



Graduate Program in Entrepreneurial Nutrition Practice
Student Handbook
2026 – 2028

Department of Foods and Nutrition

Saint Elizabeth University

2 Convent Road

Morristown, NJ 07960

www.steu.edu

Welcome

The Graduate Program in Entrepreneurial Nutrition Practice is consistent with the mission of Saint Elizabeth University's endeavor to develop an academic community that supports each person in the pursuit of knowledge, competency, and personal development. It is the desire of the Program faculty to instill within each student the ethical and social responsibility to make a positive difference in the lives of others and their community, as lifelong learners and as active, informed and responsible individuals and leaders in the profession of nutrition and dietetics.

Since 1991, Saint Elizabeth University has continued to meet eligibility requirements for the national Registered Dietitian Nutritionist (RDN) examination. We continue this tradition with the Graduate Program in Entrepreneurial Nutrition Practice.

History of Distinction in Nutrition and Dietetics at Saint Elizabeth University

- **1991:** First class admitted under Approved Pre-professional Program (AP4) in Dietetics becoming the first post-baccalaureate program at the formerly named College of Saint Elizabeth (CSE). Second supervised program in the NJ state
- **1995:** Consistent with changes with Educational Requirements and Accreditation Standards, the AP4 converts to a Dietetic Internship
- **2009:** Per Accreditation standards, practice hours increased to 1,200; includes two new concentrations: Nutrition Education and Counseling (NEC) and Food and Nutrition Business and Communications (FNBC)
- **2012:** Approval for Individualized Supervised Practice Pathway (ISPP) for those with DPD Verification Statements and doctoral degrees. This pathway was discontinued in 2018
- **2015:** First class of combined MS/GP-ENP, two concentrations are streamlined into one Entrepreneurial Nutrition Practice (ENP) concentration
- **2019:** Program enrollment expanded to allow up to 36 students per year, simultaneously added Community & Public Health Nutrition (CPHN) concentration
- **2022:** Consistent with 2022 ACEND Standards, practice hours reduced to 1,000 starting with class of 2023
- **2025:** Approval for the Graduate Program in Entrepreneurial Nutrition Practice and enrollment of the first class

The mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision of Elizabeth Anne Seton, Vincent de Paul, and Louise de Marillac, and rooted in the Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment to service to the community.

*Saint Elizabeth University, as an engaged institution of higher education, driven by mission and informed by our Catholic Sisters of Charity traditions, seeks to live the following core values to achieve our mission, vision and strategic goals: **Integrity, Social Responsibility, Leadership, and Excellence in Teaching and Learning.***

Program Contact Information

Henderson Hall, 1st Floor Main Wing
Saint Elizabeth University
2 Convent Road
Morristown NJ 07960
Website: www.steu.edu

Faculty Directory

Anne Buison, PhD, RDN Professor Chair, Department of Foods and Nutrition Director, Graduate Program in Entrepreneurial Nutrition Practice	Email: apellizzon@steu.edu Phone: 973.290.4065
Monica Luby, MS, RDN, FAND Assistant Professor Director, Undergraduate Program	Email: mluby@steu.edu Phone: 973.290.4092
Wendy Medunick, DCN, RDN Assistant Professor Graduate program in Entrepreneurial Nutrition Practice	Email: wmedunick@steu.edu Phone: 973-290.4117

Program Description

Graduate Program in Entrepreneurial Nutrition Practice (GP-ENP)

The Graduate Program in Entrepreneurial Nutrition Practice prepares students is a master's degree program that provides a supportive, didactic curriculum including coursework in nutrition metabolism, community nutrition, nutrition education and counseling throughout the life cycle. With a focus on providing students with experiences to support future entrepreneur RDNs, this program provides over 1,000 hours of supervised experiential learning in professional work settings. This program is completed in 38 (required) to 40 credits over 22 months.

Students who successfully complete the program receive a Master of Science in Nutrition and a Verification Statement of program completion. They are then eligible to take the National Registration Examination for Dietitians (RD/RDN).

Professional Credentialing

The RD or RDN (Registered Dietitian / Nutritionist) is the nutrition expert in food and nutrition, challenged to translate the interdisciplinary knowledge into practical applications. Some RDNs work as clinical or community dietitians, providing consultation and medical nutrition counseling for optimum nutrition to individuals and groups in clinics, health care facilities, medical offices, school systems, corporations, fitness centers, and in private practice. Others work with professional athletes, in spas, on cruise ships, and in other entrepreneurial careers.

Successful completion of this Program leads to eligibility to take the national Commission on Dietetic Registration (CDR) examination to become a Registered Dietitian/Nutritionist and the conferral of a Master of Science degree in Nutrition. Students completing the program and successfully passing the CDR examination for Registered Dietitian/Nutritionist meet the requirements for licensure in New Jersey.

NJ State Licensure

The United States Department of Education now requires that colleges and universities with programs designed to prepare students for professional licensure or certification provide appropriate disclosure. SEU's GP-ENP program is ACEND accredited and meets the NJ regulations for licensure passed January 2020, meeting USDE criteria for *"States for which the institution has determined that the curriculum meets State requirements for licensure/certification."*

On January 13, 2021*, a license was to be required in New Jersey to practice "medical nutrition therapy" or to use any of the specified protected titles, including "nutritionist." The Dietetics and Nutrition Licensing Act also sets forth a detailed, more broadly defined scope of practice for licensees, meaning that New Jersey will license individuals to practice dietetics and nutrition broadly (thereby letting citizens know who is qualified), while narrowly tailoring the exclusive scope of practice of MNT only for licensees, limiting the class of providers for services where the risk of harm is the greatest. Protected titles include *dietitian nutritionist*,

nutritionist, dietitian, dietician, nutrition counselor, nutrition specialist, LDN, LD, LN, nutritional therapy practitioner, licensed dietitian nutritionist, licensed nutritionist, or any other designation or title indicating qualification to provide medical nutrition therapy.

The progression of licensure has been significantly slowed because of COVID-19. Once approved, regulations can be written, and an application process will be put into place. For more information on NJ licensure for dietitians-nutritionists visit: **NJ State Statutes 2020 45:16B-1**.

For updates on the NJ Consumer Affairs for State Board for Dietitians and Nutritionists visit <https://www.njconsumeraffairs.gov/dan> and <https://eatrightnj.org/licensure-and-public-policy> (Last viewed June 23, 2024)

For national information, please visit Eatright.org for more on national licensure and certification: <https://www.eatrightpro.org/advocacy/licensure/licensure-map>

Mission, Goals, & Objectives

Mission Statement: The mission of Saint Elizabeth University's Graduate Program in Entrepreneurial Nutrition Practice is to provide graduates with didactic and experiential learning experiences that meet the requirements of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to prepare graduates for competent practice as Registered Dietitian Nutritionists (RDN). Rooted in the University's institutional mission, Saint Elizabeth University's Graduate Program in Entrepreneurial Nutrition Practice extends the University's long history of academic excellence and quality education with strong faculty guidance to support the leadership, vision, professional development and lifelong commitment to service of each student with a focus on nutrition education and counseling of diverse populations.

The mission of the Graduate Program in Entrepreneurial Nutrition Practice supports the program's intent to prepare students for nutrition and dietetics practice and careers by its commitment to carry out the educational requirements set forth by ACEND. Moreover, it does this by its commitment to prepare students for a lifelong commitment to service, with a focus on the nutrition education and counseling of diverse populations. With the ever-increasing diversity of the population of the United States and New Jersey, educational institutions must prepare future RDNs to best serve all populations of people in the quest to improve health outcomes for all. This philosophy strongly aligns with Saint Elizabeth University's mission of service to others, particularly the underserved.

PROGRAM GOALS

To ensure program graduates are meeting the mission of the program, the following Goals and associated Objectives will be measured and monitored:

Goals and Objectives

Goal 1: Graduates will be prepared for competent entry-level positions in dietetics meeting the Core Competencies for the Registered Dietitian Nutritionist (CRDN) as established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) with an emphasis on acquisition of knowledge and practice skills specific to nutrition education and counseling of diverse populations.

Goal 1 Objectives:

- At least 80% of students complete the program requirements within 3 years (150% of planned program length).
- Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- The program's one-year pass rate (graduates who pass the registration exam within 1 year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- 80% of employers of program graduates will indicate they feel graduate students were prepared for competent entry-level practice at a level of 3 or higher on a scale of 1-5 (5 highest) on a Targeted Employer Survey.

Goal 2: Graduates will demonstrate critical thinking and acquisition of skills specific to Entrepreneurial Nutrition Practice to evaluate and communicate nutrition information through completion of a research capstone experience and contribute to the evidence-based practice of RDNs by promoting health among diverse populations.

Goal 2 Objectives:

Students-Measured at the end of the Graduate Program in Nutrition and Dietetics

- Upon completion of the program, 100% of the student will complete an evidence analysis investigation
- Upon completion of the program, 100% of students will complete a capstone research experience
- Upon completion of the program, 100 % of students will complete a portfolio with self-reflections that reflects critical thinking and acquisition of skills specific to Entrepreneurial Nutrition Practice

Program Graduates – Measured one year post graduation

- Eighty percent of responding graduates surveyed will indicate that they utilize skills and knowledge acquired in the Graduate Program in Nutrition and Dietetics
- Eighty percent of responding graduates surveyed will indicate critical thinking, including aspects of evidence analysis and processes, when providing nutrition care.

Employers of Graduates – Measured one year post-graduation

- Eighty percent of responding employers will rate graduates in use of evidence -based nutrition care at a level of 3 or higher on a scale of 1-5 (5 highest) on a Targeted Employer Survey.

Goal 3: Graduates will develop skills and a commitment to service through the exposure to community rotations and professional development coursework.

Goal 3 Objectives:

- Upon completion of the program, 80% of graduates will indicate they have developed leadership and professional dietetic practice skills at a level of 3 or higher on a scale of 1-5 (5 highest) on an annual graduate survey.

Upon completion of the program, 80% of graduates will indicate they have developed a continued commitment to service at a level of 3 or higher on a scale of 1-5 (5 highest) on an annual graduate survey. [Examples of service: intent to/or continued volunteering in community nutrition organizations; intent to/or continued participation in professional organizations; intent to/or continued precepting; or other]

The outcomes of the Graduate Program in Entrepreneurial Nutrition Practice are available upon request from the Program Director.

Admissions, Registration, Orientation, & Statement on Distance Education

Admission to the Program

Applicants must meet all admission requirements outlined below. Admission is made without regard to race, color, creed, sex, age, physical handicap, and ethnic or national origin. Please refer to the program webpage for most recent information.

To apply to this program, use the Dietetics Inclusive Centralized Application Service (DICAS) at <https://dicas.cas.myliaison.com/>.

Application requirements for all students are submitted and include:

- B.S. degree from a regionally accredited U.S. college or university or a foreign degree equivalent to at least a U.S. baccalaureate degree
- Professional Resume or CV
- Didactic Program in Dietetics (DPD) verification statement* (or Declaration of Intent to Complete) OR

A list of completed prerequisite courses, along with official transcripts demonstrating completion of all prerequisites.

- Food Preparation or Experimental Food/Recipe Modification
- Anatomy and Physiology
- General Chemistry
- Introduction to Nutrition
- Organic Chemistry
- Biochemistry
- Human Nutrition or Metabolism (Micronutrient/Macronutrient Metabolism)
- Medical Nutrition Therapy or Nutrition and Disease

Completion of all prerequisites by the end of July preceding the Fall semester of expected entry. Prerequisites may be taken at a two- or four-year accredited institution, either in a traditional setting or online.*

- Two letters of recommendation, with at least one from professors or academic advisor and one from a work supervisor.
- Official transcripts from all post-secondary institutions.
- Personal statement (up to 750 words) describing experiences that have prepared you for your career and your short and long-term career goals.

**Recency of education:* Basic science prerequisites should be taken within the past 10 years and nutrition and dietetics-specific courses within the past five years.

Applicants must also have ServSafe® Manager Certification and a ServSafe® Allergen Certificate.

Interview

Applicants who meet the qualifications for admissions will interview with members of the selection committee during the admissions process. Interviews will be scheduled virtually via Zoom or in person, if applicable.

International Students

Applicants who have completed their university studies in a non-US institution must obtain an official evaluation of their credentials unless applicants have a degree or sufficient coursework from a regionally

accredited U.S. college or university. They must also submit an official copy of a transcript evaluation by World Education Services (WES), in addition to the previously stated admission requirements.

Because the program includes online coursework, it may not meet the requirements of international student visas. International applicants should contact the Graduate Program Director for more information.

Transfer Credit/Prior Learning Assessment and Recognition

At this time, students may not transfer in any credit to count towards the MS in Nutrition degree (GP-ENP). Also, this program does not accept credit for prior learning and/or experience.

Acceptance

Students communicate with the program director by telephone or e-mail to confirm acceptance. Once the student has accepted the program offer, the Director of GP-ENP will contact each student accepted to the program and information on finalizing admission, paying the initial deposit, and signing up for fall (and future) courses.

Financial Aid and Scholarships

Students may be eligible for graduate financial assistance in the form of loans and loan deferments by completing the *Free Application for Federal Student Aid*. Please make an appointment with the SEU Financial Aid Office located on the second floor of Santa Rita Hall. Visit <https://www.steu.edu/financialaid>

The Academy of Nutrition and Dietetics provides scholarships to students applying to graduate programs and nutrition and dietetic programs. Scholarships are awarded on a competitive basis. Students must be Academy members and it is highly recommend holding membership in one of the Dietetic Practice Groups (DPGs.) Applications for scholarships are available on the *Academy of Nutrition and Dietetics Foundation* webpage. Scholarship applications are generally due in March. Other resources: Independent Colleges Fund of New Jersey, Hispanic Leadership, American Association of University Women (AAUW of Bergen and Madison NJ), to name a few. Application requirements and filing deadlines vary. If you need a recommendation from a faculty member, please remember to ask with timely consideration. Academy link: <https://www.eatrightpro.org/leadership/honors-and-awards/grants-and-scholarships> Independent Colleges Fund NJ link: <https://njcolleges.org/>

Registration for the Program

Accepted students will be directed to complete a formal online registration process to into the University's Enrollment Management portal for the GP-ENP. A program completion plan will be provided, and students will be asked to sign a cohort *course plan and registration form*, which allows for *automatic* registration each semester until the GP-ENP coursework is completed. Automatic registration allows for the GP Director or faculty/staff to register each student in the cohort to help streamline the registration process. In some instances, students may also be instructed to register for courses through Self-Service. At each registration point, a faculty advisor will remind students of the timeline for course registration and the need for *course approval* through Self-Service. Students retain full responsibility for ensuring all registration requirement steps are completed each semester and within the timeline outlined. Failure to meet missed deadlines may result in delays in registration and access to financial aid.

Orientation

To assist students with understanding the University's policies, procedures and available services and prepare students for the first semester and third semester (in-person, experiential learning environments), the program offers multiple, required orientations.

Semester One: SEU and GP-ENP

University-wide Orientation - Attendance is strongly recommended (virtual)

GP-ENP Orientation – Mandatory (virtual)

- Prior to the start of the program, the University offers a graduate student orientation program that introduces the student to the available student services, IT and library resources, and other general information.
- A separate orientation session, coinciding with the above, will be held specifically for GP-ENP students. Review of Handbook, onboarding requirements, and curriculum review. Students will be oriented to the online teaching learning environment, meet FN Department faculty and may participate in a seminar or other academic activity.
- Typically held in one week before Fall semester starts, the date will be announced in early August.

Semester Three: Mini-Orientation – Mandatory (virtual)

- Prior to hybrid coursework and SEL in professional work settings, graduate students are required to attend a mandatory virtual orientation.
- Typically held in May, date announced in March.
- Medical and background check compliances, and other information specific to in-person, experiential learning in professional work sites will be reviewed.

Semester Four: Orientation for SEL at Clinical and Management Experiential Professional Work Sites – Mandatory on campus / Required as part of coursework

- Review of Handbook and on onboarding requirements, review of any pre-work, practice activities, curriculum review, and orientation to simulation facilities.

Use of Distance Education & Technology Requirements

As defined by the US Department of Education, Distance Education is education where instruction is being delivered to students who are separated from the instructor/program director and that supports regular and substantive interaction between the students and the instructor/program director, either synchronously or asynchronously. The first two semesters of the GP-ENP is delivered through online coursework synchronously and asynchronously with regular and substantive interaction between the instructor/program faculty and students, as well as among students. This is considered and has been approved as Distance Education.

In the remaining semesters, the program is delivered in a combination of in-person and online coursework. All Supervised Experiential Learning will be completed in-person in same geographical area as the program. In semester three, graduate students will be on campus to begin training in the Medical Simulation Center as part of coursework. In semester four, graduate students will begin coursework with clinical and/or management components; students will be assigned to online work to prep for the week (prep day) and will be at assigned experiential learning sites the rest of the week. Students will be required to come to campus, meet face-to-face, periodically on their prep day, as needed. Additionally, virtual and face-to-face participation in discussion, coaching, check-ins, remediation, advisement, and other activities may occur during the year. Therefore, year two of the program is assessed at 1-49% per ACEND

classification of virtual time, and is considered Distance Education. *All virtual supervised experiential learning experiences must include webcam for identity verification and participation.*

As the GP-ENP provides Distance Education, certain technology requirements are required by students from the start of the program (even before the start of the program as a virtual Orientation is held for students prior to Semester One. **Students must have access to a computer with internet, camera, and microphone access.** Using a mobile device other than a computer is not sufficient to complete the required work in this program. Students will be using a myriad of learning management resources (Moodle, Self-Service, PRISM, email, etc.) and must be able to access these resources and others which may be assigned by faculty or preceptors for the duration of the program. For support, students have access to the University's Department of Information Technology, Mahoney Library, and SEU's Student Success Center.

Academic Information

Curriculum

The curriculum was developed to prepare competent entry-level registered dietitian nutritionists, aligning with the program's mission and goals. It integrates GP competencies and performance indicators through online didactic coursework and Supervised Experiential Learning (SEL) experiences. This model of learning integrates didactic and supervised practice, allowing for immediate reinforcement of classroom learning with practical field experiences, simulations, and standardized patients. An overview of the curriculum is found in Appendix A.

This GP-ENP coordinates at least 90% of SEL sites in the curriculum; the remaining sites may be identified/suggested by the student but must be approved by the GP-ENP faculty before any work can be completed at these sites.

Preceptor Requirements

Preceptors are Registered Dietitian Nutritionists (RDN), with exceptions that are made for food service management and public health nutrition. For these areas acceptable preceptors may include chefs, registered nurses (RN), nurse practitioners, public health professionals, and individuals with nutrition-related backgrounds. For clinical experiences and the capstone experience, preceptors must be RDNs.

Future Education Model Graduate Degree Competencies

Below are the Future Education Model Graduate Degree Competencies that all Graduate Programs in Nutrition and Dietetics (GP) programs must follow. The courses outlined in this program align the required competencies in a structured curriculum that provides the breadth and depth to ensure students meet the requisite skills for entry-level practice as a Registered Dietitian Nutritionist. Students should review and understand the requirements for meeting these competencies.

Unit 1: Foundational Knowledge - Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.

Upon completion of the program, a graduate:

- 1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.
- 1.2 Applies an understanding of anatomy, physiology, and biochemistry.
- 1.3 Applies knowledge of microbiology and food safety.

- 1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.
- 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease.
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
- 1.7 Integrates the principles of cultural competence within own practice and when directing services.
- 1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.
- 1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.
- 1.10 Applies knowledge of math and statistics.
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.
- 1.12 Demonstrates knowledge of and is able to manage food preparation techniques.
- 1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.
- 1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.
- 1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.
- 1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.

Unit 2: Client/Patient Services - Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.

Upon completion of the program, a graduate:

- 2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.
- 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.
- 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.
- 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
- 2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.

Unit 3: Food Systems Management - Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.

Upon completion of the program, a graduate:

- 3.1 Directs the production and distribution of quantity and quality food products.
- 3.2 Oversees the purchasing, receipt and storage of products used in food production and services.
- 3.3 Applies principles of food safety and sanitation to the storage, production and service of food.
- 3.4 Applies and demonstrates an understanding of agricultural practices and processes.

Unit 4: Community and Population Health Nutrition - Applies community and population nutrition health theories when providing support to community or population nutrition programs.

Upon completion of the program, a graduate:

- 4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.
- 4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.

Unit 5: Leadership, Business, Management and Organization - Demonstrates leadership, business and management principles to guide practice and achieve operational goals.

Upon completion of the program, a graduate:

- 5.1 Demonstrates leadership skills to guide practice.
- 5.2 Applies principles of organization management.
- 5.3 Applies project management principles to achieve project goals and objectives.
- 5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives.
- 5.5 Develops and leads implementation of risk management strategies and programs.

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

Upon completion of the program, a graduate:

- 6.1 Incorporates critical thinking skills in practice.
- 6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.
- 6.3 Applies current research and evidence-informed practice to services.

Unit 7: Core Professional Behaviors - Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.

Upon completion of the program, a graduate:

- 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
- 7.2 Uses effective communication, collaboration and advocacy skills.

Among these competencies are performance indicators, which may be assessed throughout this program. See course syllabi to review the performance indicators that may be assessed in a particular course.

Course Descriptions

See Appendix B for the course descriptions

Grading Scale

The Graduate Program grading scale is as follows:

A	93.0-100%	B-	80.0-82.9%
A-	90.0-92.9%	C+	77.0-79.9%
B+	87.0-89.9%	C	70.0-76.9%
B	83.0-86.9%	F	0 – 69.9%

Didactic Coursework with Integrated Supervised Experiential Learning

Graduate courses will have didactic work integrated with Supervised Experiential Learning as outlined by the Future Education Model/Graduate Program guidelines from ACEND. Students will be notified when course assignments or activities will be used to assess student competencies. Likewise, students will be notified in instances where assessments may be converted a letter grade or assigned point values contributing towards a final course grade.

Supervised Experiential Learning

Supervised Experiential Learning (SEL) is completed in a scaffolded manner in this Graduate Program. This allows the student to gain knowledge, develop analysis and practical skills through formative assessments. Most formative assessments are completed using alternate experiential learning describes alternate experiences such as case study work; group work projects; working with standardized patients; and simulations. SEL completed in semesters one and two is through alternate experiences, while SEL in the

remaining semesters is completed through a combination of alternate experiences and work in professional work settings (summative assessments).

Competencies associated with didactic courses and alternate experiential learning will be assessed and tracked by faculty instructors. Each faculty instructor is responsible for reviewing student performance and follows up with remediation as needed. All course syllabi contain a list of competencies, and the assignments associated with specific Performance Indicators (PI) are identified. All competency assessment across the curriculum will use the same scale to evaluate student performance:

- 1 to 3 - Below Expectations
- 4 to 6 - Meets Expectations
- 7 to 9 - Exceeds Expectations

For required competencies, all students must meet at least score of 4 to be assessed as meeting a competency.

Competencies associated with SEL in professional work settings will be assessed by preceptors. Program faculty will review preceptor evaluations to provide structured, targeted support to students who receive ratings of *below expectations*. These ratings are not indicators of failure but opportunities for growth. To complete the program, the student must be competent in all areas following the Future Education Model Standards.

The Program uses PRISM (Preceptor Instructor Student Management), an online platform to track competency achievement during SEL rotations. The Program faculty and director are trained in the use of the PRISM platform. The Program Director registers each new student and trains them in the use of this platform.

Unless otherwise agreed to in writing by the faculty, all outstanding course work must be completed within two weeks of the end of each semester.

A grade of “DE” or Deferred Grade will be issued for any student who falls below supervised practice competency standards as outlined in the academic remediation standards, require additional practice hours or who may have not met the required rotation practice hours (example, might be due to illness), or who have incomplete work /assignments due. *The student earning a “DE” may be:*

1. In good standing and expected to complete the course requirements as determined by the Dietetic Internship faculty, or
2. On Academic Remediation / Probationary status or academic warning, or
3. Receive a “DE” based on when supervised practice is scheduled and formal semester grades are posted by the Registrar’s Office.

It is understood that the “DE” grade will be converted the course final grade within reasonable time period for items 1 and 2. This will be managed on an individual case basis. Students are expected to show adequate progression and complete the program within 150% time.

Students requiring extensive remediation as outlined above and who do not demonstrate progression and improvement, may be advised to withdraw from the program, and will be issued a “W” grade. Students not meeting the *Probationary-Academic Remediation Plan* (Level 3) and Academic Dismissal receive a grade of “F.” Additionally, an “F” grade may be issued for a non-Academic issue related to gross violation of Academic Integrity or Professional Behavior.

Failing Grade

Students receiving a Failing (F) grade in a course demonstrate a less than minimal level of competency performance and application of knowledge or due to professional dismissal. An “F” grade may also be an indication that the student may have difficulty passing the registration exam. No student will receive a Verification Statement of Program Completion with an *F*, *W*, or *I* in any course aligned rotation.

Incomplete Grade

A request for a course grade of Incomplete (I) may be issued to a student in “good standing” but a serious situation has affected his/her ability to complete the required work. The student must complete an *Incomplete Grade Request* form and submit it to the Program Director for review and approval. The student’s request will then be forwarded to the FN Department Chair and to the Dean for the College of Professional Studies for final approval. Granting of an Incomplete Grade follows the University’s policies outlined on <https://www.steu.edu/academics/registrar/index.html>

If the Incomplete extension is granted, the student is responsible for understanding the terms of the Incomplete Grade and the time line to complete the outstanding work per University policies. Once all work is completed, a final grade will be issued. DE grading does not apply. An Incomplete becomes an “FI” (Failure because of an Incomplete) as outlined in the University’s policy in the Academic Catalog.

Policies and Procedures

Program policies and procedures shall protect student civil rights, privacy of information, and comply with the institutional equal opportunity program.

Equitable Treatment and Protection

Saint Elizabeth University is committed to ensuring a just and ethical campus environment where all campus community members have the opportunity to participate and succeed. SEU is committed to a culture of equity and inclusion that is central to the University’s mission, identity, and core values. The GP-ENP Program upholds this commitment.

In accordance with Human Resources policy (#25) of the SEU Employee Handbook: Inclusion Position Statement - Compliance and Admissions Policies:

“Saint Elizabeth University does not discriminate on the basis of sex, class, income, geographical location veteran status, race, creed, color, religion, disability, age, marital status, sexual orientation, gender identity or expression, or national origin, in the administration of its admissions, educational policies, scholarship and loan programs, or other University policies including employment. In addition, discrimination and/or harassment of any kind will not be tolerated from faculty, staff, students, or guests. Respect, understanding, and a basic generosity of spirit are expected.”

Students have avenues to address complaints, grievances, or improper treatment through the inclusion process. Please refer to the Dean of Student Affairs, David Hill: DHill@steu.edu.

In accordance with Title IX policies, “Saint Elizabeth University complies with Title IX of the Education Amendments of 1972, which prohibits all recipients of federal funds from discriminating based on gender in its educational programs and activities. The University also prohibits harassment based on sex, race, or other bases listed above, and prohibits sexual assault, dating violence, domestic violence, stalking, or other forms of violence against its students and employees. Any of these acts or other acts of violence will not be tolerated.”

Students have avenues to address complaints, grievances, or improper treatment through the Title IX process. Please refer to: <https://www.steu.edu/title-ix>
A full copy of the Title IX policy can be found at the above link. If ever in doubt, please ask!

Confidentiality of Student Records / Student Privacy Information

All Employees of SEU are required to abide by the policies governing review and release of student educational records. The Family Education Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's education file must be kept confidential. FERPA was written specifically for students and guarantees them three primary rights:

- The right to inspect and review educational records.
- The right to seek to amend educational records.
- The right to have some control over the disclosure of information from those educational records.

FERPA does not guarantee the absolute right to hide all records such as directory information, name, enrollment status, curriculum, dates of attendance, and degrees received. Students may block release of this information by completing the **FERPA Authorization to Release Information**. Refer to SEU's FERPA policy located in the Academic Policies webpage at <https://steu.smartcatalogiq.com/2023-2024/academic-catalog/academic-pol>. More information on FERPA is available through the US Department of Education website at <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Release of Student Health Records, Immunization and Background Checks can be released to Experiential Learning sites/facilities. This documentation is requested as part of onboarding to Experiential Learning Practice sites. Please refer to the specific policies outlined in this Handbook. This information is maintained by a third party and issued directly to the student for uploading into PRISM®.

Access to Personal Files – Program Files

Official paper and digital files will be established for each applicant who accepts and appointment into the program. This file will include application*, DPD verification (if applicable), official transcripts, and application evaluation* (*not available for review). Documents that are created or compiled as part of the program such as signature pages, remediation plans, and any disciplinary actions may be included in these files. All paper files are stored in locked files and all digital files are password protected. If a student would like access to any of these documents during the program, they must submit a request to the GP-ENP Director. The program will also comply with all policy and procedures regarding academic records as established by SEU.

Academic Progression, Evaluation & Grading

Monitoring Policy

The GP-ENP Program faculty have created admissions requirements and prerequisites with student success in mind. Students accepted in the program have the background they need to successfully meet ACEND competencies, complete the program, and pass the CDR examination. Knowledge and skills acquired early in the program prepare students for learning more information that is challenging and meeting competencies in higher-level courses.

Course instructors provide feedback on student assignments throughout the didactic instruction. Formative and summative assessment activities in didactic courses provide an opportunity for faculty to monitor student progress and for students to self-monitor. Formative assessments vary from course to

course and provide students with frequent instructor feedback that helps them to identify areas of strengths and areas for improvement. Students may not receive grades for some formative activities. Examples of formative assessment in didactic courses include discussion boards, projects, reflection papers, and providing feedback on draft papers and individual sections of projects. Summative assessment occurs after didactic instruction, formative assessment, and informal assessment of learning activities. Examples of summative assessment include seminars, capstone projects, case studies, and exams.

Course instructors and preceptors provide feedback throughout professional and alternative experiential learning rotations. Students receive preceptor feedback at the beginning, during, and/or at the end of the rotation. If preceptors identify areas of weakness, they will discuss their concerns with the student as soon as possible.

Formative and summative assessment activities in EL provide an opportunity for faculty and students to monitor student progress. Formative assessment varies from EL experience to experience and provides students with frequent instructor and preceptor feedback that helps them to identify areas of strengths and areas for improvement. Formative assessment during EL might be preliminary review of student competence as they progress from being a true novice to achievement of the desired level of competency. Examples of formative assessment in SEL include assignments submitted prior and during rotations, early patient encounters, and preliminary assessment of student achievement of competencies using a rubric that will be used later to assess students in a summative manner. Summative assessment in EL typically occurs at the end of a rotation or course and evaluates students' competence level.

Students will have opportunities to self-evaluate throughout their courses and EL rotations. Graduate faculty members provide feedback on learning assessments directly in Moodle. Summative assessments will be maintained in the PRISM® the *Preceptor, Instructor, Student, Management* online management system adopted by the SEU GP-ENP program. (Access to PRISM® is restricted to SEU GP-ENP faculty and the student.)

Additionally, students receive informal feedback from faculty members and preceptors throughout the program. Students are responsible for monitoring their personal academic progress, completing program requirements, and remaining in good standing within the program.

The program director monitors didactic and supervised experiential learning to ensure students meet the minimum level of performance and achieve proficiency in all competencies. The GP-ENP program director, along with the program faculty, collects, records, and evaluates summative assessment data of the entire program at the end of each semester. The program director will notify underperforming students and arrange to meet with them as soon as possible.

Remediation / Improvement

Remediation is a process that allows students the opportunity to demonstrate satisfactory achievement of the program. Remediation plans are individualized and can be implemented through all phases of the program as required, based on **Academic** and **Professional** performance, and / or as determined by the GP-ENP and Graduate Faculty.

Failure to remain in good standing or satisfactory achievement will result in remediation. If at any time a student is not able to meet the expectations, a remediation plan will be developed.

Students who are unable to fulfill these requirements will promptly receive a written course of action plan for remediation and tutorial support, or recommendation to withdraw from the Program as outlined in this

section. This is a rare occurrence, but in the event of a withdrawal, faculty will discuss other career options with the student. *A student who fails to (but not limited to):*

- To complete all required program onboarding;
- Demonstrate successful progression in academic work associated with supervised experiential learning;
- Meet assignment and deadline tasks;
- Meet and complete all required practice hours;
- Demonstrate the ability to perform in supervised learning;
- Demonstrate self-direction in during experiential learning in a professional setting;
- Utilize the learning time appropriately;
- Meet academic integrity standards; and
- Behaves in an unprofessional manner.

Academic Remediation during Supervised Experiential Learning / Student Success

SEU GP-ENP program faculty hope that all students will be successful, and will work with the students to help support their academic progress. We realize that learning is a progression that students learn in different ways and self-confidence in clinical practice requires mentoring. Outlined below are three levels of academic remediation.

Level 1: In the case that an academic remediation plan is needed to address a lack of knowledge, skills and abilities to meet competencies or performance indicators of the program, the relevant GP-ENP faculty (generally the course instructor, SEU clinical coordinator or site preceptor in consultation with course instructor) will provide an individualized *Course of Action Plan*. This may include but not limited to supplemental resources for skill development (i.e., lab value reviews, guidance on the NCP documentation), tutorial support, and may include an adjustment in supervised experiential learning scheduling. Remediation terms will be determined by the GP-ENP faculty to help support student learning for that competency and may include input from the program director. If after the initial remediation, should a student need minor supplemental academic remediation, the course instructor may extend these short remediation interventions. A student needing more than four short remediation interventions for a rotation will be move to the next level of intervention. Documentation of the *Course of Action Plan* will be maintained by the GP-ENP faculty course instructor for the full period the student is engaged in the program. While this can apply at any stage of supervised experiential learning, in most cases the need for support is identified for the clinical rotation.

Level 2: In the case where a student needs substantial remediation an *Academic Warning* will be issued (i.e., extensive review of application of the NCP). The GP-ENP Director in consultation with the student and clinical course faculty will design a *Focused-Academic Remediation Plan*. The student will receive advisement and guidance to help aid them in successfully improving performance and meeting the expectations for successful completion of the program. **This is not release time; the student may be required to meet regularly on campus during the period of remediation for one-on-one guidance.** The student must be able to demonstrate adequate knowledge, skills and abilities to meet competencies and performance standards of the *Focused-Academic Remediation Plan* before being reinstated in supervised experiential learning. If needed, a timeframe within which to meet program expectations will be set.

Once reinstated in supervised experiential learning in professional work sites, the student must demonstrate the ability to successfully progress to the next level. The program faculty will provide guidance to the supervised experiential learning work site and the preceptor. At all times, SEU GP-ENP faculty will respect the privacy of student learning in the supervised practice setting. Documentation of the *Academic*

Warning and outcomes of the *Focused-Academic Remediation Plan* will be kept in the student file and a copy provided to the student.

Level 3: If after the *Focused-Academic Remediation Plan*, should a student not be able to fully progress but shows improvement, the program director may consider a *Probationary-Academic Remediation Plan* or should a student **not** be able to demonstrate sufficient progress the GP-ENP Director, in consultation with the Graduate Program Director, may advise the student to withdraw from the program or issue an *Academic Dismissal*. Documentation of all actions will be kept in the student file and a copy provided to the student. Students showing adequate progress in meeting the knowledge, skills and abilities to meet competencies and performance standards may be returned to “good standing.”

Verification of Student Identity

Student identity is verified through the application and interview of the admissions process. Once admitted, all SEU students are given a unique student ID number, username/email address. and password to log into the Learning Management System (Moodle) and Self Service. Students should not share their password or access with others. During virtual meetings and interactions, students will be required to appear on camera (as visual confirmation of attendance) at the start and throughout each session.

Academic Dishonesty / Academic Integrity

All students must abide by the University’s Academic Integrity Policy. It is the student’s responsibility to know and abide by the University’s policy. This policy can be found on the University’s webpage at: <https://steu.smartcatalogiq.com/2023-2024/academic-catalog/academic-policies/> Note: This policy will follow the most current published SEU Academic Policies.

Academic integrity is a demonstration of respect for the scholarship and the intellectual and creative efforts of others. Membership in the academic community of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. Academic integrity is a vital part of the relationship among the University’s faculty, administrators, staff, and students. Students are expected to comply with Academic Integrity Policy of the University.

The University will not accept academic dishonesty, which includes but is not limited to plagiarism, cheating in any form, theft of educational materials, the falsification of data, and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity. Guidelines for using images and text for educational materials and class assignments will be reviewed with students during orientation.

Plagiarism, including use of protected text and images will not be tolerated and may result in removal from the program. Artificial Intelligence (AI) is a tool and must be used like all other resources and appropriately documented. In many cases, use of AI will have limitations in clinical practice.

The University’s full Academic Integrity Policy supersedes this summary statement.

In cases where the GP-ENP Director has reason to believe that the violation might have resulted from a student’s ignorance or inexperience, the GP-ENP Director may use discretion to choose an appropriate course of action

Non-Academic - Professional Warning / Professional Improvement Plan

Professionalism is critical to success in supervised experiential learning and in your future career. Students are expected to display responsible learning and professional behavior throughout the program. GP-ENP faculty will provide guidance throughout the program. In most cases of minor professional concern, the GP-

ENP faculty will discuss the issue with the student. If after three conversations, a written *Professional Warning* will be issued.

Should a student receive more than two (2) written *Professional Warnings*, GP-ENP faculty will provide advisement to a student and will work collaboratively to create a *Professional Improvement Plan*. This plan will address the issue and the student's goal for improvement to achieve competency in professional behavior. Documentation of the *Professional Improvement Plan* will be kept in the student's file and a copy provided to the student.

Example of a *Professional Warning* may result from failure to notify site in a timely manner that you will be late due to major traffic delay or inappropriate dress code. Whereas chronic lateness at the practice site following repeated *Warnings*, may lead to *Professional Probation*. Documentation of all incidents will be maintained by the GP-ENP Director and a copy provided to the student. Please see the section on Ethical and Professional Conduct in this Handbook.

Professional Probation / Dismissal

Under certain circumstances, a student may be put on automatic *Professional Probation* for disciplinary action or considered for Dismissal. Examples of more serious nature (not limited to) include leaving the practice site during the practice time (other than break times) would be considered as "walking off the job;" being under the influence of alcohol or judgment impairing substance; verbal abuse or any gross violation of the practice site's policies and procedures may lead to automatic program dismissal. Documentation of all incidents of professional probation or dismissal will be maintained by the GP-ENP Director and a copy provided to the student.

Student's on Professional Probation will receive *Professional Improvement Plan for Probation* and will meet regularly with GP-ENP Director and/or GP-ENP faculty designee. This level of intervention may include close monitoring, targeted actions for improvement, referral to counseling services, creation of a behavior modification contract, and a timeline for improvement. All processes will be documented. If the student fails to achieve and/or maintain good professional standing at any time during the program, he/she may be dismissed from the program, or advised to withdraw pending recommendation from counseling services or other health advisement.

Dismissal from the Program may result from:

- Failure to meet the Academic Standards of the Program;
- Failure to provide Proof - of Medical Clearances and follow related policies;
- Failure to provide proof of or maintain Health Insurance or Automobile Insurance;
- Failure to submit to criminal background check or positive criminal history limiting placement at supervised experiential learning professional work locations;
- Violation of the University's Academic Integrity;
- Violation of the University's Substance Abuse Policy;
- Violation of Professional Conduct, or repeated violations or program warnings;
- Violation of HIPPA or Site Policies.

GP-ENP students who feel they have not been treated fairly may initiate a grievance in accordance with the policies and procedures outlined in the SEU Academic Policies.

Please see the Handbook section on policies on Student Complaints and Grievance Procedures.

Degree Conferral, GP-ENP Completion, Verification Issuing

University Degree Conferral Requirements

Saint Elizabeth University will confer the Master of Science (M.S.) in Nutrition degree upon students who successfully fulfill all the requirements of the **SEU Graduate Program in Entrepreneurial Nutrition Practice**. In order to be recommended for program completion and degree conferral, the MS/GP-ENP candidate must:

- Be in good academic standing;
- Be in good professional standing;
- Successfully complete and pass all graduate coursework
- Meet all ACEND Future Education Model Graduate Degree competencies
- Achieve an overall GPA of 3.0 or higher (a student, who is on academic probation at the start of the final semester, must have achieved the required overall GPA of 3.0 by the end of the final semester.)
- Complete and pass all components of the Exit evaluation
- File an application for a M.S. degree with the Registrars' Office
- Meet SEU required degree audit confirmed by GP-ENP faculty
- Have no outstanding financial obligations with Saint Elizabeth University.

Degree Conferral and Commencement Requirements

Saint Elizabeth University confers degrees in May, August and December. However, commencement ceremonies are held only in May. Students are required to apply for graduation per the University policies. Information can be found on the Registrar Office webpage www.steu.edu-registrar and the Saint Elizabeth University Academic Catalog.

SEU GP-ENP Program Completion Requirements and Verification Statement Policy

The SEU GP-ENP Director will only issue a Verification Statement of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for Program Completion upon full completion of all supervised experiential learning, program and academic requirements as outlined below.

The student must:

- Demonstrate successful completion of each course / rotation with satisfactory evaluations demonstrating ACEND and GP-ENP Concentration competencies and performance indicators have all been met;
- Demonstrate successful completion of the Student Capstone Portfolio;
- Complete all required GP-ENP program Exit evaluations;
- Meet the minimum hours established/required by the program in compliance with ACEND* standards, which fulfill, in part, the 18 credits of the Dietetic Internship specific courses;
- Meet final GP-ENP program audit (i.e., transcripts, email and address communications, etc.); and
- Have no outstanding financial obligations with Saint Elizabeth University.

In addition to the issuing of Verification Statements, student's eligibility to sit for the RDN examination with CDR will be processed. CDR processing is two-step process: initial processing by the GP-ENP Director and the student onboarding.

SEU will retain a copy of all issued Verification Statements. In the future, should a graduate need a copy of their verification, please contact the GP-ENP Director. This document is not filed with the Registrar's Office.

Ethical & Professional Behavior and Communication Access

SEU GP-ENP Student Professional Behaviors

Attendance and Participation

- Adhere to the SEU GP-ENP Attendance Policy;
- Actively and consistently participate in class-related discussions and activities; and
- Actively and consistently participate and engage in all supervised experiential learning experiences.

Professional Dress

- Adhere to the appropriate dress code as outlined in the SEU GP-ENP Dress code policy, defined below;
- Wear an appropriate white lab coat during all simulated patient encounters and as defined by the clinical practice site;
- Wear proper identification during all SEU GP-ENP activities; including a nametag identifying them as a dietetic intern.

Ethical Behavior

- Demonstrate honesty and integrity at all times;
- Report witnessed (direct observation) unprofessional behavior to appropriate supervisor;
- Respect patient confidentiality of other students, faculty, and staff;
- Maintain patient /client confidentiality at all times; including standardized/simulated patients
- Report incidents with patients / clients to appropriate site supervisor;
- Acknowledge role as a GP-ENP student; and
- Identify themselves as a GP-ENP student in all interactions and sign all written documentation with the designation of GP-ENP-student.
- For more information, consult the Code of Ethics for the Nutrition and Dietetics Profession (in Appendix C).

Attitude and Demeanor

- Consistently display a professional attitude in all classrooms, simulation laboratory, foods lab, small group and required activities, including interprofessional activities;
- Demonstrate respect and non-discrimination towards others including classmates, instructors, faculty, staff, preceptors, patients, families and members of the supervised experiential learning site;
- Maintain an attitude of compassion and empathy for patients/clients;
- Demonstrate emotional stability in all interactions;
- Exhibit appropriate responses to all situations;
- Remain courteous and non-confrontational in all interactions;
- Demonstrate professional communication with interactions including emails, and with other forms of correspondence or documentation;
- Be sensitive and respectful of other's feelings and opinions;
- Use thoughtful culturally sensitive language and actions when dealing with colleagues, preceptors, facility employees and patients/clients/program participants; and
- Be cognizant and respectful of diversity.

Responsibility and Accountability

- Consistently demonstrate flexibility and initiative through the educational experience;

- Be reliable and dependable; complete all assignments including didactic and supervised experiential learning;
- Use appropriate and healthy coping mechanisms in the face of uncertainty;
- Take responsibility for actions and use appropriate problem-solving skills;
- Recognize limits and seek help when needed; in a timely manner; and
- Exhibit a commitment to personal growth and development.

Collaboration and Leadership

- Be cooperative and open-minded during group and supervised experiential learning activities;
- Remain respectful of differing opinions and “different schools of thought;”
- Remain calm and non-judgmental about the choices, values and actions of others;
- Use appropriate conflict-resolution tactics; and
- Be a responsible and engaged team member in all group activities and supervised experiential learning experiences.

Additional Examples of Professional Behavior:

- Arrive on time, in appropriate dress and ready to work for all supervised experiential learning;
- Seek answers to questions in the syllabus, handbook, or other materials BEFORE asking faculty;
- Use cell phones only during personal time or as directed by facility preceptor;
- Do not participate in gossip, or discussions of casual non-business events or activities during work hours or with preceptors;
- Remain flexible with assigned work and be as helpful as possible even if you feel the work is ‘beneath’ you, there is something to learn in all activities;
- Do not discuss social plans or activities, especially if they require you to leave the site early; and
- Communicate with faculty and preceptors; respond to emails or text messages so faculty know you received the message.

Professional Dress Code /Appearance

Students are expected to maintain a professional appearance and dress appropriately for supervised experiential learning sites, seminars, and field trips. Inappropriate appearance or dress may result in the student being sent home by the practice site staff or faculty.

General Professional Dress

- Name badges provided by SEU must be worn during the program. SEU and/or facility identification badges must be worn above the waist in front;
- Business casual dress is appropriate at most facilities. If wearing skirts or dresses, the length should be no more than 2 inches above the knee;
- Appropriate professional shoes with low or moderate heels should be worn during clinical experiences. High heels, platforms, sandals and open-toed shoes are not acceptable for the acute care and/or the food service setting;
- For class sessions professional-looking/business casual attire is appropriate. Students are expected to wear more formal professional attire during field trips and some professional meetings;
- A clean, pressed and normal fitting lab coat (no oversized) is required of all students;
- Lab coats are to be worn over business casual clothes whenever a student is in an institutional clinical setting. *Exceptions to this will be indicated by the practice site;* and
- Jeans are only permitted when specifically indicated by faculty (dress down days on campus) or site.

Additional Dress Code Requirements for Food Production / Community Areas

- Hairnets and/or disposable caps are to be worn in the production area;
- Gloves are required when food is manipulated by hand or being distributed to public; and
- Some sites may not permit artificial nails or colored nail polish.

Not Permitted

- Athletic wear, such as form fitting and/or yoga type pants, leggings, sweatpants or shorts are not professional or acceptable at the sites or campus activities;
- Bedtime attire, or undershirts, undergarments, jogging suits, or spandex worn as outerwear;
- Ripped/torn jeans or pants are never appropriate;
- Clothing that reveals chest, exposes a bare midriff or buttocks, or exposes undergarments; including miniskirts and dresses or shirts with revealing slits;
- Plunging necklines, sheer materials or that is strapless;
- Clothing, jewelry, accessories or display tattoos that contain messages or images that are obscene, vulgar, or related to tobacco, drugs, alcohol, sex and or violence;
- Avoid excessive jewelry, oversized and expensive items; and
- No flip flops, beach/pool wear, house shoes or slippers.



Sample Apparel Illustrations



Good personal hygiene is expected of all students.

- Hair should be neatly kept including facial hair. Long hair may need to be tied back for certain experiences;
- Fingernails should be well groomed. Wearing of nail polish (neutral tones) is allowable at the discretion of the facility. Nails should never be distracting;
- Display of body piercing and other forms of body art are subject to the policies and procedures of each practice site, but ideally should be concealed;
- Smoking is discouraged but is permitted in designated staff areas; and
- Students should refrain from wearing strong perfumes, colognes, or scented oils.

The dress code of the facility / practice site may supersede the above requirements. Students who fail to abide by a practice site's dress code policy may be dismissed from the site for the day. In this case, supervised experiential learning hours will need to be made up. Repeated offenses may lead to the dismissal from the practice site.

Program Communications

All students must use their SEU email account. All email communication between GP-ENP Faculty, Practice Sites or any GP-ENP related function MUST take place exclusively within this system. Students are expected to check SEU email daily.

SEU GP-ENP Program uses the learning managements system, Moodle for administration of all courses. Announcements and courses created within this system use the SEU email platform for messaging.

Cell phones and text messaging are not to be used for communication with GP-ENP faculty and staff unless you are specifically asked to do so.

SEU GP-ENP students are expected to respond to faculty emails in a timely manner. Faculty will do the same within normal business hours. Students should not expect answers to emails late at night or during weekends. Should you have an emergency, please use URGENT in the subject heading. This is only to be used in true emergencies.

Email Business Etiquette: Please use the following guidance when writing and sending emails (especially to practice sites).

- Address each email with the appropriate salutation (no “hey”);
- Sign each email;
- Write in full sentences and proper grammar;
- Avoid abbreviations;
- Read and reflect on all email correspondence before sending;
- Be respectful and considerate all times;
- Do not include discussion of any information you would not say in-person; and
- Never share personal information.

Emergency Contact Information: All students are required to provide the GP-ENP Program with emergency contact information.

Technology & Social Media

Students are expected to be familiar with and **abide by** the policies of the University and the sponsoring practice facility for technology and social media policies. **Students must maintain patient and staff confidentiality at all times.**

Taking photographs at practice sites is strictly prohibited without the approval of the site preceptor.

Example of an acceptable photograph: A Nutrition Education Poster session

Example of a unacceptance or unauthorized photograph: A Nutrition Education Poster session with clients.

Students may take photographs of events or activities if the site allows it but must never photograph a computer screen of sensitive information, patient/client chart, and patient/client, a minor, or any personal Health Insurance Portability and Accountability Act (HIPAA)-protected information. Additionally, photographs at community settings may be protected. **Violation of privacy rules are subject to Program dismissal.**

The use of social media, chat rooms, instant messaging and/or “surfing” the web during supervised experiential learning is unprofessional and subject to disciplinary action.

GP-ENP faculty (and we encourage preceptors) are not permitted to extend or accept “friend requests” to or from students on any social media sites.

Students are not permitted to use the Saint Elizabeth University logo without permission.

Leave of Absence

Students must follow University policies for Leave of Absence (LOA). A leave of absence enables a student to remain enrolled in the university during their time away. During supervised , a student may be request a LOA for health, family emergency, or other appropriate reasons by the GP-ENP Director. Students may not request a leave of absence for academic reasons. Student Academic & Financial Services, in consultation with the program director, reviews written requests and required documentation in a timely manner and will accept or deny them. It is a University requirement (in compliance with Title IV Regulations) that students complete all program requirements within 150% of the normal time for program completion. All program requirements must be met within 33 months from the date of the start of the GP-ENP.

Withdrawal and Refunds

A student who wishes to withdraw from the Program must inform the GP-ENP Director of their intent in writing and complete a drop/add form. Tuition will be refunded according to the University policies.

Hardship Withdrawal and Readmission

Under special circumstances, the GP-ENP Director may allow a student to withdraw and /or defer enrollment from the appointment year to the following year. The decision to do so will be made on an individual basis and in consultation with the Chair, Department of Foods and Nutrition and GP-ENP program director and/or faculty. Students allowed to defer enrollment may be required to find their own practice sites in order to complete the program later. Depending on the withdrawal period, supplemental tuition fees may apply.

Attendance, Academic Calendar, Scheduling & Absences

Attendance

The GP-ENP Program Academic Calendar usually aligns with the published SEU Academic Calendar (through the Registrar's Office). Semester start-, stop-, and other dates may differ. Students should consult with the program director prior to scheduling non-program activities. These schedules are subject to change and it is the student's responsibility to be aware of and comply with the changes.

Attendance is essential to student success. Attendance and punctuality is mandatory at all assigned classes, labs, supervised experiential learning rotations, events, and testing sessions. Interprofessional education (IPE) activities are team based. They are required sessions by the program and the accreditation body. Student presence at these sessions is a professional responsibility.

Per University requirements, instructors are required to record regular attendance in online courses; this regular attendance, in an online course, is considered through regular weekly participation and completion of assignments. Some coursework is delivered asynchronously; however, there are times when classes will meet real-time using an internet classroom. Students are expected to accommodate that schedule and attend. Course participation and attendance are considerations for good academic standing in the MS/GP-ENP.

Punctuality is another professionalism trait the healthcare practitioner must display. Students must arrive on site on time, preferably 5-10 minutes early. Repeated tardiness is considered unprofessional conduct, and, at the discretion of the faculty member, the student will be referred to their assigned faculty advisor, and/or the program director to discuss this matter.

The purpose of the university's attendance policy is to help students develop a self-directed, professional attitude toward their studies and maximize their educational opportunities. Regular class attendance provides fundamental educational value and offers the most effective means to gain command of the course concepts and materials.

Students taking online classes must engage in course activities and scheduled program activities. *To meet these expectations, students must arrange their schedules to minimize conflict with other commitments, including personal commitments, or work.* When students encounter difficulty meeting these requirements, they must contact their faculty member to discuss the concern. Students should consult the course syllabus and course instructor for specific faculty policies on attendance and make-up work within a course.

Acute illness is a justifiable reason for absence from class. Students should not attend in-person events if they are genuinely ill, have a fever, or suspect that you have a communicable illness (such as the flu).

Illness during supervised experiential learning - If a student becomes ill while supervised experiential learning rotations, she/he **must notify call and email the preceptor. Copy email to SEU clinical faculty supervising that unit, and the GP-ENP Director.** Unless there is a sudden emergency (car break down), students are required to provide notice at least one hour prior to the scheduled experience. Students should attempt to reach the preceptor by phone (or text if the preceptor has asked for this).

To avoid issues with missed work or content, the student is responsible for making up any missed work and contacting faculty member to ensure they make up all necessary information from class(es). The make-up hours will be discussed and determined between the GP-ENP faculty and the Educational Coordinator/preceptor based on the student's overall progression in the rotation missed, overall experiential learning needed to be fulfilled, and the practice site's availability. If hours are missed during certain key rotations (i.e., clinical) the student may not be able to advance until formative competencies have been met. In this situation, an alternative rotation scheduling may be provided. If the student is not able to complete missed work as outlined by the faculty member, the GP-ENP Program Director will determine next steps.

Medical Clearance following Illness: Return to work may require medical clearance for an illness of 3-days or more. Depending on the policy of the site, the student may need to be "cleared" by his/her primary care physician or by employee health at the site. Students needing extended time off must apply for family medical or personal medical leave per University policies.

Time off for Routine Health Care: Should a student require routine/ongoing medical or counseling appointments, please discuss the schedule with the GP-ENP Director. Student health and wellness is important to the GP-ENP faculty. In general, students should attempt to schedule medical and counseling appointments during time off. If this is not possible, please discuss with the GP-ENP Director. The program wishes to respect the student's privacy, while acting in courtesy to the practice site, and being mindful of scheduling concerns for preceptors and other students.

Expected Workday / Practice Hours

Based on the **eight (8) hour** workday, the GP-ENP workweek is designed primarily as a four days a week (a four-day week will be approximately **32 hours per week** taking in account of breaks and lunchtime) depending on the unit and/or rotation. Practice hour requirements for most all rotations have been estimated using a 8-hour workday to arrive at the total number of hours for each unit. The exact hours of a given day will vary depending on the schedule of the preceptor/site. For example, in an outpatient center the preceptor may work a 10-hour shift, in which case the student would be expected to do the same. Some units/supervised experiential learning professional sites may require a student to work early morning

or late evening hours or on a weekend. A start time of 5 a.m. and ending time of 10 p.m. and weekend hours, while rare, are considered acceptable. The student may (but is not required to) complete more than the total hours assigned to the rotation.

The student is expected to track supervised experiential learning hours using a Time Log form which will be provided at the SEL learning Orientation. Students are required to document all work hours, excluding any breaks, as either Professional Hours or Simulation (which includes simulation, case studies and role-playing). The student will upload Time Logs to the Dietetic Internship's competency-tracking software, PRISM®, upon completion of each of Rotation (Clinical Nutrition, Departmental Management, Professional Development, Community Nutrition, Concentration, Capstone, etc.). *Any level of abuse of this system is considered an Academic Dishonesty and Professional Behavior issue. Random audits may be completed.*

Absence - Inclement Weather

Didactic Sessions for Supervised Experiential Learning: The GP-ENP faculty will decide about meeting in person due to inclement weather on campus for supervised experiential learning or related activities. If the University is closed, the students will not be required to come to campus but may be required to participate in class activities online or given additional assignments.

If the University is open but many students would need to commute a long distance in extreme weather conditions, the GP-ENP faculty may elect to provide other assignments and/or hold the class remotely either in real-time or asynchronously.

SEL: In the case of inclement weather, it is the responsibility of the student to use proper judgment as to their ability to get to the site. Because practice sites are in different parts of NJ, it is difficult for the GP-ENP to have a set inclement weather policy for the supervised experiential learning of the program. **It is the expectation of the program that the student will make every effort to get to their assigned site.** The student should be familiar with the inclement weather policy of the site. Students should monitor weather and be proactive in discussing options with site preceptors. If the student is out for the full day or comes in late, she/he must be prepared to make-up all missed hours.

Students must follow the *Procedure to Report Absence* as outlined above if delayed or unable to get to the supervised experiential learning site due to weather.

Update your SEU Emergency contact information via LiveSafe®. See policy under Communications & Use of Facility Equipment

Supervised Experiential Learning during Additional Semesters

Occasionally, a student may require additional practice time to meet the competencies and/or may require approved time off (i.e., medical or family leave) that exceeds usual considerations. In such cases, the student will be scheduled or rescheduled at the convenience of the practice sites(s) and to accommodate the GP-ENP faculty's work/vacation schedule. In the rare event that a student is unable to complete the program by the end of the final semester, and is not eligible for an Incomplete Grade based on the extent of work to be completed, the student will be required to register for additional credits for the following semester, in compliance with all University policies, and published tuition and fees.

Supervised Experiential Learning Practice - Emergency Planning

In the event of a national emergency, such as COVID-19, if the program is not able to meet accreditation standards due to inability to access practice sites, the program may apply to ACEND for a program

suspension or extension. In this case, students impacted would **not** be required to pay for any additional credits.

Communications & Use of Facility Equipment

SEU Emergency Notification System

SEU has contracted with Vector Solutions to provide its LiveSafe® mobile platform for two-way safety and security risk communications, emergency notifications, and safety tools and resources to the entire SEU community (students, faculty and staff). This will enable SEU to rapidly respond in real-time to incidents, threats and campus closures due to weather or power outage via broadcast notifications across multiple channels (SMS, phone call, email and push notification) to keep our campus community safe and informed. Please be sure to download the App to your mobile phone and to update your emergency contact information at <https://www.steu.edu/it/emergency-notification>.

Cell Phone Use

Policies regarding use of cell phones at supervised experiential learning sites are dynamic and changing as the devices are used more frequently for professional purposes. **Therefore, students must discuss use of a cell phone with each site prior to use. In some clinical sites, there may be places that have cell phone restrictions.** Cell phone use for professional reasons, such as accessing the Nutrition Care Manual or other resources is acceptable at some sites. **Use of cell phones for personal reasons is prohibited during supervised experiential learning unless pre-approved. Text messaging and other personal use causing distractions during supervised experiential learning will not be tolerated.** Use of cell phones by employees of the site is NOT an excuse for use by students. Students may be required to use a calculator instead of a phone at clinical sites. In addition, students are not permitted to use cellular phones for personal reasons while in class, except during break periods. Phones may be used to access the internet for class related activities.

Computer and Equipment Use

It is the responsibility of the student to know and follow the policies of the facilities where they are assigned regarding the use of equipment such as, computers, photocopying machines, fax machines, telephones, etc. Failure to comply may result in dismissal from the site.

On campus, students are not permitted to use SEU Central Duplication (photocopy room) or Foods and Nutrition office copier without permission. Copy machines are available for student use in Mahoney Library. The University provides technology resources to fulfill its mission as a liberal arts institution, to support our educational and community values, and to support its programs and initiatives. Access to the University's technological resources is a privilege extended to authorized users, and thus carries with it an associated expectation of responsible use. The University's Acceptable Use Policy provides guidelines for appropriate use of technological resources and is available on the website. By accessing the University's technology resources, users agree to abide by the Acceptable Use Policy.

Publications of Work

Publication of any work completed during the GP-ENP/Master of Science in Nutrition must first be submitted to the Director of the Graduate Program in Nutrition and/or GP-ENP Director respectively, for

approval. This includes – but is not limited to – research projects, articles, case studies, etc. In some cases, publication guidelines may be guided by the Affiliation Agreement of the sponsoring practice facility for the student. Students are required to follow established publishing guidelines. Work completed during the supervised experiential learning may require the co-authorship of the GP-ENP faculty or other involved faculty and preceptors. In some instances, contractual agreements require that student work completed as part of a rotation become the property of the sponsoring site.

Student Compliance: Medical Clearance, Insurance & Emergencies

Medical and Health Record Requirements

Upon acceptance to the GP-ENP program, the student will be required to complete health records as required by the University and state law for all continuing studies and graduate students.

Prior to the Semester Four, students must complete a more extensive (mandatory) medical clearance that includes a physical, titers, vaccinations, flu shot, drug screens, and possibly COVID-19 testing to meet requirements to work in professional work settings, as part of supervised experiential learning.

It is the responsibility of the student to make sure all information provided on the **GP-ENP Program Medical and Health Record** is **accurate, complete, and up to date. Failure to complete the form correctly may result in delayed starting and loss of supervised experiential learning placement (see statement below)**. Evidence of satisfactory health and required immunizations must be submitted before by the deadline outlined in the GP-ENP Orientation (This is generally early August prior to the fall start date.) Practice sites may require this prior to site orientation, so students should make every effort to have this done in a timely fashion. Failure to follow the guideline provided may impact supervised experiential learning dates.

Students with religious, medical or other objections **will be required** to find their own practice sites that are willing to comply with all program requirements and execute a contract and the curriculum according to University requirements.

Health Insurance Coverage

Students must be covered by health insurance during the program. Students are eligible to purchase *student health insurance* if not already covered. Proof of health insurance coverage (copy of insurance card) is required for all student and must remain in place through the duration of the program. **Students are required to waive the SEU student health insurance, or they will be automatically billed for such by the University.**

It is understood that the GP-ENP Program may release health information and proof of health insurance to the participating supervised experiential learning sites as a requirement of the program's affiliation agreement.

Professional Liability Insurance

Student mandatory purchase for professional liability insurance is through the University, and is outlined in the University fees. While enrolled in the supervised experiential learning program, students will be covered for malpractice, when performing internship-related activities that are part of the Program's requirements, to the amount of \$1,000,000/\$3,000,000.

Cars and Car Insurance

Most graduate students will need a car to complete the program. Mass transit is unlikely to get students to all sites. Students are responsible for their own travel, which may be required as part of a rotation.

Students, therefore, must follow all local laws regarding cars, which includes carrying automobile insurance and must assume complete responsibility for safe travel to and from assigned learning sites, including travel that may occur as part of an assignment. Proof of automobile insurance may be requested by the experiential learning sites or the GP-ENP Director.

Loss of Personal Property

The student must report and complete any required incident report if theft of possessions occurs during scheduled supervised experiential learning hours and/or program-related activities. The University, and sponsoring sites accept no responsibility for lost or stolen personal property.

Emergency Illness or Injury at Supervised experiential learning Site

If a student is injured while at a supervised experiential learning site, the Educational Coordinator or Preceptor at the site (or his/her designee) will be responsible for arranging emergency medical treatment. The student must complete an incident report (site and SEU) whenever a personal injury occurs. Students are not eligible for Workers Compensation from the University or the supervising practice site / facility.

The GP-ENP Program is not responsible for a student who has failed to submit required medical and health forms as requested on time or who has not met the medical clearance requirements, as per program onboarding requirements.

Actions might include loss of practice site placement, delay in starting, require the student to obtain his or her own practice sites in accordance with GP-ENP Site Participation policy, or program dismissal.

Student Compliance: Background Clearance

Background Clearance

The Joint Commission accredited practice site facilities and some other facilities require a student background search. In compliance with Joint Commission Standard HR 1.20 all students will need to submit a criminal background search. This process shall be carried out by a third party retained by the University. The fee for this background search is the responsibility of the student. In addition, students completing supervised experiential learning experiences in Pennsylvania may need to comply with the *Pennsylvania Child Abuse History Clearance*.

When working in a New Jersey school, the student may be required to be fingerprinted for background clearance in addition to background clearance above. Students will be required to participate in this clearance at their expense and will be provided instructions as needed.

Certain practice sites may require additional background or drug screens, typically paid for by the practice site, but this is not a guarantee. Students will be advised of these requirements, will be required to comply, and may be responsible for costs. Failure to comply may jeopardize site placement and program completion or require the student to find his/her own practice site that is consistent with the GP-ENP site participation policy.

The GP-ENP Program may release background clearance information as a requirement of the Program's affiliation with the practice site.

Background Clearance-Positive Results (Criminal History)

If the background check results in a positive indication of criminal activity, the GP-ENP Director or GP-ENP faculty designee will discuss the results with the student. In the case of a misdemeanor conviction, the GP-ENP Director will request a written explanation of the incident from the student. The GP-ENP Director or GP-ENP faculty designee will then discuss the situation with the participating site: human resource department and/or volunteer services department and/or other personnel at any and all sponsoring supervised experiential learning sites. Sponsorship of the student is at the discretion of the supervised experiential learning site.

If the GP-ENP Director, after making a good faith effort, cannot find a practice site to accept the student, the student may be required to find his/her own supervised experiential learning site or withdraw from the program.

In the event of a felony conviction, the GP-ENP Director will discuss the results with the student. At this point, the GP-ENP Director will seek advice and counsel from the Academic Dean and/or University's Provost and Vice President for Academic Affairs. This may result in a requirement for the student to withdraw from the program. The Dietetic Internship program cannot ensure placement sites can be arranged for a student with a positive finding on a criminal background check.

The GP-ENP Director or GP-ENP faculty designee will make every effort to involve a minimal number of persons in these conversations to maintain personal privacy, the student understands that this information will be shared in part or full, and agrees to this condition.

Student Clearance - Confidentiality Statement: The SEU GP-ENP Program contracts with two external third-party vendors for clearance requirements. *Adam Safeguard*® for background and drug screen and *Sentry MD*® for HIPPA health record management /medical compliance.

For more information, please visit <http://www.adamsafeguardstudents.com/index.html> and <https://www.sentrymd.com/>.

SEU Student Support Services

Student Access to Support Services

Students have access to all University student services. Student services include use of the Academic Success Center, Mahoney Library, computer labs, career services, as well as health and wellness services. A full description of Student Services and contact information is found online at www.steu.edu. *Students requiring learning accommodations are encouraged to contact Accessibility Services at prior to the start of each semester. Please contact Accessibility Services (below) for more information.*

Accessibility Services:

- Website: <https://www.steu.edu/academics/accessibility-services>

- Phone: 973.290.4261
- Email: accessibility@steu.edu

Campus Ministry:

- Website: <https://www.steu.edu/student-life/campus-ministry/index.html>
- Phone: 973.290.4240

Counseling Services:

- Website: <https://www.steu.edu/student-life/wellness-center/counseling-services/index.html>
- Phone: 973.290.4175

Office of the Bursar:

- Website: <https://www.steu.edu/admissions/bursar/index.html>
- Phone: 973.290.4443
- Email: bursar@steu.edu

Office of Financial Aid Office:

- Website: <https://www.steu.edu/admissions/financial-aid/index.html>
- Phone: 973.290.4445
- Email: financialaid@steu.edu

Office of Information Technology:

- Website: <https://steu.edu/it>
- Phone: 973.290.4015
- Email: helpdesk@steu.edu

Office of the Registrar

- Website: <https://www.steu.edu/academics/registrar>

Office of Student Health Services:

- Website: <https://www.steu.edu/student-life/health-services>
- Phone: 973.290.4132

Student Success Center:

- Website: <https://www.steu.edu/academics/success-center/index.html>
- Phone: 973.290.4468

*Website links are subject to change. Last verified 7/2026.
If you have difficulty locating an office, please ask GP-ENP Faculty for assistance.*

Supervised Experiential Learning Sites: Participation, Affiliation Rights & Recognitions

Participation of a Supervised Experiential Learning Site

Selection of a Supervised Experiential Learning Site / Facility for student experiential learning will be coordinated and completed by the GP-ENP Director with guidance from GP-ENP Faculty.

In general, Experiential Learning Site/Facilities must:

- Meet the SEU curriculum goals and objectives, and competencies as assessed by Educational Coordinator or Preceptor and GP-ENP Faculty for unit(s) to be completed at the site;
- Execute a mutually agreed upon legal agreement with Saint Elizabeth University (University or site generated contract or agreement); and
- Be in a geographic location that supports a reasonable commute for the student.

Student Placement at Supervised Experiential Sites

Student placements at participating practice sites will be completed by GP-ENP Faculty. The exception to this is the Community Nutrition Education site which is selected by the student and approved by the GP-ENP faculty; however, the site / facility must comply with SEU supervised experiential learning criteria.

Educational / Non-employee Status

Participation of Supervised Experiential Learning Sites in the experiential learning of students is voluntary and is provided for the educational purposes of the SEU GP-ENP Program.

Students are not permitted to accept monetary compensation for work completed during supervised experiential learning and shall not be considered employees nor serve as replacement employees for the sponsoring facility.

Removal of Student / Failure to Meet Academic Performance Expectations

Supervising facilities have the right to request the removal of a student who fails to meet academic and competency requirements and performance expectations. Students who fail **Academic Remediation** and/or fail to show improvement within a reasonable amount of practice time may be dismissed from the program.

Removal of Student / Breach of Institutional Requirements

The University has granted supervising facilities the right to request the removal of a student whose conduct is not in accordance with existing institutional policies, rules, and regulations. It is the responsibility of each student to become informed of the institutional policies, rules, and regulations. Students must strictly adhere to policies of the institution regarding the facility, its employees, and patients.

Depending upon the nature of the infraction, students who have been removed from a supervising facility may be reassigned to a different facility. GP-ENP Director will automatically review the case, in consultation with GP-ENP Faculty, for professional conduct, and depending on the nature of the infraction, the student may be dismissed from the Program.

Presence at Site after Work Hours

Students are not permitted to complete supervised experiential learning related experiences during “off hours” without prior approval from the site Educational Coordinator/Preceptor. Exception to this is the use of the medical library or facilities open to the general public.

Educational Coordinator / Preceptor Rights

Educational coordinators and preceptors are valued professionals and vital partners in the training of students. They are encouraged to contact the GP-ENP Director to discuss any concerns about a student, or the program, or program management. In the event the concern or complaint is about a GP-ENP faculty member, please contact the GP-ENP Director. If the concern involves the GP-ENP Director, please contact the Chair, Dept. of Foods and Nutrition and Director, Graduate Program in Entrepreneurial Nutrition Practice, or they may take the complaint to the Dean of College of Professional Studies. Depending on the nature of the complaint, the faculty or administrator will take appropriate action. A meeting may be called to resolve the issue; this meeting will be documented per ACEND policy. Complaints regarding a University employee will be managed internally.

Preceptor Training and Continuing Education

The GP-ENP program will provide an orientation to program preceptors using various formats, which may include in-person training, recorded webinars, real-time web conferences, podcasts as well as written and/or oral communications. The program will provide opportunities for preceptors to participate in continuing education programs during the academic year to support practitioner competency and continued excellence in experiential learning education. In addition, preceptors may be eligible for discounted rates at Saint Elizabeth University sponsored conferences or events.

Preceptor / Site Recognition

In appreciation of the contributions of our volunteer sites, educational coordinators and preceptors, the GP-ENP Faculty may choose to recognize preceptors annually with a Certificate of Appreciation. Students are encouraged to send a formal thank you note to preceptor following the completion of each rotation!

Student Complaint - Supervised Experiential Learning Professional Work Site or GP-ENP Program

Student Complaint and Resolution of a Supervised Experiential Learning-Related Issue

Students are urged to contact the GP-ENP Director or Clinical Faculty or Coordinator if they have a program-related issue or complaint to discuss. If the issue involves the practice site, the student should attempt to speak to their assigned Preceptor or the Educational Coordinator at the facility. If the student does not feel comfortable with this process, she/he should immediately discuss the issue with GP-ENP Director or Clinical Faculty or Coordinator to arrive at a mutually agreeable resolution.

Student Complaint and Resolution of a GP-ENP Program-Related Issue

The GP-ENP Program is committed to continuous program improvement, ethical practice, SEU policy and procedure standards, maintaining ACEND standards, as well as complying with applicable laws and regulations. The GP-ENP Director and Clinical Faculty and Coordinator encourage anyone affiliated with the program, including students, staff, educational coordinators, preceptors as well as other site staff to report any concerns about program management without fear of retaliation. Reports can confidentially be reported. Students should first seek to speak to the Chair of the Department of Foods and Nutrition.

Saint Elizabeth University Grievance Procedures

Student Grievance: SEU Grade Appeal and Resolution Process for Academic (non-grade related) Concerns and Grievances

The SEU GP-ENP Program follows the Saint Elizabeth University's Academic and Grade Grievance procedures, except where indicated (*).

Grade Appeal: Any GP-ENP student who has been notified and agreed to a *course remediation plan forfeits their right to a grade appeal. However, students retain the right to a non-grade appeal as outlined below.

The following SEU Grade Appeal and Non-Grade Appeal policies can be found on the Academic Catalog webpage available at: <https://steu.smartcatalogiq.com/current/academic-catalog/academic-policies/> (As of 7/2026).

Non-Grade Appeal: Resolution Process for Academic Concerns and Grievances

"Undergraduate and Graduate students may pursue an academic program concern or grievance that is not a grade complaint or one of the other exclusions noted below.

For all Academic Program Concerns and Grievances included in this policy, students should attempt first to resolve issues with the individual faculty or staff member, followed by the relevant department Chair or Program Director. The details of the resolution process are outlined below.

Grounds for Academic Program Concerns and Grievances (non grade-related) include, but are not limited to, the following:

- Any grievance or complaint alleging any academic policy, procedure, or practice that would disrupt completion of a course, academic program, or timely eligibility for graduation.
- Any grievance or complaint regarding the university administration, faculty, staff, or administrative procedures, policies, or actions except grade-related grievances or Title IX complaints.

Resolution Process for Academic (non-grade related) Concerns and Grievances

Phase 1: As an initial step, students who wish to grieve an academic concern other than a grade-related complaint should attempt to resolve the matter informally with the faculty member, Department Chair, or Program Director who is the object of the complaint whenever possible. Attempts to resolve the matter should occur as soon as possible after the alleged incident. If the student is unable to reach the faculty member, Department Chair, or Program Director within a two-week period, the student should notify the department's Program Coordinator or Administrative Assistant to facilitate scheduling a meeting. No legal counsel for any of the parties will attend the meetings.

Phase 2: If the parties are unable to resolve the dispute informally, the student should arrange a meeting with the faculty member's supervisor (the Chair or Program Director). The student must outline in writing the reasons why they feel that the decision or action in question was unfair or inequitable, noting evidence to support their argument. If the complaint is with a Program Director, the student should arrange to meet with the Department Chair. No legal counsel for any of the parties will attend the meeting. The Chair or Program Director will conduct a review of the process, meet with appropriate parties, prepare a written statement detailing the findings and the decision, and provide copies to all parties involved.

Phase 3: If the student is dissatisfied with the outcome of the department chair or program director's decision, the student should arrange to meet with the Dean of the College of Arts and Sciences or the Dean of the College of Professional Studies. No legal counsel for any of the parties will attend the meeting. The student must outline in writing the reasons why they feel that the decision or action in question was unfair or inequitable, noting evidence to support their argument. The appropriate Dean will conduct a review of the process, meet with appropriate parties, prepare a written statement detailing the findings and the decision, and provide copies to all parties involved.

Phase 4: Should the matter remain unresolved, the student may file an appeal with the Provost within 7 working days of that meeting. The Provost will review all documents deemed necessary and schedule a meeting with all parties in a timely fashion, typically within 30 working days of the receipt of the written appeal. The student may attend the meeting and present her/his case directly if she/he chooses to do so. No legal counsel for any party will attend the meeting.

The Provost will then communicate his/her decision, along with its rationale, in writing to the student in a timely manner, typically within 30 working days of the meeting. If the student's appeal is denied, there will be no further avenue of appeal available to the student. All documentation of the appeal process will be kept in file in the office of the VPAA.

Records of student complaints, resolution, progress of the resolution and written decisions will be secured in compliance with Saint Elizabeth University practices on confidential student records.

A record of student complaints related to ACEND accreditation standards, and corresponding resolution will be kept in a secured and protected electronic file for at least seven years. Retaliation against an individual who has made a complaint is prohibited.

Right to File a Complaint with ACEND

Notice of Opportunity to File Complaints with the Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Individuals (students, educational coordinators, preceptors, or community member, etc.) have the right to file a written complaint related to ACEND accreditation standards directly to ACEND. The written complaint must be submitted to ACEND directly only after all other options with Saint Elizabeth University have been exhausted. Individuals may contact ACEND by email at acend@eatright.org or via the internet: <https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint>

ACEND® has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered.

APPENDIX A – Curriculum Overview

YEAR I			
<i>Fall Semester – SEMESTER 1</i>		<i>Credits</i>	
FNG625 Health Promotion Across the Lifespan		3	
FNG650 Advanced Nutrition and Metabolism		3	
FNG655 Research Methods in Nutrition		3	
Total	*with virtual group work	9	
<i>Spring Semester – SEMESTER 2</i>		<i>Credits</i>	
FNG630 Interventions and Strategies for Weight Management		3	
FNG677 Program Planning and Design in Community Nutrition		3	
FNG628 Fundamentals in Dietetics Management*		2	
FNG688 Research and Leadership I*		1	
Total	*with virtual group work	9	
SUMMER			
<i>Session III – SEMESTER 3</i>		<i>Credits</i>	
FNG629 Nutrition Assessment		2	
Total		2	
YEAR II			
<i>Fall Semester – SEMESTER 4</i>		<i>Credits</i>	
FNG653 Concepts in Nutrition Education and Counseling		2	
FNG612 Clinical Nutrition Care		4	
FNG608 Experiential Learning in Dietetics Management		2	
FNG613 Management and Community Nutrition		2	
FNG690 Research and Leadership 2		1	
Total		11	
<i>Spring Semester – SEMESTER 5</i>		<i>Credits</i>	
FNG632 Applied Concepts in Nutrition Education and Counseling		2	
FNG602 Advanced Experiential Learning in Clinical Nutrition Care		3	
FNG606 Professional Communications in Nutrition and Dietetics Practice		1	
FNG683 Special Topics in Dietetics Practice <i>Optional</i>		1 to 2	
FNG694 Capstone Experiential Learning in Dietetics		1	
Total		8 to 9	

APPENDIX B - MS in Nutrition/GP-ENP Course Descriptions

FNG602 Advanced Experiential Learning in Clinical Nutrition Care (3 credits)

Experiential learning in clinical nutrition care in extended and outpatient care. Comprehensive examination of nutrition related clinical diagnoses and the rationale for specific medical nutrition therapies, with an emphasis on the Nutrition Care Process and evidence-based practice

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG606 Professional Communications in Nutrition and Dietetics Practice (1 credit)

Includes application of theoretical models of behavior change and culturally appropriate nutrition education and counseling strategies for groups and individuals. Students are exposed to elements of nutrition business and private practice in nutrition. Professional communications, applied evidence-based research skills, leadership, and entry-level practice skills are emphasized. Includes an overview of ethical issues related to nutrition communications using social media. Best practices for nutrition communications are emphasized.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG608 Experiential Learning in Dietetics Management (2 credits)

Comprehensive examination of applied management practices in food, nutrition and dietetic services, including human resources, staff development, and outcomes management. Includes sustainability initiatives in institutional settings and programs.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG612 Clinical Nutrition Care (4 credits)

Didactic, simulated and experiential learning in clinical nutrition care in classroom and acute care settings. Comprehensive examination of nutrition-related clinical diagnoses and the rationale for specific medical nutrition therapies with an emphasis on the Nutrition Care Process and evidence-based practice.

Prerequisite: FN629

FNG613 Management and Community Nutrition (2 credits)

An examination of community nutrition education and programs. Simulated and experiential assignments in selected areas of community nutrition including Child Nutrition, WIC, SNAP-Ed, and others are included. Emphasis on cultural competence and community service.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG625 Health Promotion Across the Lifespan (3 credits)

An overview of the nutrition care process and the nutritional needs, dietary recommendations, and health-related issues of individuals throughout the life cycle from pregnancy to the older adult. Examination of the current status of research on key population nutrition issues is included. The incidence, risks, development, and recommendations for prevention of chronic conditions and diseases are discussed. The effectiveness of various treatment modalities including dietary intervention and the use of alternative therapies in the prevention and treatment of these conditions are investigated. Includes fundamental concepts of community nutrition and an overview of major government programs for populations at risk. Case studies are introduced. Current consumer and health professional resources are evaluated.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.

FNG628 Fundamentals in Dietetics Management (2 credits)

An in-depth study of the organization, management and evaluation of dietetic services in health care, schools and entrepreneurial operations. Emphasizes the application of resource management: human, financial, facilities, and quality assurance; examines issues of accreditation, legislative and regulatory. Principles and theories of food production, delivery systems, subsystems operations, and management of food services are covered; includes Hazard Analysis and Critical Control Points (HACCP), environmental principles, nutrition informatics, and quality standards.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.

FNG629 Nutrition Assessment (2 credits)

Evaluation of nutrition status utilizing nutritional assessment methods is covered including anthropometrics, biochemistry, and physical assessment techniques for adults and children. Principles of interviewing and nutrition counseling are presented. Includes nutrition-focused physical examination training, relevant concepts in pharmacology, and the diagnosis of malnutrition and other nutrition-related problems.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice

FNG630 Interventions and Strategies for Weight Management (3 credits)

Current issues in weight management and obesity in both children and adults are investigated in normal individuals and in those with eating and metabolic disorders. Principles of weight management including epidemiology, etiology, nutritional, behavioral, surgical, and pharmaceutical interventions are reviewed in this course. Includes fundamentals of nutrition education and counseling and basic pharmacology. Diagnostic criteria for the major eating disorders are emphasized so that students can distinguish individuals at risk. Etiology, treatment, and prognosis of the disorders will also be addressed.

Prerequisites: FN 650, or permission of instructor

FNG632 Applied Concepts in Nutrition Education and Counseling (2 credits)

This course applies key theoretical models of behavior change and evidence-based intervention strategies in a variety of practice settings with diverse clients. Strategies for and skills in counseling the individual client and group are applied. Includes applications utilizing motivational interviewing, health coaching, and cultural competence. The social determinants of health and other behavioral and environmental factors that affect health outcomes are examined. Includes best practices for counseling adults and children with chronic diseases. *Prerequisite: FN653*

FNG650 Advanced Nutrition and Metabolism (3 credits)

This course provides an integration of biochemical, physiological, and hormonal processes involved in the regulation of protein, carbohydrate, lipid, and micronutrient metabolism in health and disease. Includes advanced study of digestion and absorption; transport and utilization; nutrient structure /function relationships; and the integration and regulation of water and macronutrient and micronutrient metabolism. The course provides a case-oriented application of human metabolism to understanding health-related conditions. Current issues/literature related to macronutrients and micronutrients in relation to health promotion and disease prevention are presented. Examines the etiology, pathophysiology, risk factors and clinical findings of several disease/disorder states. Application to the practice of medical nutrition therapy is covered using practice standards, evidence-based practice, and case studies to foster critical thinking in clinical care. Includes metabolism of nutrients of public health concern and principles of pharmacology. Students develop insights into genetics, epigenetics, and the nutritional complexities of major diet-related diseases.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with permission from Program Director.

FNG653 Concepts in Nutrition Counseling (2 credits)

This course examines the role of dietetics practitioners in promoting general health and wellness for individuals and groups in a community setting. Application of key theoretical models of behavior change and evidence-based intervention strategies are explored, including motivational interviewing and health coaching techniques. Strategies for and skills in counseling the individual client and group are examined and applied. Additional topics include principles of developing, implementing, and evaluating community nutrition programs; nutrition and health education models; and cultural competence.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.

FNG655 Research Methods in Nutrition (3 credits)

This course covers principles and procedures involved in research including research ethics, evidence analysis process, systematic reviews, study design, methodology, and statistical analysis of research conducted in human, clinical, and community nutrition. Students gain practical application of research techniques in project management and research communications. Critical evaluation of published research is emphasized.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.

FNG677 Program Planning and Design in Community Nutrition (3 credits)

This course provides a foundation in the core functions of public health and examines the social determinants of health, environmental nutrition, and global nutrition issues, including food insecurity. Includes strategies for promoting health equity using the social-ecological model, legislative advocacy, and social media tools that maximize population health. Emphasizes core skills in planning and developing community nutrition and health-related interventions for behavior change at the individual, family, and social levels. Assists the student in program planning, including needs assessment, goal setting, establishing objectives, program implementation and evaluation to measure outcomes. Examines nutrition and health education models to design educational and community-based programs. Discusses issues and problems influencing delivery of nutritional care: access, resources, urbanization, socioeconomic, and health values. Students will select a community-based site to complete experiential learning in community nutrition education. Students will critically evaluate their programs and summarize outcomes as part of a culminating capstone course.

Prerequisite: Matriculation in the Graduate Program in Entrepreneurial Nutrition Practice or with Program Director permission.

FNG683 Special Topics in Dietetics Practice (1 or 2 credits)

An in-depth exploration of a specific topic that is of current interest in nutrition and dietetics practice. May include Spanish for Healthcare Professionals; Sports Nutrition; or other specific area of nutrition and dietetics practice. *Approval of the Program Director is required to register.*

FNG688 Research and Leadership I (1 credit)

This course provides an opportunity for students to develop skills essential for effective leadership in dietetics. A self-assessment of leadership traits and strengths will be explored using evidence-based methods. Students will practice skills of negotiation, collaboration, intercultural communication and motivation, and ethical decision-making. Students continue research work towards their culminating project in this course. *Prerequisite: FN655*

FNG690 Research and Leadership II (1 credit)

This course continues the exploration and application of concepts essential to effective leadership in nutrition and dietetics. Promotion of leadership development specific to the field of nutrition will be

emphasized to foster the development of a leadership mindset for innovation, empowerment, and entrepreneurial practice. Students continue research work towards their culminating project in this course.
Prerequisite: FN688

FNG694 Capstone Experiential Learning in Dietetics (1 credit)

This culminating course includes development of a Capstone portfolio. This document demonstrates the synthesis of research support for their community research project as well as its effect on behavior change and acquired nutrition knowledge. Students write a research paper, give a final presentation of their culminating research capstone project, and provide a final reflection on their work.

APPENDIX C - Code of Ethics for the Dietetics Profession

Academy of Nutrition and Dietetics (Academy)/Commission on Dietetic Registration (CDR)

Code of Ethics for the Nutrition and Dietetics Profession

Effective Date: June 2018

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 support 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, considering 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 interprofessional team.

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

Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence, or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g., written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

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

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

Nutrition and dietetics practitioners shall:

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.
- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

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. <http://www.eatrightpro.org/~media/eatrightpro%20files/practice/scope%20standards%20of%20practice/academydefinitionoftermslist.ashx>
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. Draft - February 2018
4. Academy of Nutrition and Dietetics “Diversity Philosophy Statement” (adopted by the House of Delegates and Board of Directors in 1995).

**Graduate Program in Entrepreneurial Nutrition Practice/MS in Nutrition Handbook
Acknowledgement Form**

I have thoroughly read the **Saint Elizabeth University GP-ENP/MS in Nutrition Handbook** and understand the information and policies and procedures presented within.

As a student in the program, it is my responsibility to know and understand information contained in this document. I agree to abide by the policies and procedures as outlined and required by Saint Elizabeth University's GP-ENP Program.

The Saint Elizabeth University GP-ENP Program has prepared this document in good faith for the protection of all students, preceptors and faculty. Should at any point of the GP-ENP, I understand that it is my right and responsibility to request clarification of a policy or a procedure.

SEU GP-ENP Program reserves the right to make changes to policies and procedures as required to meet GP-ENP program or University standards, changes in ACEND requirements or clarification of a policy or a procedure. Such changes will be announced and published to students on the Moodle Learning Management Platform.

Student Signature: _____

Print Name: _____

Date of Acknowledgement: _____