all graduation application deadlines. A graduation/diploma fee of \$100 must be paid at the Bursar's Office. Upon successful completion of the undergraduate program requirements, students receive a B.S. degree in Nutrition and Dietetics from the Family, Interiors, Nutrition, & Apparel Department in the College of Health & Social Sciences. General education and university statutory requirements for the B.S. degree and a minimum of 120 units must be completed as well.

Time Limit to Complete Requirements for Undergraduate Degree

There is normally no statutory period for units required for an undergraduate degree at SF State.

VERIFICATION STATEMENT PROCEDURES

The DPD at SFSU culminates in a Bachelor of Science degree after successful completion of a minimum of 120 units. The DPD defines successful completion as a C- or better in required courses. The DPD Director will issue a Verification Statement to all students upon conferred graduation, as posted by the university registrar on official transcripts, indicating that requirements have been met as dictated by The Accreditation Council for Education in Nutrition and Dietetics (ACEND).

An official digital Verification Statement, with e-signature from the DPD Director, will be sent emailed to graduates after review of final, official transcripts. This usually occurs 1-2 months after the graduation date. A copy of the Verification Statement is also kept with the program.

The Verification Statement is required for admission to a Supervised Practice Program (Dietetic Internship) and must accompany the application to take the Registration Examination for Registered Dietitian credentialing. Declaration of Intent will be confirmed in the Dietetic Internship Central Application Service (DICAS) by the DPD Director for students applying for supervised practice experiences prior to completion of coursework, typically the last semester of attendance at SFSU.

Students with a prior degree from another institution, who request a Verification Statement, are evaluated on a case-by-case basis. The requesting student must provide transcripts for review. Once the DPD requirements are met, the Program Director will provide the graduate with a Verification Statement.

STUDENT CODE OF ETHICS

WHEREAS: Guidelines for acceptable professional and personal behavior for all students enrolled in the B.S. in Nutrition and Dietetics should be available to each student, and

WHEREAS: Preparation of the student for future professional and personal conduct is part of the obligation of the educational process, and

WHEREAS: The development of proper professional and personal behavior is necessary to perpetuate acceptable professional conduct required of the Health Professions, and

WHEREAS: The development and improvement of health care can be fostered through the coordinated efforts of health professional organizations,

LET IT BE RESOLVED: That all enrolled students and faculty members of the dietetics program shall abide by the principles encompassed by description or implication, in this Code of Ethics.

1. The human dignity of each individual with whom the student associates should be respected with primary concern being directed toward the welfare of the client/patient or employee. In entering the area of the health professions, the student assumes definite responsibilities towards their associates and commits themselves to upholding professional ideals.
2. The student should respect the confidentiality of all privileged information and should voluntarily share such information ONLY when it serves the welfare of the client/patient, employee, or fellow student.
3. Improper professional conduct is not to be condoned. Information concerning improper, illegal, or unethical conduct of fellow students or faculty should be given to the appropriate authority without fear or favor.
4. Each student should strive to improve and maintain acceptable standards of professional practice by continuing their intellectual and professional growth.
5. Each student should strive to uphold the dignity and respect of their chosen profession by their dress, personal appearance, conduct and conversation.
6. Each student should avoid the indiscriminate or overindulgent use of alcohol, tobacco, drugs, medications, and other similar items, which may adversely affect the student's health or their ability to function with adequate reason and judgment.
7. Each student should conduct their personal activities so that no client/patient/employee/student is endangered by them and so no interference with the normal activities of the classroom occurs.
8. Each student should conduct themselves in an unbiased manner by rising above prejudices regarding race, color, religion, creed, sexual preference or economic status in order to provide services to clients/patients in a professional manner.
9. Each student should embrace personal ethics of character which include honesty, loyalty, understanding, and the ability to respect rights and dignity of others.

No action of the student or faculty can be separated from the reputation of the individual, their academic institution, or their profession. Therefore, it becomes a primary obligation to uphold the dignity and honor the chosen profession by thoughts, words, and action.

Cheating and Plagiarism

The following behavior is subject to disciplinary sanctions: dishonesty, including cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic

advantage. It is the FINA department's policy to not allow the use of electronic devices during exams. This is to include cell phones, PDA's, electronic translating devices, etc. If you need a dictionary, please arrange with the instructor at least one week prior to an exam.

Plagiarism is a form of cheating or fraud; it occurs when a student misrepresents the work of another as their own. Plagiarism may consist of using the ideas, sentences, paragraphs, or the whole text of another without appropriate acknowledgment, but it also includes employing or allowing another person to write or substantially alter work that a student then submits as theirs. Any assignment found to be plagiarized will be given an "F" grade. All instances of plagiarism will be reported to the Dean of the College and may be reported to the University Judicial Affairs Officer for further action.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

See Appendix E for Code of Ethics.

AI (Artificial Intelligence) Use

The FINA Department policy regarding AI use is to defer to the individual classroom instructor. Please see the instructor's syllabus for their policy.

SPECIAL POLICIES RELATED TO CLASSROOM ACTIVITIES

In classes and laboratory classes within the university, College, and Department, special policies may pertain. These may include smoking, tardiness, clean-up, breakage of equipment, eating in classrooms, talking during activities, appropriate dress, etc. Each instructor will discuss their policies for classroom operation during the first-class meeting. Students should read handout materials and course syllabi carefully. The university has a policy that a student must attend the first-class meeting to ensure their space in the class. An instructor may remove a student's name from the class list if the student is not in attendance at the first-class meeting. It is essential that the student inform the instructor if they cannot attend the first-class meeting, and the student is responsible for all information, which is distributed and discussed at this first meeting with respect to expectations, policies, schedule, and assignments.

LABORATORY POLICIES, PROCEDURES & RESPONSIBILITIES

The following procedures and policies are to act as guidelines for a successful semester in the laboratory. Failure to comply with these rules is grounds for penalties, up to and including dismissal from class and loss of points for the day. The procedures and policies are subject to change as situations dictate. Every reasonable effort will be made to notify you of any changes.

Questions should be brought to the immediate attention of the instructor or staff. Please observe the following Miele laboratory policies and procedures unless otherwise noted.

- **Laboratory performance:** Points are earned by coming prepared, wearing proper attire, working in a professional manner, keeping the premises clean, filling out required documents and/or keeping a lab manual.
- **Sanitation & Safety:** All students must follow proper sanitation and safety standards while working with foods.

- **Make Up Labs:** No make-up labs will be offered. Special arrangements may be made with instructor approval however make-up sessions are not guaranteed.
- **Appearance:** Cleanliness and professionalism are expected in the workplace, especially in the foodservice industry. As such, students' appearances will be held to the highest degree. Incomplete uniforms are grounds for dismissal from the laboratory and a loss of points for the day.
- **Coats:** Chef coats or lab coats are to be worn at all times. It is the student's responsibility to provide their own coat. If a student forgets their coat, they will be sent home and the absence marked as a NO-SHOW for that day (points will be deducted).
- **Hair Restraints:** Sanitary conditions are vital to preparing and serving healthy and safe foods. As such, students are required to wear a hairnet or hat while working in the laboratory. The staff will provide the first hairnet. Replacement hairnets can be purchased for \$.50 each, given to the instructor.
- **Facial hair:** Facial hair should be groomed and kept in a neat manner. Mustaches and beards require a restraint.
- **Pants:** Hot liquids can cause severe burns. Therefore, pants of any type must be worn while working in the laboratory.
- **Socks:** Socks, covering up to the ankle or higher, must be worn.
- **Shoes:** Closed toe, closed heel, non-slip, flat shoes are to be worn at all times while in the laboratory.
- **Fingernails/polish:** Long nails and nail polish are a potential source for contamination and foodborne illness. Nails should be trimmed to a non-hazardous length. Nail polish is NOT to be worn at ANY time while working in the Miele Lab.
- **Jewelry/Watches:** Earrings can easily be caught in moving machinery. Therefore, only loops no larger than 1/2" in diameter are to be worn. Other types of jewelry such as watches, bracelets or rings are potential sources of bacteria and contamination and should not be worn in lab, however a single wedding band is allowed.
- **Cleanliness:** A clean kitchen is vital to the production of safe and healthy foods. Practice "Clean-As-You-Go" when working on any food preparation. Before leaving for the day, ensure that your station is clean. Check out with the Teaching Assistant or Kitchen Manager before clocking out. Your lab group is not permitted to leave until everyone's station is clean—practice TEAMWORK and help each other.

STUDENT NUTRITION & DIETETIC ASSOCIATION (SNDA)

The SNDA organization is a recognized student organization at SFSU. SNDA members are actively involved with volunteer experiences on campus and in community activities in which nutrition and food are the focus. Also, there is a close association with the Bay Area Dietetic Association (BADA) and a SFSU SNDA officer serves as the liaison between the two groups.

APPLICATION TO SUPERVISED PRACTICE (DIETETIC INTERNSHIPS)

Preparing for the Supervised Practice (Dietetic Internship) is a process and begins when you first become a dietetics student. It is advised to maintain a GPA of at least a 3.2 to be competitive for the internship. Many internships have a minimum GPA requirement of 3.0. Gaining work or volunteer experience in the field of dietetics is also recommended. In

addition, extracurricular activity involvement, such as in the Student Nutrition and Dietetic Association, can assist a student in gaining leadership experience.

The SNDA, DPD Director and Dietetic Internship Program Director conduct an annual “Dietetic Internship Application Workshop” during the fall semester for all students in their final year of the DPD program. At this seminar, the step-by-step process of applying to Dietetic Internships is reviewed, along with application materials. This includes the DI application through the Dietetic Centralized Application Service (DICAS) and requesting letters of recommendation. More information about the application process with DICAS can be found here <https://www.eatrightpro.org/acend/students-and-advancing-education/application-process-for-students>. The *Intent to Complete* form, which identifies the courses still needed to complete the DPD, is prepared by the DPD Director to accompany each DI application.

A complete list of nationwide ACEND-accredited Supervised Practice Programs may be found on the Academy of Nutrition and Dietetics website:

<https://www.eatrightpro.org/acend/accredited-programs/program-directory>

REQUESTS FOR LETTERS OF RECOMMENDATION

Requests for letters of recommendation must be received at least one month prior to the application deadline. In preparation for the spring Dietetic Internship application process, it is imperative that faculty receive all requests and required information by the last day of classes in the fall. Most instructors will not return to campus until the end of January.

Please include the following for all requests:

1. Resume
2. Personal statement
3. Request for LOR (letter of recommendation) Form (See form in the DPD’s Canvas)
4. List of internships you are applying to and/or Master’s degree programs
5. Program application deadline dates (MS program application)

Appendix A

PROGRAM FACULTY

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Appendix B

ACEND Accreditation Standards for Nutrition and Dietetics Didactic Programs (DPD)

Effective as of August 1, 2026

From: <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2027-standards>

Standard 1: Program Characteristics and Resources

Programs accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®) must meet requirements including quality-assurance or oversight by other agencies, organizational structure, financial stability, sufficient resources, the awarding of degrees and/or verification statements, program length, and program leadership.

REQUIRED ELEMENTS:

1.1 The program must be housed in a college or university or offered in a consortium with a college or university. The college or university located in the U.S. or its territories must be accredited in good standing by a U.S. institutional accrediting body for higher education recognized by the United States Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA). Colleges and universities that are not part of the U.S.-based educational system must be authorized under applicable law by the country's ministry of education or equivalent public entity to provide an educational program beyond secondary education (see Appendix B).

a. A consortium is defined as two or more independent institutions working together under a formal written agreement to sponsor a single program. The consortium must consider itself a single education program.

1.2 The program must be integrated within the administrative structure of the sponsoring institution, show the structure, such as in an organizational chart, and indicate where the program will be housed. In a consortium, an organizational chart must clearly show the relationship of each member of the consortium to the program and where the program will be housed.

1.3 The program must demonstrate that it has:

a. Support from the upper-level administration

b. Adequate resources to accomplish its mission and goals and meet the needs of students. Resources must include:

1. Clerical or other staff
2. Technical support
3. Learning resources
4. Physical facilities
5. Support services

c. Sufficient financial resources to support program needs:

1. The program must describe how the program director provides input into the

budgeting process, ensuring sufficient resources to achieve the program's short- and long-term goals

2. Programs offered in a consortium must clearly define the financial and other resource contributions of each member to the total program

d. Adequate technology and resources to support a distance-learning environment if any portion of the program is offered through distance education

e. Adequate resources to support continued development and training for program faculty and staff

f. Sufficient supervised practice sites available to provide the quality, quantity, and variety of expected experiences to prepare students for their roles and responsibilities as nutrition and dietetics professionals (Not applicable to U.S.-based DPD)

g. The program must report its maximum enrollment to ensure quality, viability, and appropriate use of resources.

1.4 The program must award at least a baccalaureate degree and a verification statement upon completing program requirements to individuals who enter the program with an associate degree or less.

a. If the program admits individuals with a baccalaureate degree or higher, the program must award at least a verification statement to individuals who complete program requirements.

b. If the program awards a graduate degree, the graduate degree must:

1. Be in a major course of study in human nutrition, food and nutrition, dietetics, public health, food systems management, or equivalent

2. Meet all the designated academic competencies and performance indicators of the Coordinated Program (CP).

1.5 The program must have one designated program director who has primary responsibility for the program and communication with ACEND. The program director must have the authority, responsibility, and sufficient time allocated to manage the program, and provide effective leadership for the program, the program faculty, and the students. The program director may have other responsibilities that do not compromise the ability to lead the program. Responsibilities and time allocation for program leadership are reflected in a formal position description for the program director and approved by an administrator.

a. For programs offered in a consortium:

1. One individual must serve as the consortium program director and have primary responsibility for the program and communications with ACEND

2. Each member institution in the consortium must designate a coordinator (who may be the program director) for the program within that institution who is employed by the institution.

b. The program director's responsibilities must include, but are not limited to:

1. Authority for oversight of the program, including when program management responsibilities are delegated to other faculty or individuals

2. Provision or delegation of responsibilities to ensure year-round coverage of

the director's responsibilities in the absence of the director or in cases where the director's full-time appointment does not cover 12 months

3. Development of policies and procedures for effectively leading all components of the program and ensuring fair and considerate treatment of prospective and enrolled students (such as program admission, retention and completion policies)

4. Authority to evaluate and manage the financial resources to achieve the program's outcomes and to support the academic integrity and continued viability of the program

5. Student recruitment, advisement, evaluation, and counseling. Student advisement must incorporate:

a. All educational pathways to becoming an RDN, including admission expectations, and expectations when rotations and site selection are student-identified

b. The Dietetics Application Process and the Traffic Rules for Applicants

6. Maintenance of program accreditation, including:

a. Timely submission of fees, reports, and requests for major program changes

b. Maintenance of the program's student records, including student advising plans and verification statements

c. Maintenance of complaints about the program received from students or others, including disposition of the complaint

d. Ongoing review of the program's curriculum to meet the accreditation standards

e. Communication and coordination with program faculty and others involved with the program and its students

f. Facilitation of processes for continuous program evaluation

g. Timely submission of required documentation supporting the graduate's eligibility for a Commission on Dietetic Registration (CDR) credentialing exam

h. Completion of an ACEND training on the accreditation standards within one year of hire and every five years, thereafter.

c. The program director must:

1. Have earned at least a master's degree

a. Graduate-level DPDs: Have earned a doctoral degree

1. Newly appointed program directors must meet this requirement

2. Existing program directors with a master's degree are permitted to remain in their current position

2. Be credentialed as a registered dietitian nutritionist (RDN) by the Commission on Dietetic Registration, or for international programs only, the country's professional association or regulatory board for nutrition or dietetics, if applicable

3. Have a minimum of three years of professional experience post-dietetics

credentialing

4. Be a full-time employee of the sponsoring institution as defined by the institution, or a full-time employee of another organization that has been contracted by the sponsoring institution

5. Not direct another ACEND-accredited nutrition and dietetics education program.

d. Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing load for leadership functions provided by the director. The required minimum FTE allotment that must be devoted to program leadership is 0.25.

1.6 The program must establish its length and provide the rationale for the program's length, considering both didactic education and learning activities needed by students to demonstrate the required competencies and mandates from the program's administration and state regulation.

Standard 2: Program Mission, Goals, Objectives and Program Evaluation and Improvement

The program must have a clearly formulated and publicly stated mission with supporting goals and objectives by which it intends to prepare students for careers in nutrition and dietetics. The program must have a program evaluation plan to continuously evaluate the achievement of its mission, goals and objectives, use the plan to collect data, improve the program based on findings, and update the plan accordingly.

REQUIRED ELEMENTS:

2.1 A program evaluation plan must be documented, reviewed annually, updated as needed with changes noted, and must include the following components:

- a. The program mission. The program's mission must be specific to the program, distinguished from other programs in the sponsoring institution, and compatible with the mission statement or philosophy of the sponsoring institution
- b. The program goals. The program must have at least two goals focused on program outcomes for graduates that are consistent with the program's mission
- c. The program objectives. The Program objectives must measure the full intent of the mission and goals and are used to evaluate the achievement of each program goal
 1. The program must align the following ACEND-required objectives with its program goals and demonstrate that it is operating in the interest of students and the public. The program must set reasonable target measures when the targets are not specified. Required objectives must be evaluated annually using an average of data from the previous three years:
 - a. Program Completion: "At least 80% of students complete program requirements within ____ (150% of planned program length)."

b. Graduate Application, Admission, and Preparedness for RDN Programs (SPE, CP, or nutrition-related graduate program):

1. Application to RDN Programs: “At least ____ percent of program graduates apply for admission to an RDN or a graduate program within 12 months of graduation.”
2. Admission to RDN Programs: “At least _____ percent of program graduates who apply to an RDN or a graduate program are admitted within 12 months of graduation.”
3. Graduate Preparedness: The program must develop an objective for evaluation of graduate’s preparedness for an RDN or a graduate program within 12 months of graduation.

d. Qualitative and/or quantitative data needed to determine whether goals and objectives have been achieved. In addition, the program must provide the one-year pass rate on the CDR RDN credentialing exam report

e. Groups from which data will be obtained; internal and external constituents must be represented (such as graduates, administrators, faculty, preceptors, employers, practitioners, nutrition and dietetics education program directors, faculty from other disciplines and advisory committees)

f. Evaluation methods that will be used to collect the data

g. Individuals responsible for ensuring that data are collected

h. Timeline for collecting the necessary data.

2.2 The program must evaluate the achievement of its goals and objectives based on its program evaluation plan and provide evidence that:

- a. Program outcomes data are collected according to the program evaluation plan, summarized and analyzed by comparing actual achievements with objectives
- b. Data analysis is used to evaluate the extent to which goals and objectives are being achieved
- c. The targets set for ACEND-required objectives are met
- d. Programmatic planning and outcomes evaluation are integrated with institutional planning and assessment, as appropriate.

2.3 Results of the program evaluation process must be used to identify strengths and areas for improvement relative to components of the program (such as policies, procedures, curriculum, teaching methods, faculty, preceptors, resources). Short- and long-term strategies must be developed, and actions must be taken to maintain program strengths and address areas for improvement identified through the evaluation process.

- a. If program objectives are not met, program changes must be identified and actions taken to improve outcomes for unmet objective(s).

Standard 3: Curriculum, Learning Activities, and Competency Assessment

The competencies must be the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program. Demonstration of competence must be integrated in the coursework and learning activities throughout the program. The program must continuously assess student attainment of required competencies.

REQUIRED ELEMENTS:

- 3.1 The program must have a process for assessment of competencies (Appendix A).
 - a. The plan must identify the:
 1. Summative assessment for each competency
 2. Methods used, as well as courses and learning activities in which assessment will occur
 3. Process for monitoring achievement of competencies for each student.
 - b. Existing programs must incorporate the competencies and performance indicators into the curriculum on or before August 1, 2028.
- 3.2 The Curriculum Map template must be used to document:
 - a. Each competency (see Appendix A)
 - b. Each performance indicator (see Appendix A)
 - c. Course(s) (including supervised practice, if applicable) in which summative assessment of competencies occurs and where performance indicators are covered
 - d. How the curriculum:
 1. Is sequentially and logically organized
 2. Progresses from introductory to more advanced learning activities
 3. Builds on previous knowledge, skills, and experience to achieve the expected depth of competence by completion of the program.
- 3.3 The program's curriculum must provide learning activities to attain the breadth and depth of the required curriculum competencies needed to prepare students for supervised practice and graduate education.
 - a. Syllabi for courses taught within the academic unit must include the relevant competencies.
 - b. Learning activities must prepare students for professional practice:
 1. Address various conditions, including, but not limited to: cancer, cardiovascular disease, critical illness, disordered eating, endocrine disorders, gastrointestinal disorders, malnutrition, neurological disorders, overweight/obesity, and renal disease
 2. Implement the Nutrition Care Process with various populations with a range of abilities, cultures, and backgrounds across the life cycle, including infancy, childhood, adolescence, adulthood, pregnancy and lactation, and late adulthood
 3. Meet learner needs and competencies. The curriculum must incorporate a variety of educational approaches necessary for the delivery of curriculum content
 - a. If any portion of the program is offered through distance education, the program must ensure regular and substantive interaction between students and faculty.

Standard 4: Curriculum Evaluation and Improvement

The program must collect and analyze aggregate data on student competency attainment. The results of the evaluation must be used to improve the curriculum to enhance the quality of education provided.

REQUIRED ELEMENTS:

4.1 Formal curriculum review must routinely occur. The program must collect and analyze aggregate data on how the curriculum prepares students for RDN programs. The results of the aggregate data must be used to evaluate and improve the curriculum to enhance the quality of education provided:

- a. Determine strengths and areas for improvement
- b. Include input from students and other individuals as appropriate
- c. Include assessment of comparability of educational experiences and consistency of competency achievement when different courses or delivery methods (such as distance education) are used to accomplish the same educational objectives
- d. Take actions to maintain or improve student learning.

Standard 5: Faculty and Preceptors

The program must have qualified faculty and preceptors in sufficient numbers to provide the depth and breadth of learning activities required in the curriculum and exposure to the diversity of practice. Program faculty, including the program director, must show evidence of continuing competence appropriate to teaching responsibilities, through professional work experience, graduate education, continuing education, and research or other activities leading to professional growth and the advancement of their profession.

REQUIRED ELEMENTS:

5.1 The program must provide evidence that qualified and appropriately credentialed faculty are sufficient to ensure implementation of the program's curriculum and the achievement of program goals and objectives.

- a. The requirements for program faculty (faculty within the academic unit) must include the following:
 1. At least one full-time faculty member, or equivalent, in addition to the program director, must hold the RDN credential
 2. Program faculty must meet the sponsoring institution's criteria for appointment and have sufficient education in a field related to the subject in which they teach or must meet the institution's policy for education and/or equivalent experience
 3. Program faculty, including the program director, must show evidence of continuing competence and ongoing professional development appropriate to their teaching responsibilities
 4. Program faculty must be provided orientation to competency-based education, the program's mission, goals, and objectives, and the ACEND Standards and

required competencies

5. Program faculty must be trained in the use of distance education pedagogy and recommended practices

6. The Nutrition Care Process component must be taught by an RDN.

b. Formal evaluation of program faculty must routinely occur:

1. The program must have a process for periodic review, including input from students, of the effectiveness of faculty

2. Program faculty must receive feedback and training as needed, based on program evaluation and input from students.

5.2 The program must provide evidence that qualified and appropriately credentialed preceptors are sufficient to ensure implementation of the program's curriculum and the achievement of the program goals and objectives. (Not applicable to U.S.-based DPD)

a. The requirements for program preceptors must include the following:

1. The education and experience needed to provide appropriate guidance for supervised practice experiences. Preceptors must be licensed, as appropriate, to meet state and federal regulations, or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models

2. Orientation to competency-based education, the program's mission, goals, and objectives, and the ACEND Standards and required competencies.

b. Formal evaluation of program preceptors must routinely occur:

1. The program must have a process for periodic review, including input from students, of the effectiveness of preceptors

2. Program preceptors must receive feedback and training as needed, based on program evaluation and input from students.

Standard 6: Supervised Practice Sites

(Not Applicable to U.S.-Based DPD. International DPD Refer to Appendix B)

The program must have policies and procedures for securing sites to maintain written agreements with institutions, organizations and/or agencies providing supervised practice experiences to meet the competencies. The program must ensure that students have secured geographically accessible rotations for timely completion of the program.

REQUIRED ELEMENTS:

6.1 Supervised practice site requirements. The program must have written policies and procedures:

a. For site selection and student placement

b. That outline the issuance and maintenance of written affiliation agreements

1. Agreements must delineate the rights and responsibilities of both the sponsoring institution and affiliating institutions, organizations and/or agencies

- 2. Agreements must be signed by individuals with appropriate institutionally-assigned authority in advance of placing students
 - 3. Issuance of written affiliation agreements must be the responsibility of the program and not the student
 - c. That define a timeline for the periodic evaluation of the adequacy and appropriateness of supervised practice facilities.
- 6.2 For programs where students identify their own supervised practice sites and/or preceptors, the program must:
- a. Ensure that clinical rotation sites are secured before students begin their supervised practice component
 - b. Have written policies describing the process of securing sites when students are unable to locate a site(s) or preceptor(s) to ensure timely completion of the program.

Standard 7: Information to Prospective Students and the Public

The program must provide clear, consistent, and accurate information about all program requirements to prospective students and the public at large.

REQUIRED ELEMENTS:

7.1 Program policies, procedures, practices, and materials related to student recruitment and admission must comply with state and federal laws and regulations. Recruitment and admission practices must be applied fairly and consistently.

7.2 All program information for prospective students and the public must be current, accurate, and consistent and provide a reference to where complete program information can be found. Information about the program must be readily available to prospective students and the public via a program website and must include at least the following:

- a. Accreditation status, including the full name, address, phone number, and website of ACEND on the program's website homepage
- b. Description of the program, including the program's mission, goals, and objectives
- c. A statement that program outcomes data are available upon request along with program contact information
- d. Information about the requirements and process to become a registered dietitian nutritionist (RDN), including education, supervised practice, the CDR credentialing exam, state licensure/certification, states for which the program meets State requirements for licensure/certification, and how the program fits into the process
- e. Estimated cost to students, including:
 - 1. Estimated cost of tuition and institution fees (such as lab and technology fees)
 - 2. Estimated required program-specific costs, including supplies and services (such as program course fees, drug testing, lab coats, and membership fees)
 - 3. A description of variable costs related to the program (such as books, transportation, housing, and other expenses)

- f. Availability of financial aid and loan deferments (federal or private), scholarships, stipends, and other monetary support, if applicable
- g. Application and admission requirements, including information on the Dietetics Application Process and Traffic Rules
- h. Academic and program calendar or schedule
- i. Graduation and program completion requirements, including:
 - 1. Requirements to earn the verification statement
 - 2. Maximum time allowed to complete program requirements and/or receive a verification statement
- j. Guidance about distance education components, such as the expectations for required equipment, competence and skills related to technology, and other requirements, if applicable
- k. If students are required to locate their own supervised practice sites and/or preceptors, requirements for this must be described, including the program's role and responsibility to secure geographically accessible sites for students to ensure timely completion of the program (Not applicable to U.S.-based DPD)
- l. A statement indicating whether prior learning assessment is available for coursework and/or experiences.

Standard 8: Policies and Procedures for Enrolled Students

The program must have written policies and procedures that protect the rights of students and are consistent with current institutional practice.

REQUIRED ELEMENTS:

8.1 Programs must have policies and procedures specific to nutrition and dietetics programs or refer to institutional policies. The policies must be provided to students in a single comprehensive document, such as in a program handbook or on a program website. Policies and procedures must include:

- a. Student Support
 - 1. Support for the variety of needs of students
 - 2. Ensure all students are treated with dignity and respect by program faculty and preceptors
 - 3. Access to student support services, such as health services, counseling, tutoring and testing, and financial aid resources
- b. Student Performance Monitoring
 - 1. The process of assessment, including academic performance, academic integrity, and professionalism
 - 2. Academic performance concerns are addressed in a timely and adequate manner to facilitate students' progression in the program
- c. Student Remediation and Retention

1. The process for evaluating the need for remedial instruction and other support
 2. The procedure for creating an action plan that delineates where program expectations have not been met and the actions needed to satisfy program requirements
- d. Confidentiality
1. Protection of privacy of student information, including students in distance learning
 2. When using distance instruction and/or online testing, strategies used to verify the identity of a student
- e. Requirements for Program Completion
1. Requirements to earn the verification statement
 2. Maximum time allowed to complete program requirements and receive a verification statement must follow the sponsoring academic institution's policy. In the absence of an institutional policy, the maximum time must be no less than five years
- f. Issuance of Verification Statement
1. Providing verification statements, including timing, delivery method, and number issued, if applicable, to all students who complete program requirements
- g. Supervised Practice (g1-g7 not applicable to U.S.-based DPD)
1. Securing geographically accessible sites for students
 2. Tracking individual students' supervised practice hours in professional work settings and in alternate practice activities. Hours granted for prior learning, if given, also must be documented.
 3. Insurance requirements, including those for professional liability
 4. Liability for safety in travel to or from assigned areas
 5. Injury or illness while in a facility for supervised practice
 6. Drug testing and criminal background checks, if required by the supervised practice facilities
 7. Requirement that students doing supervised practice must not be used to replace employees
- h. Complaints
1. The process for filing and handling complaints about the program from students and other individuals that includes recourse to an administrator other than the program director and prevents retaliation
 2. The process for submitting written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and institution have been exhausted
- i. Credit for Prior Education and Experience
1. Evaluating the equivalency of prior learning and experience to the program competencies. Otherwise, the program must indicate that it does not assess prior learning or competence

j. Disciplinary/termination procedures

k. Additional Policies

1. Student access to their own student file
2. Program schedule, vacations, holidays, and leaves of absence
3. Compensation practices when students are paid compensation as part of the program
4. Withdrawal and refund of tuition and fees.

APPENDIX A

Bachelor Level Competencies for Nutrition and Dietetics

ACEND's Bachelor Level Competencies and Performance Indicators are organized hierarchically from broad learning expectations to more specific indicators.

- Level 1: The Units (e.g., Unit 1, Unit 2) are the broad content areas that describe a group of competencies and a focus area
- Level 2: The Competencies (e.g., 1.1, 1.2) follow and describe what learners should achieve within that unit. Competencies identify expected performance (knowledge, skill, and judgment)
- Level 3: The Performance Indicators are the sub-statements (e.g., 1.1.1, 1.1.2) that define each competency or the level of expected performance into specific, measurable skills that demonstrate how the broader outcome is applied in practice

Unit 1: Foundational Knowledge

1.1 Apply foundational sciences and knowledge in food and nutrition (S)

1.1.1 Describe nutrient metabolism, including the integration and regulation of macro- and micro-nutrition (K)

1.1.2 Apply organic chemistry and biochemistry knowledge to make informed food and nutrition decisions for medical nutrition therapy and optimal health (S)

1.1.3 Apply an understanding of social, physical, and behavioral factors that impact food and nutrition across the lifespan (S)

1.1.4 Integrate knowledge of molecular factors, including genes, proteins, and metabolites, in the development and management of disease (K)

1.2 Apply knowledge of pharmacology and pharmacokinetics to recommend, prescribe, and administer medical nutrition therapy (K)

1.2.1 Identify the classifications of nutraceutical and pharmacological agents and their actions on the body (K)

1.2.2 Apply knowledge of classifications, categories, and indications for commonly used medications and supplements (for example, weight management, hypertension, diuretics, cardiovascular disease, diabetes) (K)

1.2.3 Demonstrate understanding of pharmacokinetics as it applies to medications and supplements (K)

1.3 Apply an understanding of the impact of integrative and functional nutrition on disease, health, and wellness (S)

- 1.3.1 Explain how nutrients and nutrition supplements influence disease, physical activity, and wellness (K)
- 1.3.2 Evaluate the safety and efficacy of integrative and functional nutrition approaches and interventions (S)
- 1.3.3 Critically evaluate evidence-based literature to inform decisions about the use of integrative and functional nutrition (S)

1.4 Integrate research methods and principles into evidence-based practice (S)

- 1.4.1 Explain the steps of the research process (K)
- 1.4.2 Choose appropriate statistical methods, perform statistical analysis, and interpret results in various data analysis situations (S)
- 1.4.3 Evaluate research to support evidence-based decision-making and draw valid conclusions (S)

Unit 2: Community Services

2.1 Promote health and wellness for individuals and groups (S)

- 2.1.1 Engage in community outreach to address the nutrition-related needs of the target group (S)
- 2.1.2 Use nutrition and health coaching strategies to create a shared vision and goals with individuals (S)
- 2.1.3 Assess and monitor the effectiveness, adequacy, and quality of infant feeding practices (S)
- 2.1.4 Provide evidence-based breastfeeding education to promote human milk feeding, human lactation, nutrition, and well-being (S)

2.2 Design and implement a program that addresses the nutrition needs for health, wellness, and disease prevention (S)

- 2.2.1 Conduct a community needs assessment to identify the health status and behavior of the community and the gaps in resources and services (S)
- 2.2.2 Provide evidence-based education to address nutrition misinformation in a manner that supports informed decision-making (S)
- 2.2.3 Demonstrate an understanding of cultural differences as they pertain to patient/client care (S)

Unit 3: Leadership

3.1 Apply critical thinking to make ethical and evidence-based decisions (S)

- 3.1.1 Make decisions based on evidence-based practice and ethical principles (S)
- 3.1.2 Define the problem and determine steps for resolution (S)
- 3.1.3 Identify fundamental research concepts that inform evidence-based practice (K)

3.2 Demonstrate ethical and professional behaviors (S)

- 3.2.1 Apply knowledge of the professional Code of Ethics (S)
- 3.2.2 Maintain confidentiality and security when sharing, transmitting, storing, and managing protected health information (S)
- 3.2.3 Perform self-reflection to identify skills, strengths, knowledge, and experiences, and

develop goals for self improvement (D)

3.2.4 Identify and take steps to manage unethical, incompetent, and unsafe behavior (S)

3.2.5 Practice in a manner that respects patient/client needs (S)

3.2.6 Apply nutrition-related legislation, regulations, and standards of practice (K)

3.3 Apply leadership skills to guide practice (K)

3.3.1 Apply knowledge of leadership and management theories (K)

3.3.2 Gain an understanding of social cues and group dynamics to facilitate desired outcomes (K)

Unit 4: Nutrition Care Process and Medical Nutrition Therapy for Individuals

4.1 Conduct nutrition screening to identify health and nutrition-related problems (D)

4.1.1 Interview individuals and gather information from other sources, following established tools and guidelines (D)

4.1.2 Identify and prioritize needs based on screening results (S)

4.2 Conduct a nutrition assessment to inform the nutrition diagnosis (S)

4.2.1 Obtain diet history and the level of physical activity (D)

4.2.2 Select nutrition assessment tools for individuals and groups (S)

4.2.3 Recognize pertinent laboratory values and their impact on health and nutrition (S)

4.2.4 Address nutritional risk factors across the life span (S)

4.2.5 Conduct a nutrition-focused physical examination and interpret results (D)

4.2.6 Identify signs and symptoms of malnutrition and nutrient deficiencies and excesses (S)

4.2.7 Assess individual energy and nutrient needs based on physiology and health status (S)

4.2.8 Recognize and communicate the causes of disease and nutritional risks (K)

4.2.9 Develop a problem, etiology, signs and symptoms (PES) statement to communicate a nutritional diagnosis (S)

4.3 Develop an individualized plan of care that addresses nutrition care needs, diagnosis, and client/patient nutrition goals (S)

4.3.1 Develop goals that address nutrition care needs and diagnosis (S)

4.3.2 Create a nutrition prescription to address nutrition goals (S)

4.3.3 Describe the regulatory system related to billing and coding, what services are reimbursable by third-party payers, and how reimbursement may be obtained (K)

4.4 Create an intervention, monitoring, and evaluation plan to address nutrition diagnosis (S)

4.4.1 Evaluate and address the influence of food consumption on the development and management of diseases (S)

4.4.2 Address food-medication interactions and food allergies to ensure client/patient safety (S)

4.4.3 Apply medical nutrition therapy principles for the management of enteral and parenteral nutrition (S)

4.4.4 Explain the implications of genetic variation for nutritional needs and medical nutrition therapy (K)

4.4.5 Instruct clients/patients on self-monitoring blood glucose levels, with consideration of their diabetes medication, and the medical nutrition therapy plan (S)

4.4.6 Evaluate the impact of nutrition intervention on the nutrition diagnosis (S)

4.4.7 Document all elements of the nutrition care process following professional standards and organizational policies (S)

4.5 Apply counseling and behavior change theories to promote nutritional health and disease prevention (S)

4.5.1 Identify the benefits, risks, and limitations of counseling (K)

4.5.2 Apply counseling theories, psychological methods, and strategies that empower patients/clients to make changes (S)

4.5.3 Explain the effect of mental health on food behavior (K)

Unit 5: Foodservice

5.1 Apply sanitation and food safety principles in compliance with state and federal regulations (D)

5.1.1 Apply sanitation principles related to food safety, personnel, and consumers (D)

5.1.2 Demonstrate awareness of food regulations specific to the practice settings (K)

5.1.3 Adhere to policies and procedures to optimize food and water safety in compliance with state and federal regulations (D)

5.2 Design meals that promote health and disease management for various individuals and groups across the lifespan (D)

5.2.1 Develop and modify menus and meal plans to ensure acceptability and affordability, accommodating for age, dietary patterns, preferences, and health status (D)

5.2.2 Evaluate recipe acceptability using sensory evaluation methods (D)

5.2.3 Modify recipes and ingredients based on preferences, dietary needs, trends, seasonality, and product availability (D)

5.2.4 Design therapeutic diets applying food science principles (D)

5.2.5 Adjust recipes to scale for the desired quantity (D)

5.2.6 Modify recipes or develop a food product integrating principles of chemistry and food science (D)

5.2.7 Prepare infant formula and human milk safely and accurately to meet patient/client needs (S)

5.3 Manage the production, distribution, and service of quantity and quality food systems (S)

5.3.1 Perform functions related to purchasing, production, and service of food that meet nutrition guidelines, cost parameters, and health needs (S)

5.3.2 Perform human resource functions to achieve goals (S)

5.3.3 Perform foodservice budget activities to achieve financial goals (S)

5.3.4 Apply workplace safety principles to identify and mitigate safety hazards (S)

5.3.5 Analyze organizational needs, including workforce, equipment, space, and technology, to ensure sustainability (S)

5.3.6 Analyze the workflow design and make recommendations to improve system

efficiency (S)

5.3.7 Develop disaster planning protocols to ensure safe and continuous food service (S)

5.3.8 Conduct a facility analysis of equipment based on resource availability, anticipated future growth, and sustainability (S)

5.4 Apply knowledge of purchasing, receiving, and storage of food products (S)

5.4.1 Identify inventory management principles to ensure food production needs are met (S)

5.4.2 Manage the process of receiving and storing products, demonstrating adherence to food safety code guidelines and regulations (K)

5.4.3 Manage the relationship between forecasting and production as it pertains to recipe needs and organizational demand (S)

Suggested Prerequisite Competencies for the Didactic Program in Dietetics (DPD)

Assessment of year 1 and 2 competencies is not a requirement, and they will not be incorporated in the Competency Assessment Table.

Associate Level Competencies for Nutrition and Dietetics (Years 1 & 2)

Unit 1: Foundational Knowledge

1.1 Apply foundational sciences and knowledge in food and nutrition (K)

1.1.1 Perform food and nutrition calculations using math skills (S)

1.1.2 Apply knowledge of microbiology to food safety principles (K)

1.1.3 Demonstrate knowledge of chemistry to the fundamentals of nutrition (K)

1.1.4 Apply knowledge of basic food science to food preparation techniques and culinary nutrition (S)

1.1.5 Demonstrate knowledge of anatomy and physiology related to disease, wellness, and nutrition (K)

1.1.6 Demonstrate knowledge of psychology, sociology, or anthropology of human behavior (K)

1.1.7 Integrate principles of nutrition across the lifespan (K)

1.1.8 Demonstrate appropriate use of medical terminology and abbreviations (K)

1.1.9 Recognize the components of the Nutrition Care Process (K)

1.1.10 Compare health care delivery systems that impact nutrition and dietetics (K)

Unit 2: Community Services

2.1 Promote health and wellness for individuals and groups (D)

2.1.1 Plan meals that promote health for individuals and target groups (D)

2.1.2 Apply nutrition and health coaching strategies to meet the goals of individuals (S)

2.1.3 Direct patients/clients to resources and services, including RDN, based on identified needs and access (S)

- 2.1.4 Perform waived point-of-care tests, anthropometric and body composition measurements (D)
- 2.1.5 Discuss the influence of the determinants of health on nutrition and the well-being of individuals and communities (D)
- 2.1.6 Demonstrate an understanding of cultural differences that impact food and nutrition (D)

2.2 Provide education to individuals and groups based on the learners' determinants of health (S)

- 2.2.1 Select current evidence-based educational materials based on audience needs (D)
- 2.2.2 Apply learning principles to modify and deliver education based on the learners' determinants of health (S)
- 2.2.3 Provide education using various delivery methods to promote health and wellness (S)
- 2.2.4 Evaluate the effectiveness of education and make modifications as required (S)

Unit 3: Leadership

3.1 Apply critical thinking to make ethical and evidence-based decisions (S)

- 3.1.1 Determine the credibility of information and sources (S)
- 3.1.2 Identify nutrition resources and apply evidence-based guidelines to inform decisions (S)

3.2 Demonstrate ethical and professional behaviors (S)

- 3.2.1 Demonstrate ethical behaviors in accordance with the professional Code of Ethics (S)
- 3.2.2 Maintain confidentiality and security when sharing, transmitting, storing, and managing protected health information (K)
- 3.2.3 Perform self-reflection to identify skills, strengths, knowledge, and experiences, and develop goals for self improvement (D)
- 3.2.4 Prioritize activities to manage time and workload (S)

3.3 Advocate for opportunities in the nutrition and dietetic profession (S)

- 3.3.1 Identify community and organizational support services and resources (K)
- 3.3.2 Engage in advocacy efforts that impact nutrition and dietetics at the local, state, or national level (S)
- 3.3.3 Demonstrate self-advocacy for financial and professional opportunities and advancement (S)

3.4 Work collaboratively with teams to achieve desired outcomes (S)

- 3.4.1 Identify the roles and responsibilities of interprofessional team members (K)
- 3.4.2 Demonstrate active participation and promote teamwork, respecting opinions and experiences (S)
- 3.4.3 Recognize differences and manage conflict (S)

3.5 Demonstrate effective professional communication skills (D)

- 3.5.1 Communicate in a clear, effective, and respectful manner (D)
- 3.5.2 Identify and address barriers to communication (S)
- 3.5.3 Adapt communications for a target audience (D)

3.5.4 Ensure timely, clear, accurate, and valid documentation using correct spelling and grammar (D)

3.5.5 Use communication skills to influence or produce a desired outcome during negotiations or conflict resolution discussions (D)

3.6 Engage in management and continuous quality activities (S)

3.6.1 Understand budgeting principles to achieve financial targets (K)

3.6.2 Incorporate marketing principles in the promotion of services and products (S)

3.6.3 Recognize principles of sustainability to minimize waste and protect the environment (K)

3.6.4 Collect data to inform program planning, evaluation, and quality improvement (S)

APPENDIX B

Accreditation Supplement for International Programs

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) is engaged globally and is committed to ensuring quality education to foster a strong nutrition and dietetics profession worldwide.

Nutrition and dietetics programs accredited by ACEND and located outside the U.S. and its territories must meet all the ACEND Standards and Required Elements established for U.S.-based programs, except where otherwise specified within this Appendix.

Standard 1: Program Characteristics and Resources

Required Element 1.1

The program must be housed in a college or university or offered in a consortium with a college or university.

- If accreditation or a quality assurance process has been established by the country's professional association or regulatory board for nutrition or dietetics, the program must be recognized by this process before applying to ACEND for candidacy for accreditation, and it must be housed in a college or university.
- International programs must be in operation and have enrolled students to apply for eligibility.
- If the native language of the sponsoring institution is not English, the institution must provide all program documents (application materials, published materials, course outlines, handbooks, etc.) to ACEND and its reviewers in English.

Required Element 1.3

Programs seeking review of supervised practice hours must:

- Have adequate resources to support continued development and training for preceptors.
- Meet the requirements within RE 1.3f.

Required Element 1.4

The program must award at least a baccalaureate degree equivalent to a baccalaureate degree conferred by a U.S. accredited college or university. The graduate-level DPD option is not available to international programs.

Required Element 1.5

- Traffic Rules of the Dietetic Application Process are not applicable to international programs (RE 1.5b5b)
- The program director must have earned a degree equivalent to at least a master's degree conferred by a U.S.-accredited college or university. The graduate-level DPD option is not available to international programs (RE 1.5c1).
- The program director must be credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists. A credential as a registered dietitian nutritionist by the Commission on Dietetic Registration is not required (RE 1.5c2).
- Programs seeking review of supervised practice hours must meet the following requirements (RE 1.5d):

Institutional policies related to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and practice aspects of the nutrition and dietetics program, including allocating time and/or reducing load for leadership functions provided by the director. Time release may be distributed among other qualified individuals.

1. For programs with a maximum enrollment greater than 5 students, there is a required minimum FTE allotment that must be devoted to program leadership based on total annual approved maximum enrollment (full- and part-time):

- a. Between 6 to 10 students = 0.5 FTE or greater
- b. Add 0.1 FTE for each additional 2 students

Required Element 1.6

Programs seeking review of supervised practice hours must meet the following requirements (1.6a and 1.6b) for supervised practice hours:

The program must establish its length and provide the rationale for the program's length, considering both didactic education, learning activities, and required supervised practice (if applicable) needed for students to demonstrate the required competencies and mandates from the program's institution, governmental regulation, and/or country's professional association or regulatory board for nutrition or dietetics.

- a. The program must be planned so that students complete at least 700 hours of supervised practice experiences with a minimum of 500 hours in professional work settings; the remaining hours may be in alternate supervised experiences that closely mimic real-world experiences
- b. The program must document the planned hours in professional work settings and in alternate supervised experiences
 1. The program must include rotations in clinical, community, and foodservice settings
 2. The clinical rotation must include experiences in settings with high-acuity patients, such as hospitals, long term care facilities, and other outpatient clinics with high acuity to ensure exposure to a varying range of clinical conditions and levels of patient acuity
 3. The majority of the professional work settings hours spent in the clinical

rotation must be completed onsite.

Additional Requirement Under Standard 1

The program must indicate if it believes that it cannot meet any required element within the standards or any competency or performance indicators for reasons related to the country's education system, health-care system, or cultural practices. For each required element, competency, or performance indicator that cannot be met, the request must include:

1. The required element, competency, or performance indicator number and its description
2. A detailed explanation of why the required element, competency, or performance indicator cannot be met
3. A detailed recommendation for an equivalent required element, competency, or performance indicator to replace it, if applicable.

Standard 2: Program Mission, Goals, Objectives and Program Evaluation and Improvement

Required Element 2.1c.1b

“Graduate Application, Admission, and Preparedness for RDN Programs” objectives replaced with “Graduate Preparedness” objectives below:

b. Graduate Preparedness:

1. At least _____ percent of graduate survey respondents who report seeking employment are employed in nutrition and dietetics or related fields within 12 months of graduation.
2. The program must develop an objective for evaluation of graduate's preparedness for graduate programs within 12 months of graduation.

Required Element 2.1d

The program can provide pass rate data from the country's exam report if applicable.

Standard 3: Curriculum, Learning Activities, and Competency Assessment

Required Elements 3.1 and 3.2

Programs seeking review of supervised practice must address the competencies and performance indicators from the Supervised Practice Experience (SPE) Standards (Appendix A).

Standard 4: Curriculum Evaluation and Improvement

Required Element 4.1

The program must collect and analyze aggregate data on how the curriculum prepares students for RDN programs or for entry-level professional practice.

Standard 5: Faculty and Preceptors

Required Element 5.1

- A credential as a registered dietitian nutritionist by the Commission on Dietetic Registration is not required. The faculty member must be credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists.
- The Nutrition Care Process component must be taught by a faculty credentialed by the country's professional association or regulatory board for nutrition or dietetics, if such an association or board exists.

Required Element 5.2

- Programs seeking review of supervised practice hours must meet the requirements for preceptors within Required Element 5.2.
- Preceptors must be licensed, as appropriate, to meet governmental regulations or credentialed, as needed, in the area in which they are supervising students and must be qualified to serve as educators and professional role models (RE 5.2a1).

Standard 6: Supervised Practice Sites

Required Element 6.1

Programs seeking review of supervised practice hours must meet the requirements within Required Element 6.1.

Required Element 6.2 (Not applicable to International DPD)

Required Element 6.2 is not applicable to international programs seeking review of supervised practice hours unless the program expects students to identify their own supervised practice preceptor and/or rotations.

Standard 7: Information to Prospective Students and the Public

Required Element 7.1:

Program policies, procedures, practices, and materials related to student recruitment and admission must comply with governmental regulations, if applicable.

Required Element 7.2d

In addition to the information about the requirements and process to become a U.S. registered dietitian nutritionist (RDN), the program must also provide information about any requirements and process for credentialing/licensure/certification within the country, if applicable.

Required Element 7.2g

The program is not required to provide information on the Dietetics Application Process and Traffic Rules.

Required Element 7.2k (Not applicable to International DPD)

Not applicable to international programs seeking review of supervised practice hours unless the program expects students to identify their own supervised practice preceptor and/or rotations.

Standard 8: Policies and Procedures for Enrolled Students

Required Element 8.1g

Programs seeking review of supervised practice hours must meet the required elements within Required Element 8.1g, if applicable.

Appendix C

PROGRAM COSTS

Program Tuition & Fees	Estimated Cost
Non-student & International degree transcript review	\$50.00
Tuition: • In-State • Out-of-State Full-time students are required to pay a health insurance premium of \$276.00 per semester as part of full-time fees. Premiums have not been included in the above fee estimates.	\$3,419.00/Semester \$3,419.00/Semester + \$444 /Unit
Lab Coat Books and Supplies: Technology for Distance Learning: Connectivity for Distance Learning (Internet/month):	\$20-40 \$300.00-500.00/ Semester Varies (laptops available for loan https://instructionalcontinuity.sfsu.edu/keep-learning-student-technology-quickguide) \$50 (note students may qualify for discounted internet services) https://instructionalcontinuity.sfsu.edu/internet-access-resources
Health Screen and Immunizations: see appendix D	Varies https://health.sfsu.edu/vaccinations-and-immunizations
Professional Membership in The Academy of Nutrition and Dietetics (optional) – includes CDA membership	\$58.00

Please see link for more details <https://future.sfsu.edu/tuition-aid>. Housing, transportation, and personal living expenses have not been included as these often vary considerably.

Appendix D

IMMUNIZATIONS

Hepatitis A	\$118/dose
Hepatitis B	\$89/dose
MMR (Mumps/Measles/Rubella) Vaccine	\$122/dose
Meningitis (Serogroup ACWY) Vaccine	\$170/dose
Tetanus-diphtheria Vaccine	\$77/dose
Tetanus-diphtheria Pertussis (Tdap) Vaccine	\$85/dose
Varicella (Chicken Pox) Vaccine	\$225/dose
Flu Vaccine	\$0
HPV (Gardasil)	\$403/dose
TB Gold - Quantiferon	\$22

Gator Health and Well-being, 2nd Floor

Address:

730 Font Blvd
San Francisco, CA 94132-1722

Phone: (415) 338-1251

<https://health.sfsu.edu/>

Immunization Clinic Hours

Contact clinic for details.

For a list of the immunizations offered and program costs, please see below.

<https://health.sfsu.edu/content/financial-information>

Appendix E

Code of Ethics for Code of Ethics for the Nutrition and Dietetics Profession

Preamble:

When providing services, the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

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/client
- 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.

Glossary of Terms:

Autonomy: ensures a patient, client, or professional has the capacity and self-determination to

engage in individual decision- making specific to personal health or practice.¹

Beneficence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.¹

Competence: a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.²

Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.²

Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.³

Diversity: “The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy’s mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise.”⁴

Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups, and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.²

Justice (social justice): supports fair, equitable, and appropriate treatment for individuals¹ and fair allocation of resources.

Non-Maleficence: is the intent to not inflict harm.¹

References:

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet.* 2015; 115(1):119-121.
2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017.
3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet.* 2018; 118: 132-140.
4. Academy of Nutrition and Dietetics “Diversity Philosophy Statement” (adopted by the House of Delegates and Board of Directors in 1995).

<https://www.eatrightpro.org/practice/code-of-ethics/code-of-ethics-for-the-nutrition-and-dietetics-profession>