



**University of New England
College of Professional Studies
Master of Science in
Applied Nutrition/RDN Focus**

**Policies and Procedures
Student Handbook
2020-2021**

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Section 1: General Overview of the Program

The UNE MS Applied Nutrition (MSAN) RDN focus is designed to be completed in 2 years at full-time (two 3-credit didactic courses paired with two 1-credit lab courses per semester inclusive of summers).

The program will be 48 credit hours. College of Professional Studies courses are divided over a traditional 16-week semester; each semester has two 8-week terms with A term encompassing the first 8 weeks of the semester and B term encompassing the last 8 weeks. 16-week courses, such as the Capstone and its co-requisite course are offered over the full semester, or AB term. Each 3-credit course and the 1-credit lab that it is paired with are offered in either A or B term. Supervised Experiential Learning (SEL) will be incorporated in every course, and the Supervised Experiential Learning hours each student will participate in will total to 1214 hours. The Supervised Experiential Learning hours will be incorporated in both the didactic course work (164 hours) as well as in the lab courses; the majority (1050 hours) of Supervised Experiential Learning will be attained at the pre-approved precepted site(s) in each 1 credit lab. The lab credit will consist of a combination of templates that will document Supervised Experiential Learning hours, assessments to determine if competencies have been achieved, and a mechanism for Faculty and Preceptor interface to assess student learning outcomes. The student is responsible for completing the required Supervised Experiential Learning, and the preceptor will interface with the lab Faculty to confirm the attainment of competencies (high pass/pass/fail). The Faculty will assess additional work within the lab such as simulations, role playing, reflections, and attainment of second year SEL hours to assign a high pass/pass/fail grade after consideration of the preceptor assessment of student achievement and required coursework to demonstrate achievement of the Supervised Experiential Learning competencies.

Mission of the Program

The mission of the UNE Master of Science in Applied Nutrition program is to prepare individuals for leadership roles in the field of nutrition, to advance knowledge and expand skills that promote excellence and innovation in all areas of nutrition practice, and to emphasize evidence-based best practices to support the well-being and health outcomes of individuals, families, and communities through education, research, and scholarship. The Master of Science in Applied Nutrition Registered Dietitian Nutritionist (RDN) focus provides a verification statement upon successful completion of program requirements, which prepares graduates for practice as an RDN once they have passed the RDN exam.

Administration of the MSAN/RDN Focus Program

The MSAN Program Director, the MSAN Assistant Director/Director of RDN Focus, the Dean of the College of Professional Studies (CPS), and the Provost determine academic policy.

Admission Requirements

- A bachelor's degree or above from a regionally accredited institution or its equivalent.
See [International Admissions](#) for details regarding evaluation of international degrees for grade and degree equivalency
- Undergraduate cumulative GPA of 3.0 or better
- Earned B- or better in prerequisite course work (comparable courses will be considered for transfer credit pursuant to the transfer credit policy) including:
 - Applied Anatomy and Physiology
 - Applied Nutritional Biochemistry
 - Applied Food Innovation
 - **OR** a Verification Statement indicating completion of ACEND Accredited DPD program in the United States (<https://www.eatrightpro.org/acend/accredited-programs/didactic-programs-in-dietetics>)
- 510 hours of the required 1050 total Supervised Experiential Learning Sites and preceptors, equivalent to the first year SEL requirements, and affiliation agreements, approved by the MSAN Assistant Director/Director of RDN Focus via the submitted "Approval Form for First Year SEL Hours"
- Computer with internet connection, including the hardware and software requirements described in our [Technical Requirements](#). Must also possess sufficient computer skills to navigate the internet as all classes are accessed 100% online
- Previous coursework in Nutrition and/or Biology, and Statistics is highly recommended
- If pre-requisite course work OR the Verification Statement are older than 5 years, it is strongly recommended that the applicants consider taking the 3 pre-requisite courses

MSAN/RDN Focus Learning Outcomes

Graduates of the Master of Science in Applied Nutrition Program will:

1. Analyze and apply evidence-based nutrition research to nutrition practice
2. Assess, evaluate and implement appropriate recommendations founded in medical nutrition therapy
3. Demonstrate ethical behavior and cultural competency in all areas of nutrition and interprofessional practice
4. Communicate evidence-based research in nutrition to a wide variety of audiences
5. Apply best practices in digital communications and health informatics technologies to interface with patients, peers, administrators and care providers

MSAN/RDN Focus Program Goals

Goal #1: Graduates of the Master of Science in Applied Nutrition Program will be competent practitioners that are equipped to pass the RDN exam, that are ethical and skilled in-patient care, and that are competitively employable in the field.

Goal #2: Graduates of the Master of Science in Applied Nutrition Program will use evidence-based knowledge to inform best practices in nutrition professions and Medical Nutrition Therapy.

Program Objectives Supporting the MSAN/RDN Focus Program Goal #1:

- At least 80% of graduates who respond to the “Alumni Survey” will select “strongly agree” or “agree” indicating they were adequately prepared to be an effective RDN practitioner in their first post-graduate professional position.

At least 80% of employers who respond to the “Employer Survey” will select “strongly agree” or “agree” indicating the graduates demonstrated ethical behavior and cultural competency in all areas of nutrition and interprofessional practice in their first post-graduate professional position.

Program Objectives Supporting the MSAN/RDN Focus Program Goal #2:

- At least 80% of graduates who respond to the “Alumni Survey” will select “strongly agree” or “agree” indicating they were able to communicate evidence-based research in nutrition to a wide variety of audiences in their first post-graduate professional position.
- At least 80% of employers who respond to the “Employer Survey” will select “strongly agree” or “agree” indicating the graduates were able to communicate evidence-based research in nutrition to a wide variety of audiences in their first post-graduate professional position.

ACEND Specific Goals:

1. Program Completion: At least 80% of program graduates complete program/degree requirements within 3 years (150% of the program length). (Goal 1)
2. Graduate Employment: Of graduates who seek employment, 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation. (Goal 1)
3. Employer Satisfaction: At least 80% of employers who respond to the “Employer Survey” will select “strongly agree” or “agree” indicating graduates were adequately prepared to be an effective RDN practitioner in their first post-graduate professional position. (Goals 1, 2)

4. Registration Exam:

- a. 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (Goal 2)
- b. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. (Goal 1)

Academic Plan of Study

The UNE MS Applied Nutrition (MSAN) RDN focus is designed to be completed in 2 years at full-time (two 3-credit didactic courses paired with two 1-credit lab courses per semester inclusive of summers). The MSAN RDN focus admits students 3 times a year, in Fall, Spring and Summer.

MS Applied Nutrition, RDN Focus 2-year Full-time Proposed Academic Plan of Study					
Year 1 Fall		Year 1 Spring		Year 1 Summer	
Fall A	Fall B	Spring A	Spring B	Summer A	Summer B
APN 601 (3 cr.) Trends and Issues in Nutrition	APN 605 (3 cr.) Nutrition Across the Lifespan	APN 610 (3 cr.) Research Methods Pre-req APN 605 (B- or better)	APN 615 (3 cr.) Nutrition and Metabolism APN 610 (B- or better)	APN 620 (3 cr.) Nutrition Education and Health Behavior Change APN 605 (B- or better)	APN 735 (3 cr.) Nutrition Leadership, Community Nutrition and Wellness APN 615 (B- or better)
APN 602 (1 cr.) Trends and Issues in Nutrition lab	APN 606 (1 cr.) Nutrition Across the Lifespan lab	APN 611 (1 cr.) Research Methods lab	APN 616 (1 cr.) Nutrition and Metabolism lab	APN 621 (1 cr.) Nutrition Education and Health Behavior Change lab	APN 736 (1 cr.) Nutrition Leadership, Community Nutrition and Wellness lab
Year 2 Fall		Year 2 Spring		Year 2 Summer	
Fall A	Fall B	Spring A	Spring B	Summer AB	
APN 730 (3 cr.) Medical Nutrition Therapy APN 615 (B- or better)	APN 760 (3 cr.) Micronutrients: Nutrition and Functional Applications APN 730 (B- or better)	APN 780 (3 cr.) Food and Nutrition Operations Management APN 615 (B- or better)	APN 785 (3 cr.) Nutrition Assessment and Application in a Clinical Setting APN 760 (B- or better)	APN 775* RDN focus co-req and APN 755* RDN focus capstone (3 cr. Each) Program permission required (must have completed all previous coursework with B- or better)	

APN 731 (1 cr.) Medical Nutrition Therapy lab	APN 761 (1 cr.) Micronutrients: Nutrition and Functional Applications lab	APN 781 (1 cr.) Food and Nutrition Operations Management lab	APN 786 (1 cr.) Nutrition Assessment and Application in a Clinical Setting lab	APN 776 RDN focus co-req lab and APN 756 RDN focus capstone lab (1 cr. Each)
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*These courses are run over a 16-week term.

The program will be 48 credit hours. College of Professional Studies courses are divided over a traditional 16-week semester; each semester has two 8-week terms with A term encompassing the first 8 weeks of the semester and B term encompassing the last 8 weeks. 16-week courses, such as the Capstone and its co-requisite course are offered over the full semester, or AB term. Each 3-credit course and the 1-credit lab that it is paired with are offered in either A or B term. Supervised Experiential Learning (SEL) will be incorporated in every course, and the Supervised Experiential Learning hours each student will participate in will total to 1214 hours. The Supervised Experiential Learning hours will be incorporated in both the didactic course work (164 hours) as well as in the lab courses; the majority (1050 hours) of Supervised Experiential Learning will be attained at the pre-approved precepted site(s) in each 1 credit lab. The lab credit will consist of a combination of templates that will document Supervised Experiential Learning hours, assessments to determine if competencies have been achieved, and a mechanism for Faculty and Preceptor interface to assess student learning outcomes. The student is responsible for completing the required Supervised Experiential Learning, and the preceptor will interface with the lab Faculty to confirm the attainment of competencies (high pass/pass/fail). The Faculty will assess additional work within the lab such as simulations, role playing, reflections, and attainment of second year SEL hours to assign a high pass/pass/fail grade after consideration of the preceptor assessment of student achievement and required coursework to demonstrate achievement of the Supervised Experiential Learning competencies.

Outside Employment

Students are advised to be aware that continuing full-time employment, in addition to course work and required Supervised Experiential Learning hours, can be overwhelming; students are expected to spend approximately 20 hours per week on course work, and a minimum of 10 hours a week in supervised experiential practice, so time-management during the program is critical. Working full-time outside the program may result in difficulty completing the requirements of the program in a timely and satisfactory manner. For students needing or choosing to accept employment, they will need to arrange their work, academic, and supervised experiential learning schedules to avoid potential conflicts. Some Supervised Experiential Learning opportunities require students to work daytime and evening hours and there may be some weekend work hours required. Job requirements do not constitute an excused absence or serve as an excuse for not completing the work expected to be successful at the graduate level.

Student Identity Verification

All credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who

participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

- a) A secure login and pass code;
- b) Proctored examinations; and/or
- c) New or emerging technologies and practices that are effective in verifying student identification.

All methods of verifying student identity in distance learning must protect the privacy of student information.

Personally identifiable information collected by the university may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file.

Student Authentication Process

Consistent with federal regulations pertaining to federal financial aid eligibility, UNE and MSAN shall authenticate or verify that the student who registers in a distance education or correspondence education course is the same student who participates in and completes the course or program and receives the academic credit. MSAN uses secure credentialing/login and password within applicable record-keeping systems and course management systems, which is specifically referenced in the federal regulation as an appropriate and accepted procedure for verifying a student's identity.

Section 2: Student Responsibilities

Selection of Supervised Experiential Learning Sites

Facilities where Supervised Experiential Learning hours are completed are selected using specific criteria established by the MSAN/RDN Focus and evaluated on a yearly basis.

The site/preceptor must meet the following criteria:

- A desire to be a preceptor to a student and be committed to overseeing the required Supervised Experiential Learning.
- Maintenance of current credentials for the profession (i.e., RDN, MD, PharmD, DO, LCSW, etc)
- Provision of experiences that meet the required competencies.
- Adequate staffing to provide a positive learning experience for the student, including proper supervision and instruction by the preceptor(s).
- Adequate time, supervision and instruction for projects to be completed.
- Completion of a fully executed affiliation agreement with the facility.

It is the student's responsibility to locate Supervised Experiential Learning sites and preceptors in the geographic location in which they desire to complete the SEL. It will be important to be flexible and research the geographic location the student wishes to complete the SEL. If it is in an area that is saturated with other dietetic students, you may need to consider other nearby sites in areas that are less likely to receive SEL requests. Students may need to consider dividing clinical hours

between a few different facilities or offer to complete SEL hours on the weekends if the site can accommodate them.

Supervised Experiential Learning sites are mandatory to provide experiences for demonstration of attainment of competencies required to be a qualified entry level dietitian. Placement of students in Supervised Experiential Learning is for educational purposes. Students will not be used to replace facility employees and require preceptor supervision throughout the experience.

Affiliation agreements will be required for all facilities where students are participating in supervised experiential learning activities that allow students to demonstrate achievement of competency. Facilities that can provide the appropriate breadth of experiences, opportunities for students to achieve required competencies, and qualified preceptors will be approved by the Assistant MSAN/RDN Focus. The affiliation agreement must be in place before students start their Supervised Experiential Learning. If there are changes needed during a negotiation of the affiliation agreements between UNE and the facility, this process can take 1 to 6 months to complete.

Prior to applying to the MSAN/RDN Focus, students must have at least 510 hours (equivalent of the first year SEL requirements) of their site visits lined up. It is strongly recommended that at least six months before the practice experience begins, students should reach out to potential supervised practice learning sites in their communities and start making connections. An updated resume and cover letter describing their interests, skill sets, a brief description of the requirements (final products, a defined preceptor, etc.), and the types of opportunities desired (clinical, community, food service, management) should be created. It is recommended that the students begin this search at least 6 months in advance as this process can be time consuming and it will likely take time to arrange the Supervised Experiential Learning sites.

Procedure for Supervised Experiential Learning (SEL) Sites

Finding SEL sites, prospective and matriculated students:

Because UNE Master of Science in Applied Nutrition (MSAN) students are admitted from all over the US, it is not anticipated that there will be significant overlap in students trying to find SEL sites in regard to geographical location. However, there is a possibility that students may still experience challenges locating appropriate preceptors in pursuit of admission and/or continuation in the MSAN program.

The MSAN program has structures in place to assist both prospective and matriculated students in securing SEL sites, including a database that students can use to help locate sites in their area; this database includes pertinent sites (i.e. hospitals, clinics, outpatient practice centers) with previous affiliation agreements from other UNE CPS online distance programs such as the Master in Public Health, Master of Science in Health Informatics, and Master in Social Work programs as well as sites with previous regional affiliation agreements with the on campus College of Osteopathic Medicine, College of Pharmacy, and the Westbrook College of Health Professions programs. This database will be maintained to include additional sites that MSAN RDN focus students have utilized successfully as that information becomes available. The database will be kept up to date by the MSAN program administrative assistant, under the guidance of the MSAN Assistant Director/Director of RDN Focus. The MSAN program is also currently working with, and will pursue ongoing contact in support of, SEL opportunities at national and regional sites such as the VA system, WIC and Landmark Health, and will provide regional contact information to prospective and matriculated students that experience challenges locating adequate sites at which to complete their SEL hours.

Matriculated students are required to join the Academy of Nutrition and Dietetics upon enrollment in their first course, which will allow them to access the list of ACEND preceptors via the 'Find A Preceptor' tool on the Academy website. The students will be monitored closely and continuously throughout the program to ensure that the academic experience is only slightly impacted if attaining sites proves challenging.

The Plan of Study document and Table 1 will be utilized by the MSAN Assistant Director/Director of RDN Focus and prospective and matriculated students to plan in advance the types of SEL sites that will be needed for each lab course. The hours and type of SEL required in each lab are correlated with the co-requisite didactic course.

Table 1: Key: Green courses = didactic courses, Blue courses = lab courses, Orange = required for admission

Term	Course	Clinical SEL	Community SEL	Food Service Management SEL	Alternative Experiences (in-course)	Plan required by
First year, first semester term A	APN 601				20	
	APN 602	20	20	20	20	For admission
First year, first semester term B	APN 605				20	
*180 hours for APN 731/761 must be submitted for approval by the end of first semester term B of the first year	APN 606	30	30	30		For admission
First year, second semester term A	APN 610				6	
	APN 611	30	30	30		For admission
First year, second semester term B	APN 615				15	
**180 hours for APN 781/786 must be submitted for approval by the end of second semester term B of the first year	APN 616	90				For admission
First year, third semester term A	APN 620				15	
	APN 621		90			For admission
First year, third semester term B	APN 735				15	
***180 hours for APN 776/756 must be submitted for approval by the end third semester term B of the first year	APN 736		90			For admission
Total hours						510
Second year, first semester term A	APN 730				20	
	APN 731	90				
Second year, first semester term B	APN 760				3	
	APN 761			90		*180 hours must be submitted for approval by the end of first semester term B of the first year (APN 606)
Second year, second semester term A	APN 780				15	
	APN 781			90		
Second year, second semester term B	APN 785				15	
	APN 786	90				**180 hours must be submitted for approval by second semester term B of the first year (APN 616)
Second year, third semester term AB	APN 775					

	APN 776	30	30	30		***180 hours must be submitted for approval by the third semester term B of the first year (APN 736)
Second year, third semester term AB	APN 755					
	APN 756	30	30	30		
	Total	410	320	320	164	1214

To provide structure and guidance on arranging the initial and remaining SEL hours, the students will adhere to the table above. Once matriculated, as a component of the lab coursework, students will be required to have 180 SEL hours approved by the end of their first year, first semester term B (APN 606) for APN 731 and 761; 180 SEL hours approved by the end of their first year, second semester term B (APN 616) for APN 781 and 786; and 180 SEL hours approved by the end of first year, third semester term B (APN 736) for APN 776 and 756. In all cases the student will be supported to the extent possible by the MSAN Assistant Director/Director of RDN Focus to identify sites and negotiate successful affiliation agreements with these sites, however it remains the student's responsibility to locate appropriate sites. In the event that the student is not able to find suitable sites, the following procedures will be adhered to.

Prospective students: Please see "RDN Applicant Packet" on website (insert live link here once approved)

The MSAN Assistant Director/Director of RDN Focus will be actively involved with prospective students that have met the pre-requisite requirements for admission and are at the stage of the application process where they are required to acquire sites and preceptors, as well as affiliation agreements, for program admission. Students are required to have 510 hours of SEL (equivalent to the first year of courses) planned and approved, with affiliation agreements in place, for program admission and matriculation.

While the student is responsible for finding and securing their own SEL sites, the program will provide suggestions to support all students as they work to locate acceptable sites to achieve their SEL requirements. The program does not require students to move temporarily to accept a site. The program does not require travel at any point to Maine for SEL sites. The program has created databases of potential regional contacts for each state to support students as they work to locate and secure SEL sites. Upon matriculation, there is required component in subsequent lab courses to meet SEL site and preceptor requirements in support of second-year SEL experiences of 540 total remaining hours.

In all cases the student will be supported to the extent possible by the MSAN Assistant Director/Director of RDN Focus to identify potential SEL sites and negotiate successful affiliation agreements with these sites, however it remains the student's responsibility to locate appropriate sites. In the event that the student is not able to find suitable sites, the following procedures will be adhered to.

If a student has challenges as addressed above, possible alternatives to support the student in completing the required SEL include:

- approval of alternate learning experiences that allow for assessment of attainment of the specified competencies (this option would adhere to current ACEND guidance

regarding alternate SEL experiences, and would not exceed the amount allowed by ACEND)

- approval of off-schedule SEL hours to offset a disruption, for instance completing 20 hours in one week or completing hours during the evening or on weekends
- completing hours at telehealth sites, or other actual SEL sites that offer remote options to attain required competencies

Students may need to consider dividing clinical hours between a few different facilities or offer to complete SEL hours on the weekends or evenings to complete SEL requirements. The Assistant MSAN Director/Director of RDN Focus will help as much as possible, but the student is responsible for finding all SEL sites and preceptors in a geographic location suitable to the student if SEL hours are disrupted.

Matriculated students that experience an unexpected disruption to their SEL schedule:

Should a student encounter a situation where a preceptor or site is unable to continue to accommodate the student, the student must immediately contact the MSAN Assistant Director/Director of RDN Focus and, if applicable, the Faculty of their current lab course. The MSAN Assistant Director/Director of RDN Focus and student will discuss and determine the appropriate course of action for the student which could include but is not limited to:

- the MSAN Assistant Director/Director of RDN Focus will help the student review other potential sites in their geographical area that they might be able to contact for possible SEL hours
- the student and the MSAN Assistant Director/Director of RDN Focus can discuss with available preceptor(s) approval of off-schedule SEL hours to offset a disruption, for instance completing 20 hours in one week or completing hours during the evening or on weekends
- if additional sites and/or off-schedule SEL hours are not available, the MSAN Assistant Director/Director of RDN Focus will develop a plan to help the student meet the remaining SEL requirements and competencies assessed at the site
 - these hours and competencies would be met through a combination of alternate learning experiences, not to total to more than 136 hours for the remainder of the program, and actual SEL hours as required to attain competency
- the student will sign an agreement to complete the alternate and actual SEL plans and the MSAN Assistant Director/Director of RDN Focus will note the plan in the student record
- the MSAN Assistant Director/Director of RDN Focus will notify Student Support and lab Faculty of the revised plan of study for attainment of SEL
the lab Faculty (always an RD/with preceptor experience, in the event of such instances) will utilize the appropriate competency assessment forms to determine if the student has successfully demonstrated the required competencies.

Matriculated students that experience the inability to secure additional sites:

In all cases the student will be supported to the extent possible by the MSAN Assistant Director/Director of RDN Focus to identify potential SEL sites and negotiate successful affiliation agreements with these sites, however it remains the student's responsibility to locate appropriate sites. In the event that the student is not able to find suitable sites, the following procedures will be adhered to.

Should a student have a challenge arranging the remaining sites as required in the lab courses (see Program of Study document in Appendix A and Table 1 in Appendix B). The student must immediately contact the MSAN Assistant Director/Director of RDN Focus and, if applicable, the Faculty of their current lab course. The student and MSAN Assistant Director/Director of RDN Focus will determine if previous/current sites can meet the needs and remaining Supervised Experiential Learning (SEL) hours and competencies. If this is not possible, the MSAN Assistant Director/Director of RDN Focus and student will discuss and determine the appropriate course of action for the student which could include but is not limited to:

- the MSAN Assistant Director/Director of RDN Focus will help the student review other potential sites in their geographical area that they might be able to contact for possible SEL hours
- the student and the MSAN Assistant Director/Director of RDN Focus can discuss with potential preceptor(s) in the area if off-schedule SEL hours would be an option, for instance completing 20 hours in one week or completing hours during the evening or on weekends
- if additional sites are not available, the MSAN Assistant Director/Director of RDN Focus will develop a plan to help the student meet the remaining SEL requirements and competencies assessed at the site
 - these hours and competencies would be met through a combination of alternate learning experiences, not to total to more than 136 hours for the remainder of the program, and actual SEL hours as required to attain competency
- the student will sign an agreement to complete the alternate and actual SEL plans and the MSAN Assistant Director/Director of RDN Focus will note the plan in the student record
- the MSAN Assistant Director/Director of RDN Focus will notify Student Support and lab Faculty of the revised plan of study for attainment of SEL
- the lab Faculty (always an RD with preceptor experience, in the event of such instances) will utilize the appropriate competency assessment forms to determine if the student has successfully demonstrated the required competencies
- if the Supervised Experiential Learning competencies are not met and the student cannot achieve a low-pass grade in the associated course, the student will be able to retake the lab portion of the course

all students are subject to the General Satisfactory Academic Progress Policy

Students may need to consider dividing clinical hours between a few different facilities or offer to complete SEL hours on the weekends or evenings to complete SEL requirements. The Assistant MSAN Director/Director of RDN Focus will help as much as possible, but the student is responsible for finding all SEL sites and preceptors in a geographic location suitable to the student if SEL hours are disrupted.

Vacations and Holidays

MSAN/RDN Focus follows the UNE academic calendar. While the program does not provide specific holidays outside of the academic calendar, affiliate institutions may offer days off/or require that students schedule around site-specific holiday policies.

Leave of Absence

The College of Professional Studies recognizes that matriculated students in CPS degree and certificate programs are working professionals with many external responsibilities. As

such, CPS allows matriculated students to take a leave of absence, not to exceed two semesters, when needed. Student Support Specialists advise students on the leave process and help students design their course progression plan to meet specific needs. All students considering a leave must contact Student Financial Services to identify any possible financial ramifications of not enrolling in a given term or terms as well as the MSAN Assistant Director/Director of RDN Focus and preceptors/sites to develop a timeline for completion of coursework and supervised practice.

Attendance

Students are expected to complete all assigned Supervised Experiential Learning, classes, and scheduled meetings. Students must seek approval from both the preceptor and the MSAN Assistant Director/Director of RDN Focus for a change in schedule due to circumstances such as illness, bereavement purposes, personal reasons, emergencies, or job interviews.

1. **Unplanned Leave/Absence** - The student must contact the MSAN Assistant Director/Director of RDN Focus via phone and email and Supervised Experiential Learning preceptor as soon as possible to request leave. The MSAN Assistant Director/Director of RDN Focus will document the information on the student's attendance record kept in the student's file.
2. **Planned Leave** - The student must submit a written request as far in advance as possible. The MSAN Assistant Director/Director of RDN Focus will either deny or approve the request. The original request will be kept in the student's file. Approved leave will be documented on the student's attendance record kept in his/her file along with the original written request. Unapproved absences are not acceptable and will be subject to disciplinary action up to and including termination from the program.
3. **Tardiness** - If the student expects to be late, he/she will call both the MSAN Assistant Director/Director of RDN Focus and the current supervising preceptor to provide a reason for the tardiness and an approximate time of arrival. It is the responsibility of the student to communicate any changes to both the director and preceptor at all times.
4. **Excessive tardiness** will be subject to action up to and including termination from the program.
5. **Weekly Log of Hours** - Students are required to maintain daily records of his/her supervised hours and turn in a weekly log to the faculty and MSAN Assistant Director/Director of RDN Focus upon completion of Supervised Experiential Learning at that site.
6. The MSAN/RDN Focus follows the UNE academic calendar. While the program does not provide specific holidays outside of the academic calendar, affiliate institutions may offer days off/or require that students schedule around that institutions holiday policies.

Students must be present on time for each day at each Supervised Experiential Learning site or at another professional setting, as determined by the preceptor. If it is necessary for the student to be absent for any reason (including illness) from his/her Supervised Experiential Learning setting, the preceptor and the MSAN Assistant Director/Director of RDN Focus **MUST** be notified at least 2 hours of the scheduled arrival time. Personal business, including doctors' appointments, are not acceptable reasons to be absent and should be conducted on off-duty time rather than during hours when students are expected to be in Supervised Experiential Learning. In the event of an emergency, notify the MSAN Assistant Director/Director of RDN Focus and she will notify the

preceptor. In all cases, the Supervised Experiential Learning time will need to be made up and this should be coordinated with the MSAN Assistant Director/Director of RDN Focus and your preceptor. If the appointment must occur during Supervised Experiential Learning time, prior approval must be received from the MSAN Assistant Director/Director of RDN Focus.

All Supervised Experiential Learning hours will be documented by the student on a weekly timesheet and submitted to the appropriate drop box in Blackboard by Sunday at midnight EST. The student will document completion of Supervised Experiential Learning hours similarly to the process completed by an "hourly employee" by documenting "clock in" and "clock out" hours down to the minute and include time "clocked out" for lunch breaks. The week's cumulative hours and minutes will be totaled by the student, signed by the student as accurate, and signed by the preceptor* verifying the Supervised Experiential Learning hours. The signed timesheet will be submitted to the faculty member by Sunday, 11:59 PM EST each week. All time sheets must be signed and submitted after Supervised Experiential Learning hours have been completed for the week.

You and your preceptor may not sign off on hours not yet completed. Submitting your timesheet early is an unethical practice and is falsifying of documentation. Documenting Supervised Experiential Learning hours when you were not "on the clock" (including break time or instances in which you leave your site early) on your timesheet is false documentation. Documenting hours worked when you are not at your Supervised Experiential Learning site or other approved professional setting on your timesheet is also false documentation. These are some of the examples of a breach of the Academy Code of Ethics and can result in dismissal from the studentship (see Code of Ethics, below).

*If the primary preceptor is unable to verify/sign the Weekly Timesheet on the last day of Supervised Experiential Learning for the week, the preceptor should verify and sign for the hours for which he or she was in attendance and designate an approved manager/supervisor/or secondary preceptor to verify any remaining hours in his/her absence. The student should inform the MSAN Assistant Director/Director of RDN Focus of this designated secondary professional.

The Supervised Experiential Learning schedule will be predetermined by both the student, MSAN Assistant Director/Director of RDN Focus and preceptors prior to acceptance into the program and must be completed according to the submitted schedule. If an extenuating circumstance arises that necessitates altering a Supervised Experiential Learning experience and/or facility, a discussion should be made with the MSAN Assistant Director/Director of RDN Focus immediately followed with a written request. A one month notice of Supervised Experiential Learning alteration is requested but in emergent circumstances it is the student's responsibility to notify the MSAN Assistant Director/Director of RDN Focus of any alterations as soon as possible. See above guidance (Procedure for Supervised Experiential Learning (SEL) Sites) on page 10 of this handbook for policies and procedures for information on finding appropriate sites.

Dress Code

Students are expected to dress in a professional manner for all site visits. Attire will vary dependent on the site assigned but the student should obtain a copy of the dress policy of the facility on the first day of the supervised experiential learning session. The dress code guidelines of that facility must be followed. If a student's dress or physical appearance is considered inappropriate by the facility or the MSAN Assistant Director/Director of RDN Focus, the student will be asked to correct

the issue and will not be permitted into the facility until the issue is resolved. Any supervised experiential learning hours missed due to the situation will need to be made up.

Hygiene and neatness are important. Hair must be clean and neatly styled.

Jewelry should meet facility policies. Rings are limited to wedding rings/bands with one ring per hand. Watches should be professional in appearance. Policies governing piercings will be at the discretion of the facility.

For supervised experiential learning in food production areas, all regulations from the Health Department must be followed. Closed-toed, non-slip shoes must be worn. Hair shoulder-length or longer must be pulled back in a restraint and hairnets or other hair covering which contains all hair must be worn while in production or service areas. Male students must not have excessive facial hair. If present, facial hair must be neatly trimmed and covered while working in food production or service areas. Fingernails must be short, clean, and gloves should be worn if required by the facility.

If assigned to a fitness center or teaching garden, students are to attire appropriately, yet professional for the setting. If a lab coat is required by the rotation, a clean and pressed white lab coat should be worn over professional attire. Students are responsible for purchasing and laundering and ironing lab coats.

Regardless of the facility dress policies shorts, sundresses, jeans, spaghetti straps, flip flops, open toe shoes, sweat or yoga pants, leggings, or wrinkled apparel are not permitted as they are not considered professional attire.

Code of Professional Conduct

The College of Professional Studies (CPS) is committed to promoting in all students a sense of professionalism; students are expected to exhibit the highest standards of professional conduct, avoiding impropriety or the appearance of impropriety.

The Code of Professional Conduct exists to promote honorable conduct on the part of all students in the college and instill in students a life-long commitment to the principles embodied within the code. Its purpose is to create an environment where honesty, integrity and respect are rewarded and unethical, dishonest or disrespectful behaviors are prevented, deterred, or do not exist. The credibility of any professional is based on the high degree of trust accorded by the individuals he or she serves. College work is geared to prepare students to enter their respective professions and have a unique, particular obligation to conduct themselves at all times in a manner that reflects honesty, integrity and respect for others.

Responsibility for success of the Code of Professional Conduct lies principally with the individual student as well as with the collective academic community of students, faculty, and staff. Ultimately, the value of the code depends on students monitoring their own behavior and discouraging violations of the code.

No set of policies or procedures can anticipate every issue or situation, and circumstances may, at times, require alterations or adaptations. What follows are the general policies that will govern these situations routinely while maintaining the College's commitment to these policies and to

applying them fairly. The College of Professional Studies does, however, reserve the right to modify policies and/or procedures at any time as may be necessary.

A student enrolled in the College of Professional Studies is expected to demonstrate professional behavior and conduct by:

- Behaving in a responsible, reliable and dependable manner -- e.g. to manage time well; be on time for assignments, meetings, and appointments; to plan ahead and to follow through with commitments; to cooperate with person(s) in charge of programs; and to take responsibility for absences or missed assignments.
- Demonstrating personal integrity, honesty, and self-discipline – e.g. to be consistent and truthful, to show appropriate personal control, to take on tasks that he/she can manage; to be honest in reports and self-evaluations.
- Projecting a professional image in manner, interpersonal relationships, and writings, including social media, that is consistent with the profession's accepted contemporary standards.
- Recognizing his/her personal limitations and biases, whether they are intellectual, physical or emotional; to strive to correct them (e.g. overcome negative behaviors such as procrastination); to learn to be a team member; to adapt to new situations; and to avoid discriminatory conduct or speech.
- Demonstrating the professional and emotional maturity to manage tensions and conflicts which occur among professional, personal, and family responsibilities. e.g. to meet with supposed antagonists to resolve misunderstandings; to get needed help from faculty, student support, tutors, learning assistance professionals and other qualified persons; to show ability to prioritize appropriately one's personal, professional, and academic expectations and activities; to accept decisions of persons of authority at the CPS and UNE as well as in the professional environment.
- Demonstrating the ability to exercise sound judgment and to function under pressure – e.g. to request help when needed and to avoid endangering others; to remain focused on the task at hand; to remember that as a student he/she represents CPS to the greater community at large.
- Demonstrating the ability to self-assess, to continually learn and to learn from mistakes and failures and to heed admonitions and warnings from faculty and administrators (or their staff representatives) of CPS and from preceptors – e.g. to be responsive to feedback and constructive criticism regarding professional behavior and attitude; and, to understand the seriousness of academic and disciplinary warnings.
- Demonstrating compassion and respect toward others – e.g. to be respectful of others; to work cooperatively with differences and diversity in personalities and in cultural backgrounds as well as with differences in social and in economic status; and, to respect the privacy, confidentiality and individual choice of others.
- Demonstrating respectful behavior at all times toward the faculty, staff, and students
- Respecting individuals from diverse backgrounds as a part of a university education. Prejudices against individuals because of race, ethnic or cultural background, gender, disability or other personal characteristics will not be tolerated.
- Displaying mature judgment and abiding by the reasonable decisions communicated by faculty and staff. Profane language or disrespectful behavior by students is unacceptable.

Misunderstandings, changes in curricula or mistakes in administrative aspects of the program will occur from time to time. Appropriate mechanisms exist to communicate student concerns about the operation of the college through the program administration, faculty members, and college administrators.

These standards are taken very seriously and evaluated regularly. Failure to abide by these standards may result in academic warning, prescribed or proscribed actions, probation, or dismissal from the student's program.

Professionalism

MSAN/RDN Focus students should uphold community standards for professional behavior in all Supervised Experiential Learning facilities and other educational settings throughout the studentship. Any failure to comply with the Standards of Professional Behavior as outlined in this section will result in the initiation of disciplinary procedures.

Students are expected to maintain a high standard of professionalism and conduct themselves with honesty and integrity. Refer to the Code of Ethics for the Profession of Dietetics.

Students are required to treat all preceptors in each of their Supervised Experiential Learning settings as valued teachers and respected professionals. Students must consistently interact with all staff at their Supervised Experiential Learning facilities with this same respect; any student concerns regarding interactions with staff members at Supervised Experiential Learning sites should be immediately discussed with the preceptor at that site and/or the MSAN Assistant Director/Director of RDN Focus.

Students must arrive for all Supervised Experiential Learning experiences on time, prepared and ready to begin work at the time scheduled with the preceptor for that experience. Attendance and punctuality will be documented on the weekly timesheets completed by the students and verified by the preceptors.

Students are responsible for being familiar with content relevant to given Supervised Experiential Learning in order to perform adequately in these experiences. Students should review major concepts related to each Supervised Experiential Learning site before the first day at that site. If, during the course of a Supervised Experiential Learning experience, a preceptor identifies any concepts/terms/resources that a student should review, the student should consider this a requirement for the experience, and should determine a plan in consultation with the preceptor for meeting this requirement.

Students are required to uphold the professional policies and norms of behavior in each Supervised Experiential Learning setting. These policies and norms include, but are not limited to, acceptable dress, lunch and break times, eating and drinking in designated locations, or gum chewing. Cell phones must be turned off or to vibrate and calls should not be placed or answered nor will you read or answer text messages during Supervised Experiential Learning. Cell phones may be used with the preceptor permission for professional purposes (such as to access phone-based applications or the internet). Smoking should only occur in designated areas. Swearing or loud boisterous conversations must not occur during Supervised Experiential Learning.

Students should refrain from becoming involved in any conflicts between staff members at their Supervised Experiential Learning sites and must not contribute to any office gossip or clandestine

conversations about staff members. If a conflict arises between the student and a staff member at the Supervised Experiential Learning site, address the concerns with the preceptor and/or the MSAN Assistant Director/Director of RDN Focus.

Students should treat any and all tasks assigned by preceptors (unless the tasks are illegal or dangerous) as opportunities for learning. If students are concerned about the tasks assigned them, or feel that these additional tasks interfere with their ability to take advantage of other meaningful learning opportunities at the facility, then they should address these concerns with the preceptor and/or the MSAN Assistant Director/Director of RDN Focus. Students wishing to file a formal complaint regarding a preceptor should follow the process for a complaint regarding a nonacademic matter, as outlined in the section titled Grievance Process.

Etiquette

The College of Professional Studies seeks to foster a positive and supportive learning environment for all students so they may attain their educational goals. Active, yet respectful, discourse is encouraged in all courses and in any other forum. Online learning is a form of social interaction and, as such, has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this online environment.

A key distinguishing feature of an online course is that communication occurs primarily via the written word. Because of this, the body language, voice intonation, and instantaneous listener feedback of the traditional classroom are absent. These differences need to be taken into consideration both when posting to a discussion and when reading the posts of others. Keep in mind the following points:

- Respect others and their opinions. In online learning, students from various backgrounds come together to learn. It is important to respect their feelings and opinions though they may differ from your own.
- Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points.
- In general, avoid humor and sarcasm. These frequently depend either on facial or tone-of-voice clues absent in text communication.
- Be aware that the thoughts and ideas that you post on the discussion board are public. Make sure you are sensitive to those who may read your comments when talking about your work environment or coworkers.
- Use proper spelling, grammar, capitalization, and punctuation. Do not use ALL CAPITAL LETTERS because this is equivalent to SHOUTING! Acronyms and emoticons can make your message difficult to read.
- Cite all references used. Students are required to use proper citations in all contributed work.
- Refer to and follow the Discussion Board Rubric provided by the instructor in the course syllabus for participation and contribution requirements.
- Be concise and ensure that all of your responses remain on topic.

- Test for clarity. Messages may appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to the reader. One way to test for clarity is to read your message aloud to see if it is comprehensible.

Social Media Guidelines

The blending of public and private communications is a new reality. While many would like to think that personal accounts are private, it is hard for others to distinguish the difference between online personal and professional opinions. As members of the University of New England community, what students do and say reflects directly on the institution, including activity on social media.

It is important to remember this when posting content online in personal accounts. Remember that social media is not private; no matter how strict one may be with privacy settings.

Students should maintain the highest level of professionalism and should keep in mind that any post may eventually be seen by coworkers, bosses, friends, family, faculty, program and university administration, and even future employers. Students should be aware that most graduate programs in the College of Professional Studies are guided by national professional associations that adhere to a specific Code of Ethics. Students should use their program's Code of Ethics to guide their communication on social media sites.

Use of these social networking sites can have legal ramifications. Comments made regarding interaction with patients or clients or that portray you or a colleague in an unprofessional manner can be used in court or other disciplinary proceedings. Anything you write in an e-mail, text, tweet, or on social media sites is stored electronically, out of your control and can be copied or distributed without your prior knowledge, or subpoenaed for legal cause.

Under no circumstances should photos of patient or clients be displayed online. Remember, even if you have permission, such photos may be downloadable and forwarded by others. Online discussions of specific patients or clients should be avoided, even if all identifying information is excluded. Discussion, specifically calling out your peers, instructors, and administrators can be taken out of context, cause confusion, and provide fodder for gossip and misinformation. This, too, is a reflection of how you conduct yourself in the professional arena and is not consistent with college policy.

Please remember that a student's online activity may be subject to other UNE policies, including but not limited to the following:

- Student Code of Conduct
- Nondiscrimination, harassment, and bullying policies
- Information security policies'
- Acceptable use policies

Email

The University of New England provides every student with an e-mail account and a Blackboard user ID and password for the delivery of course materials while they are enrolled in CPS courses. The e-mail account (@une.edu) is recognized as the official means of communicating with students

for all UNE correspondence including, but not limited to, announcements, list-servers, course instructor evaluations, online grading, emergency response, and other systems as developed. Students are responsible to review e-mail messages on a regular basis. If a student elects to have correspondence from his/her UNE e-mail forwarded to another e-mail account, it is his/her responsibility to ensure he/she is receiving all forwarded documents and information. A student is responsible for all University and CPS information or correspondence provided via his/her UNE email account. Faculty and staff members will not make provisions or accommodations for a student if he/she misses University or CPS information because s/he did not read email messages or the message was forwarded to another e-mail account. Blackboard software is used for instruction. While classes are being delivered via Blackboard, students should check their Blackboard website for course messages or other correspondence on a daily basis. E-mail communications are subject to all applicable university policies.

Other people's opinions matter and in the professional world, their perception of you will be critical to your success.

Some basic email rules of etiquette:

- Your subject line must match the message, should be descriptive and concise
- Start with a greeting and the recipient's name
- If you are uncertain whether the recipient recognizes your email address or name, include a simple reminder of who you are in relation to the person you are reaching out to.
- Be concise, but refrain from sending one-liners. "Thanks," and "Oh, OK" do not advance the conversation in any way.
- Avoid using shortcuts to real words, emoticons, jargon or slang. Words from grown, business people using shortcuts such as "4 u" (instead of "for you"), "Gr8" (for "great") in business-related email is not acceptable. If you wouldn't put a smiley face or emoticon on your business correspondence, you shouldn't put it in email message. Any of the above has the potential to make you look less than professional.
- NEVER USE ALL CAPS or all lowercase. Do not use non-standard fonts and colors.
- Use spell check and punctuation functions and proofread prior to sending. Remember, misspelled words make you look ignorant.
- Do not send an email when you are angry or emotional. Sit on it for 24 hours.
- Do not try to resolve a conflict in your email
- Remember - once the send button is hit, you can't take it back and it remains a permanent record of what you have said. Also, be aware that things posted on the Internet in places such as Facebook, Twitter, and other social media, even in "closed" groups may make its way to places you don't expect. Always consider maintaining confidentiality and professionalism in all use of social media.

Supervised Experiential Learning Work Schedule

Supervised Experiential Learning should be completed at the Supervised Experiential Learning facility (or other approved, appropriate professional setting) under the direct supervision of the preceptor. The UNE Supervised Experiential Learning work week is scheduled by the preceptor. The hours you work may vary from facility to facility as well as the Supervised Experiential

Learning focus. Students must be flexible with regard to the work week. Weekends and/or evening hours may be required during some experiences. You will be expected to establish the work schedule at a particular site with your preceptor. Rearrangement of the work schedule without prior approval of the preceptor and the MSAN Assistant Director/Director of RDN Focus will be considered an absence. You may not work on didactic assignments (or submit them) on Supervised Experiential Learning time. You may work on a didactic assignment during your documented break.

You and your preceptor will determine a schedule that allows you to consistently complete those hours to meet the required competencies. If site schedules do not allow for this and/or extenuating circumstances arise that take away from Supervised Experiential Learning time, it is the student's responsibility to determine a way to meet the required competencies while working with the preceptor and the MSAN Assistant Director/Director of RDN Focus.

Accident, Injury, or Illness

Option 1: In the event of injury or illness while at an assigned supervised practice site, the student should contact their site supervisor immediately and the MSAN Assistant Director/Director of RDN Focus as soon as possible. If an illness or injury requires the student to leave or miss hours at a facility, it is the student's responsibility to contact the site supervisor as soon as possible and arrange a schedule to make up the missed hours. For an injury while at a supervised practice site, the student should contact the site supervisor immediately and seek appropriate medical treatment while following the policies and procedures of the facility for on-the-job injuries. MSAN Assistant Director/Director of RDN Focus must be notified as soon as possible.

Option 2: In accordance with the affiliation agreement or contract with the studentship site or facility, in the event of an emergency, the clinical facility agrees to provide emergency care and treatment as is reasonably available during the hours the student is engaged in the clinical instruction program. In the case of supervised practice in the non-clinical environment, the student will be assisted by the preceptor to get emergency care during the hours the student is engaged in the supervised experience. In case of illness, the student must follow the rules of the facility which will be provided at the start of each supervised practice. It is the responsibility of the student to discuss attendance and sick leave policy with the preceptor at the start of each supervised practice. Students must work with the preceptor to schedule a time to make-up any hours lost due to illness. The student is liable for all fees and charges incurred.

Drug testing and criminal background checks

Students must comply with all the regulations established by the sites, including drug testing and criminal background checks. It is the responsibility of the student to cover any costs for site requirements. If required, it is the responsibility of the student to take care of all requirements as soon as possible so not to impact their scheduled Supervised Experiential Learning.

Students Role in Supervised Experiential Learning

Students should not consider themselves as unpaid employees performing work for the facility as they are receiving Supervised Experiential Learning while training with and learning from their preceptor. In the supervised practice, students are not expected replace the dietitian or clinician.

Insurance requirements, including those for professional liability.

All students who are participating in Supervised Experiential Learning hours are covered by a University of New England Comprehensive General Liability and Professional Liability Policy through a signed Clinical Affiliation Agreement. The description of Comprehensive General Liability and Professional Liability coverage is found in the Affiliation Agreement. Additional professional insurance is available through the Academy of Nutrition and Dietetics.

Liability for safety in travel to or from assigned areas.

The location of the facilities will vary, requiring driving or other forms of travel. The travel demands will require each student to have a valid driver's license and/or a dependable mode of transportation, and valid car insurance. The student is responsible for their own liability and safety during travel to and from assigned supervised practice sites, field trips, meetings, and to and from all sites.

Compensation Policy

The MSAN/RDN Focus considers all supervised practice experiences as those that the student must participate in and complete as part of both ACEND and program competencies. As the program views these experiences as part of the overall learning experience provided by the program in an academic setting, there is no compensation for any services provided by students. The intent of the supervised practice hours required for completion of the MSAN/RDN Focus is to provide relevant learning experiences in the context of the workplace. The student is not placed in a situation where he/she is replacing an employee in their absence. Student experiences do include replacement of an employee as an opportunity to gain responsibility and experience without direct supervision. The preceptor remains available and has oversight and ultimate responsibility for the care or activities delivered by the student.

Student Progression Standards

General Satisfactory Academic Progress Policy

The University of New England is required by federal law to regularly monitor a student's academic progress. The standards of Satisfactory Academic Progress (SAP) measure a student's performance in three areas:

1. Completion Rate
2. Cumulative Grade Point Average (GPA)
3. Maximum Time Frame.

The SAP policies apply to all financial aid programs. Students who are not successfully meeting all SAP requirements risk losing financial aid. SAP is reviewed at the end of each semester, and students failing to meet requirements will be notified and placed on Financial Aid Probation for the following semester. During the probationary semester, students will continue to receive financial aid. At the conclusion of the probationary semester, if students are still not meeting SAP requirements, financial aid will be suspended until all SAP requirements are successfully met.

Maximum Timeframe Warning

When students' academic records indicate that they have attempted more than 125% of their degree or certificate credit hour requirements, they will receive a warning that they are approaching the Maximum Timeframe. Students remain eligible for federal financial aid during that time but may want to plan coursework accordingly to complete their degree within the Maximum 24 Timeframe. Students who exceed the Maximum Timeframe before finishing studies become ineligible for federal financial assistance but may continue studies and complete their programs under their own funding.

1. Completion rate
 - a. A student must pass a minimum of 67 % percent of the total attempted credits. This is measured by comparing the number of attempted credit hours to the earned credit hours.
2. Cumulative grade point average (GPA)
 - a. Students must maintain a cumulative grade point average of 3.0.
3. Maximum time frame
 - a. A student cannot attempt more than 150% of the normal credits required for their degree or certificate program.
 - b. The following are considered when evaluating a student's satisfactory academic progress:
 - Withdrawals, incompletes, and failures are considered attempted but not earned hours
 - Passing credits received for pass/fail courses are considered attempted and earned credits; failing grades in pass/fail courses are considered attempted but not earned
 - Repeated courses and courses for which the student has been granted academic amnesty are included in the calculation of both attempted and earned hours
 - Audited courses are not considered credits attempted or earned
 - Remedial courses are included in the calculation of both attempted and earned hours
 - A Leave of Absence (LOA) period is considered as a part of the time allotted to complete an academic program.

Please refer to the University of New England catalog for the published maximum length of each graduate program.

Disciplinary/termination procedures

Compliance with the University of New England, CPS, and affiliating institution policies will be required by the student. Failure to comply with these policies may result in the student being placed on probation or being terminated from the program. Infractions of affiliating institution policies will result in the student being notified verbally and in writing by the MSAN Assistant Director/Director of RDN Focus. A formal meeting with the MSAN Assistant Director/Director of RDN Focus and the preceptor in the affiliate institution will be scheduled to address the infraction. Documentation of the infraction and the meeting will be placed in the student file as a permanent record. Depending upon the infraction, and as deemed necessary the MSAN Assistant Director/Director of RDN Focus may consider probation or termination for the student based on

policies and guidelines outlined in the University of New England handbook here:
<https://success.une.edu/wp-content/uploads/2019/07/CPS-Student-Handbook-2019-2020.pdf>

Examples of policy infractions include but are not limited to: failure to meet academic/Supervised Experiential Learning requirements, failure to pay tuition/fees, breach of patient or facility confidentiality, unethical behavior, substance abuse, and violent behavior.

Failure to complete Supervised Experiential Learning experiences satisfactorily as evaluated by MSAN Assistant Director/Director of RDN Focus and appropriate faculty and preceptor(s) during the assigned time frames will result in remediation or removal of a student from the program.

If the faculty member and/or preceptor deems that the student will learn the competencies with additional hours of Supervised Experiential Learning in order to master the expected competencies of practice for an entry level dietitian, the student should expect to do so until the faculty member and/or preceptor is satisfied with the student's performance and signs off on the competencies.

A student may be terminated from the program for unsatisfactory performance which would include but not be limited to inability or unwillingness to complete assignments or quality of performance below standard set by the affiliating institution. The procedure for termination from the program due to unsatisfactory performance is as follows:

1. The preceptor in the affiliating institution will notify the student and faculty member of his/her unsatisfactory performance.
2. The preceptor in the affiliating institution shall notify the MSAN Assistant Director/Director of RDN Focus of a student's unsatisfactory performance.
3. A conference will be held including the student, the affiliating institution's preceptor, the student's current clinical faculty, SSS, and the MSAN Assistant Director/Director of RDN Focus. As this time a written plan for improvement identifying specific knowledge and skills that must be satisfactorily demonstrated and the expected time frame for completion will be developed and signed by all the parties at the conference.
4. The MSAN Assistant Director/Director of RDN Focus will explore possible tutorial support and remedial instruction available to the student. The student will also be informed of any student support services available to them that have the potential to be of assistance.
5. If performance improves to an acceptable level during a time span agreed upon by the involved parties, the student will be allowed to continue in the program.
6. If there is no improvement, the student will be dismissed from the MSAN/RDN Focus but will be offered the opportunity to continue on in the program as a masters student.
7. If there is a second written notification of unsatisfactory performance, in subsequent experiences or settings, the student will be terminated from the MSAN/RDN Focus program but will be offered the opportunity to continue on in the program as a master's student.
8. Failure to complete Supervised Experiential Learning experiences satisfactorily as evaluated by the MSAN Assistant Director/Director of RDN Focus and appropriate faculty and preceptor(s) during the assigned time frames will result in remediation or removal of a student from the program.

If the faculty member and/or preceptor deems that the student will learn the competencies with additional hours of Supervised Experiential Learning in order to master the expected competencies of practice for an entry level dietitian, the student should expect to do so. If the student fails the competency requirements, the Director, Graduate Program in Applied Nutrition and MSAN

Assistant Director/Director of RDN Focus will counsel the student to find the career path appropriate to his/her ability.

Transportation

The location of the facilities will vary, requiring driving or other forms of travel. The travel demands may require each student to have a valid driver's license and/or a dependable mode of transportation, and valid car insurance. The student is responsible for their own liability and safety during travel to and from assigned supervised practice sites, field trips, meetings, and to and from all sites. This site may be useful in calculating estimated gas costs:

<https://www.fueleconomy.gov/trip/>.

Costs of Program

Please refer to the website (insert active MSAN RDN Focus link) for costs associated with the program.

Performance Evaluations

The preceptor and students first work together to determine what competencies will be met at the Supervised Experiential Learning site. Those competencies are then approved by the MSAN Assistant Director/Director of RDN Focus. When the student arrives at the site to participate in the hours they will bring the template for the specific site they are at and the preceptor will fill out the competency tracking form, sign and date it, make a copy for the student and lastly, email a copy to the MSAN Assistant Director/Director of RDN Focus. Then the student is responsible for providing that information to the faculty of the lab course along with a reflection of their experiences, as part of the assessment mechanism for the lab course.

To provide structure and guidance on arranging the initial and remaining SEL hours, the students will adhere to the table above. Once matriculated, as a component of the lab coursework, students will be required to have 180 SEL hours approved by the end of their first year, first semester term B (APN 606) for APN 731 and 761; 180 SEL hours approved by the end of their first year, second semester term B (APN 616) for APN 781 and 786; and 180 SEL hours approved by the end of first year, third semester term B (APN 736) for APN 776 and 756. The MSAN Assistant Director/Director of RDN Focus will monitor and assist the students as they work to secure the remaining 540 SEL hours required for successful program completion.

All students will be evaluated on his/her performance at specified times throughout the program to assess readiness for entry-level competency.

1. The student will complete all Supervised Experiential Learning preparation materials prior to each experience and develop personal goals before beginning at each site.
2. The preceptor and student will meet as needed to discuss the student's performance and progress.
3. The faculty member and student will meet once a month to discuss the student's performance and progress.

4. At the end of each Supervised Experiential Learning experience, students will complete a self-assessment form, evaluation of preceptor form and site evaluation form. These will be turned into the MSAN Assistant Director/Director of RDN Focus.
5. Written evaluations will be completed by the primary preceptor for each Supervised Experiential Learning experience including Clinical, Community, and Food and Nutrition Operations Management. Once reviewed with the student, evaluations will be kept in accordance with UNE student file retention policies.
6. The following assessment tools will be used:
 - a. Clinical Supervised Experiential Learning Evaluation Form
 - b. Food and Nutrition Management Supervised Experiential Learning Evaluation Form
 - c. Community Supervised Experiential Learning Evaluation Form
7. The student is required to meet all required competencies to receive a certificate of completion.

Graduation Requirements

In order to receive the Verification Statement, the MSAN/RDN Focus requires that the students complete the required graduate courses and:

1. Complete the required coursework at a grade point average of 3.0 or higher within 3 years of matriculation (150%)
2. Complete all competency-based assessments and 1214 hours of SEL at the required target levels*
3. Complete and submit self-evaluation of performance and experience after each supervised practice rotation.
4. Submit the final online ePortfolio as a required component of the capstone course.
5. Complete and submit final program evaluation upon completion of supervised practice and didactic requirements

*Meet all ACEND® competencies prior to completion of the program. These competencies specify what every registered dietitian nutritionist should be able to do at the beginning of his/her practice career. The core competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably in the professional practice setting. See course syllabi for a discussion of the course requirements to meet the competencies.

Program Evaluation

The program standards will be evaluated by the Director, Graduate Program in Applied Nutrition and MSAN Assistant Director/Director of RDN Focus utilizing established methods to gather information on the quality of the program. Facilities and preceptors will also be evaluated yearly by June 30th and discussed at an annual review meeting at the termination of each program year.

1. The Director, Graduate Program in Applied Nutrition , MSAN Assistant Director/Director of RDN Focus, Academic Assessment Faculty, staff, preceptors, nutrition students, and program graduates will be part of the program review.
2. The MSAN Assistant Director/Director of RDN Focus will:
 - a. Review, collect, and keep on file student Supervised Experiential Learning evaluations.
 - b. Review, collect, and keep on file preceptor and program evaluations.
 - c. Conduct a survey of immediate past graduates and his/her employers to determine entry-level competency of graduates one year following his/her completion of the program.
 - d. Review registration examination scores of program graduates.
 - e. Maintain records on file of all evaluations for a five-year period in the MSAN Assistant Director/Director of RDN Focus office.
 - f. Use information gathered to discuss recommendations for change at the annual review meeting at the end of the program year with the Academic Assessment Faculty.
 - g. Make modifications to materials and the program based on the evaluations.

Program outcome data is available upon request.

Section 3: Student Rights

Protection of Privacy

MSAN follows U.S. Department of Education Guidance Issued on Protecting Student Privacy While Using Online Educational Services. UNE will collect and maintain only the data necessary to fulfill its duties in executing affiliation agreements and meeting ACEND standards. The program will de-identify any data used for product development, research, marketing or other purposes. In the event of a security or privacy incident including personally identifiable information, MSAN will immediately notify the student or graduate. The program takes precautions to ensure student privacy and positively identify students during distance learning and testing.

Student files will be kept in accordance with UNE file retention policies. All information in the student's file is private. The MSAN Assistant Director/Director of RDN Focus and Academic/Assessment Director are the only two to have access to these files. Students have the right to review his/her personal file upon request.

Student Records and Administrative Policy

Student Academic Records

Student academic records are kept in Registrar's office on both the Biddeford campus and the Portland campus up to 5 years after separation from the University.

Under the terms of the Buckley/Pell amendment to the Family Educational Rights and Privacy Act (FERPA), students have the right to review and inspect all official records, files, and data, including all material that is incorporated into each student's cumulative record folder. However, Department

of Health, Education, and Welfare has said that clarifying amendments provide that letters of recommendation submitted on the basis of a pledge of confidentiality prior to January 1, 1975 need not be shown to students, and that a student may be allowed but not required to waive his/her right of access to letters of recommendation received after that date. The amendments also provide that a financial statement submitted by a parent need not be shown to the student. Release of records is allowed only upon written student approval, with noted exceptions listed below.

University students wishing to review their records may do so by providing a written request to Registrar's office at least 48 hours in advance of the desired appointment.

Student Conduct Records

Student Conduct Records and related files are maintained by the Dean of Students in the Student Affairs offices on each campus. Student conduct records/files are maintained under the Family Educational Rights and Privacy Act (FERPA).

All student conduct and related files are maintained by the Office of the Dean of Students for a period of no less than four years after separation from the University. Records may be destroyed at that time. Disciplinary records may be retained for longer periods of time or permanently if specified in the terms of disciplinary sanctions.

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit a written request that identifies the records which they wish to inspect to Registrar's office. The office will notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students should write to the University Registrar, clearly identifying the part of the record they want amended, and explain how it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill® programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is: Family Policy Compliance Office US Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605

5. FERPA rights cease upon death. However, it is the policy of University of New England, that no records of deceased students be released to third parties after the date of death, unless specifically authorized by the executor of the deceased's estate or by the next of kin.

Directory Information and Disclosure

The University normally will not supply non-related organizations with personally identifiable student information, including "directory information." Two exceptions to this policy are:

THE USA PATRIOT ACT

Section 507 of the USA PATRIOT ACT amends FERPA by permitting educational agencies and institutions to disclose - without the consent or knowledge of the student or parent - personally identifiable information from the student's education records to the Attorney General of the United States or to his designee in response to an ex parte order in connection with the investigation or prosecution of terrorism crimes. In addition, the school is not required to record such disclosures.

THE SOLOMON AMENDMENT

The Solomon Amendment explicitly states that military recruiters must be given equal access to that provided other recruiters. UNE is therefore obligated to release data included in the list of "student recruiting information," upon request.

Directory information is defined as:

- Student's Full Name
- Address
- Phone Number
- UNE Email Address
- Date and place of birth
- Classification and level
- Dates of Attendance
- Enrollment Status
- Most Previous educational institution attended
- Participation in sports
- Height/Weight for members of an athletic team
- Major
- Degree Received
- Picture

Active students who wish to have directory information withheld from release must do so in writing on a "per-academic-year" basis. Request forms are available in the Registrar's office and the Student Affairs offices at either campus. Requests must be submitted prior to September 30th (if first-time enrollment for academic year is fall semester) or January 30th (if first-time enrollment for academic year is spring semester) to affect a "withhold" status.

Please remember: active students must renew a request for non-disclosure each year to keep such requests in effect. The University may disclose directory information about former students without meeting notification requirements; however, at the last opportunity as a student (just prior to departure from the University), written requests for nondisclosure will remain in effect until a written request to change non-disclosure status is made by the student.

The University of New England Privacy Notice can also be found at <https://www.une.edu/communications/privacy-policy>.

1. Important notice

This is the Privacy Notice of the University of New England whose principal mailing address is at 11 Hills Beach Road, Biddeford, Maine 04005, United States of America (“UNE”, “we”, “us” or “our”) and sets out how we collect and process your personal data. This Privacy Notice also provides certain information that is legally required and lists your rights in relation to your personal data.

This Privacy Notice relates to personal information that identifies “you” meaning students, prospective students, individuals who browse our website, or individuals outside our organization with whom we interact. If you are an employee, contractor or otherwise engaged in work for us or applying to work for us, a separate privacy notice applies to you instead.

We refer to this information throughout this Privacy Notice as “personal data” and paragraph 3 sets out further detail of what this includes.

Please read this Privacy Notice to understand how we may use your personal data.

This Privacy Notice is not intended for children and we do not knowingly collect personal data relating to children. Additionally, this Privacy Notice is not intended to apply to personal data collection during the recruitment of employees, for which there is a separate privacy policy.

This Privacy Notice may vary from time to time. Each time we update this Privacy Notice, we will post it on our website.

2. How to contact us

a) Data controller and contact details

For the purposes of relevant data protection legislation, we are a controller of your personal data and as a controller we use the personal data we hold about you in accordance with this Privacy Notice.

If you (i) wish to opt out at any time from receiving marketing correspondence from us or to alter your marketing preferences, or (ii) need to contact us in connection with our use or processing of your personal data, or gain access to it, or to correct your personal data held by us, please contact our Data Privacy Manager at the email address set forth in paragraph 2b).

b) Data Privacy Manager

You can contact our Data Privacy Manager at dataprivacymanager@une.edu.

3. Categories of personal data we collect

The categories of personal data about you that we may collect, use, store, share and transfer are:

- **Individual Data.** This includes personal data which relates to your identity, such as your first name, middle name, last name, username or similar identifier, marital status, title, date of birth and gender, your contact details such as your billing address, delivery address, email address and telephone numbers, prior and current education records such as your

transcripts, grades and class registrations, and your disciplinary records, Social Security number (or the equivalent (if any) for countries outside of the United States), and your taxpayer ID number;

- **Account and Profile Data**, which includes personal data which relates to your account or profile on our website, such as your username and password, purchases or orders made by you, your interests, preferences, feedback and survey responses;
- **Advertising Data**. This includes personal data which relates to your advertising preferences, such as information about your preferences in receiving marketing materials from us and our third parties and your communication preferences as well as your personal interests;
- **Information Technology Data**. This includes personal data which relates to your use of our website, such as your internet protocol (IP) address, login data, traffic data, weblogs and other communication data, browser type and version, time zone setting and location, browser plug-in types and versions, operating system and platform and other technology on the devices you use to access our website;
- **Economic and Financial Data**. This includes personal data which relates to your finances, such as your tax returns and supporting financial information, bank account and payment card details and information which we collect from you for the purposes of the prevention of fraud;
- **Sales Data**. This includes personal data which relates to the transactions you have conducted with us, such as details about payments to and from you, details of subscriptions to our services or publications and other details of products and services you have purchased from us (which may include, but is not limited to, purchases of food and products, tuition payments and financial aid transactions); and
- **Health Data**. This includes personal data which is gathered for health and safety purposes including any accident report or claim log or any information you provide about allergies or other medical conditions during the booking process or in one of our locations.

We may also create Personal Data about you, for example, if you contact us by telephone to make a complaint, for example about our services or goods, then we may make a written record of key details of the conversation so that we can take steps to address the complaint.

We also obtain and use certain aggregated data such as statistical or demographic data for any purpose ("Aggregated Data"). Aggregated Data may be derived from your personal data but does not directly or indirectly reveal your identity. For example, we may aggregate your Information Technology Data to calculate the percentage of users accessing a specific feature on our website. However, if we re-combine or re-connect Aggregated Data with your personal data so that it can directly or indirectly identify you, we treat the combined data as personal data which will be used in accordance with this Privacy Notice.

In addition, we may obtain certain special categories of your data ("Special Categories of Data"), and this Privacy Notice specifically sets out how we may process these types of personal data. The Special Categories of Data that we collect are: (i) personal data revealing racial or ethnic origin that we are required to collect pursuant to applicable laws or regulations ("Racial Data"); and (ii) data concerning health, including, but not limited to, prior and current immunizations and other health or medical records ("Medical Data").

We also collect information about criminal convictions and offenses when required by applicable laws or regulations.

4. The sources from which we obtain your personal data

We obtain your personal data from the following sources:

- Directly from you, either in person (at our locations or otherwise), via our website or by telephone, computing systems or via handheld devices. This could include personal data which you provide when you:
 - place an order for our products or services or enroll in our programs;
 - submit an application for our programs;
 - subscribe to our publications;
 - request information on our programs, products or services or for other marketing to be sent to you;
 - enter into a competition or promotion that we may offer;
 - complete a survey from us or give us feedback; and
 - engage in any event or service offered by us either on or off our premises.
- We may automatically collect Information Technology Data about your equipment, browsing actions and patterns by using cookies, server logs and other similar technologies. We may also receive Information Technology Data about you if you visit other websites employing our cookies. Please see our cookie and log files policy at paragraph 6 for further details.
- Third parties, such as:
 - analytics providers;
 - our provider of customer/student feedback;
 - our provider of online applications and information submissions;
 - advertising networks;
 - search information providers;
 - providers of technical, payment and delivery services;
 - data brokers or aggregators; and
 - providers of social media platforms (such as Facebook, Twitter and Instagram) where you share our content through social media, for example, by liking us on Facebook, following or tweeting about us on Twitter;
- Publicly available sources, such as electronic (such as the internet) and hard copy (such as newspapers) mediums.

5. How we use your personal data and our basis for using it

a) Where we are relying on a basis other than consent

We may rely on one or more legal bases when processing your personal data.

We have set out in Appendix A the purposes for which we may process your personal data.

b) Where we may rely on consent

There may be purposes for which we would like to use your personal data where it is appropriate for us to obtain your prior consent. The legal basis of consent is only used by us in relation to processing that is entirely voluntary – it is not used for processing that is necessary or obligatory in any way. You may at any time withdraw the specific consent you give to our processing your personal data. Please note that even if you withdraw consent for us to use your personal data for a particular purpose we may continue to rely on other bases to process your personal data for other purposes.

6. Cookies and log files

Cookies are text files stored on your computer and accessible only to the websites which create them. Our websites or affiliated websites may use cookies to keep you logged into secure areas of the website and/or to keep track of your preferences as you interact with certain services. You may disable cookies in your browser, however, our websites may not work properly or efficiently if you do so.

Our websites automatically gather anonymous information about our visitors including browser types, and the times and dates of webpage visits, referred to as log files. The information collected does not include any personally identifiable details and is used to improve our services and administer our websites. You can manage your ad choices and opt out of advertising networks at these websites (but not limited to):

- The Digital Advertising Alliance (Adroll, Facebook and LinkedIn)
- Pandora
- Semcasting
- Oath (formally Yahoo and AOL)

7. Who receives your personal data

We may disclose your personal data to:

- third party data processors who may process data on our behalf to enable us to carry out our usual business practices. Any such disclosure will only be so that we can process your personal data for the purposes set out in this Privacy Notice;
- legal and other regulators or authorities, including those who request your personal data or to report any potential or actual breach of applicable law or regulation;
- external professional advisers such as accountants, bankers, insurers, auditors and lawyers;
- law enforcement agencies, courts or other relevant parties, to the extent necessary for the establishment, exercise or defense of legal rights;
- third parties where necessary for the purposes of prevention, investigation, detection or prosecution of criminal offenses or the execution of criminal penalties; and
- third party analytics providers.

8. Personal data about other people which you provide to us

If you provide personal data to us about someone else you must ensure that you are entitled to disclose that personal data to us and that, without our taking any further steps, we may collect, use and disclose that personal data as described in this Privacy Notice.

You must ensure the individual concerned is aware of the various matters detailed in this Privacy Notice, as those matters relate to that individual, including our identity, how to contact us, the way in which we collect and use personal data and our personal data disclosure practices, that individual's right to obtain access to the personal data and make complaints about the handling of the personal data, and the consequences if the personal data is not provided.

9. Accuracy of your personal information

It is important that the personal data we hold about you is accurate and current and we take all reasonable precautions to ensure that this is the case but we do not undertake to check or verify the accuracy of personal data provided by you. Please keep us informed if your personal data changes during your relationship with us by contacting our Data Privacy Manager at the email address set forth in paragraph 2b). We will not be responsible for any losses arising from any inaccurate, inauthentic, deficient or incomplete personal data that you provide to us.

10. International transfers of personal data

Personal data we collect from you may be transferred, stored and/or processed outside the European Economic Area, specifically in the United States.

In connection with such transfers, we will apply at least the same level of protection as required by the Privacy Shield Principles under the EU-US Privacy Shield compliance framework.

11. How long will we store your personal data

We will store your personal data for the time period which is necessary for the purposes for which we collected such data. We keep the length of time that we hold your personal data for under review.

12. Contractual or statutory requirements on you to provide personal data

In certain circumstances the provision of personal data by you is a requirement to comply with the law or a contract, or necessary to enter into a contract.

It is your choice as to whether you provide us with your personal data necessary to enter into a contract or as part of a contractual requirement. If you do not provide your personal data then the consequences of failing to provide your personal data are that we may not be able to perform to the level you expect under our contract with you. An example of this would be where we are unable to provide you with certain programs, products or services as we do not have your full details, or where we cannot perform our contract with you at all because we rely on the personal data you provide in order to do so.

13. Your rights in relation to your personal data

Subject to applicable law including relevant data protection laws, in addition to your ability to withdraw any consent you have given to our processing your personal data (see paragraph 0), you may have a number of rights in connection with the processing of your personal data, including:

- the right to request access to your personal data that we process or control;
- the right to request rectification of any inaccuracies in your personal data or, taking into account the purposes of our processing, to request that incomplete data is completed;
- the right to request, on legitimate grounds as specified in law:
 - erasure of your personal data that we process or control; or
 - restriction of processing of your personal data that we process or control;
- the right to object, on legitimate grounds as specified in law, to the processing of your personal data;
- the right to receive your personal data in a structured, commonly used and machine-readable format and to have your personal data transferred to another controller, to the extent applicable in law; and
- the right to lodge complaints regarding the processing of your personal data with the relevant supervisory body.

If you would like to exercise any of the rights set out above, please contact us using the contact details set out in paragraph 2b).

Student Access and Annual Notification

FERPA (see above) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. The student should submit a written request that identifies the records which they wish to inspect to Registrar's office. The office will notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students should write to the University Registrar, clearly identifying the part of the record they want amended, and explain how it is inaccurate or misleading. If it is determined not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of the right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will accompany this notification.
3. The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, or assisting another school official in performing his or her task; or the Veterans Administration for students registered for various GI Bill® programs. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failure(s) by The University of New England to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office US Department of Education 600 Independence Avenue, SW Washington, DC 20202-4605
5. FERPA rights cease upon death. However, it is the policy of University of New England, that no records of deceased students be released to third parties after the date of death, unless specifically authorized by the executor of the deceased's estate or by the next of kin.

Grievance Process

Student Complaints

CPS provides avenues for students to voice their concerns through clearly defined channels depending upon the level and nature of the complaint. Student petitions fall into one of two categories:

- 1.) academic*
- 2.) professional behavior

Petitions are resolved at the program level. Prior to pursuing a complaint, students are required to communicate with the faculty member or other parties involved in an attempt to resolve the issue.

*A petition for a grade change may only be filed in instances where a student disagrees with the faculty evaluation due to:

- Arithmetic or clerical error
- Arbitrariness

Barring the above categories, the academic judgment used in determining the merits of the grade is not reviewable.

Petition Process

Students document and communicate their concerns and complaints to their faculty and to the program through the following process:

1. The student must try to resolve the issue with the faculty within five business days of the initial event. If the student is unsatisfied with the result, s/he must contact an SSS (for the matter being petitioned) within five business days of the communication with the faculty member.
2. SSS will facilitate the petition process and will provide the student with the necessary petition form to complete. The completed petition must include a clear statement of the student's requested action, a summary of the conversation(s) with faculty or other involved parties, and appropriate supporting materials (including any items that provide relevant history or context of the issue).
3. The student must return the completed petition to SSS no later than five business days after the petition process has been initiated as referenced in step 2 above. The petition will be sent to the Director, Graduate Program in Applied Nutrition by the SSS.
4. Program Leadership will review each petition and may contact the student, instructor, SSS, or other university personnel should additional information be necessary or helpful before rendering a decision. Depending upon the nature of the petition, students may be prevented from registering for a subsequent session or term until the petition is resolved. Decisions will be communicated to the student and SSS through UNE email by Program Leadership within seven business days of receipt of the petition. The Student Support Specialist will record the decision in the student's record.

Formal Grievance Process

Student disagreement with a Program Leadership decision regarding petitions may be presented in the form of a grievance to the Dean of the CPS. Grievances can only follow a petition and will be accepted **only in cases where there has been a procedural violation or a demonstrable mistake of fact**. A written grievance must be submitted to the Dean of the CPS within five business days of written notification of the program decision. The grievance should succinctly state all facts relevant to **procedural violations or factual errors**.

1. If the student believes there has been a procedural violation or mistake of fact in the rendering of the Program Leadership decision on a student petition, the student should contact an SSS to discuss the grievance process.
2. The SSS will facilitate the grievance process and will provide the student with explanations of what information should be submitted for the Dean of CPS to review in relation to the grievance.

3. As with the petition process discussed above, the student must return the materials related to a grievance Student Support no later than five business days after the academic decision has been rendered. The materials will be sent to the Dean's office by the SSS.

4. Upon receipt of the grievance, the Dean will appoint an Ad Hoc Appeals Committee comprised of the Dean or Designee, an unbiased faculty member from the program, and a member of the executive committee of CPS Faculty. The student will present the grievance to the Appeals Committee via phone or web meeting within 10 business days of the appointment of the Appeals Committee. The Appeals Committee will review the grievance and supporting documentation.

In presenting to the Appeals Committee, the student should provide an overview of the issue and introduce material of a substantiating nature; the Committee may request additional information from specific sources or individuals. Within five business days of the hearing, the Committee will forward to the Dean a summary of the grievance and its recommendations for resolving the grievance. Depending upon the nature of the grievance, students may be prevented from registering for a subsequent session or term until the grievance is resolved. The Dean, while taking the committee's recommendation into consideration, will render the decision on the grievance. The Dean's decision will be communicated via writing to the student and program within 7 business days of receipt of the Committee's report. The decision by the Dean is final.

These procedures are outlined in the CPS student handbook:

https://online.une.edu/wp-content/uploads/2022/04/StudentHandbook_UNEO_2022.pdf.

SSS also communicate these procedures with students when concerns are brought forward to them.

The procedures are outlined in both UNE student handbook (ERF H3-1) and CPS student handbook, and communicated to individual students through SSS. Student Support team members are often the first point of contact for students wishing to file a petition or grievance and guide students through the procedures to submit the petition or grievance along with supporting documents.

As described above, any complaint or petition is handled first at the program level, and then students may file a grievance to the Dean if the student perceives that there has been a procedural violation or demonstrable mistake of fact by the program.

Process for submission of written complaints to ACEND related to program noncompliance with ACEND accreditation standards after all other options with the program and organization have been exhausted.

- Submission of Written Complaints to ACEND

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation standards. This should only occur after the student has exhausted all other options available to them.

Contact information for ACEND:

Accreditation Council for Education in Nutrition and Dietetics
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190

Chicago, IL 60606-6995

312/899-5400

www.eatrightpro.org/acend

The student is protected from retaliation as a result of filing a complaint related to the program.

Title IX

In addition, UNE has a dedicated office to handle sexual misconduct, discrimination and harassment under Title IX as described below.

UNE, in accordance with federal and state law, and University policy, prohibits any member of the faculty, staff, administration, trustees, student body, vendors, volunteers, or visitors to campus, whether they be guests, patrons, independent contractors, or clients, from harassing and/or discriminating against any other member of the University community because of that person's race, sex, sexual orientation, gender identity and expression, ethnicity or national origin, religion, age, creed, color genetic information, physical or mental disability, HIV status, or status as a veteran. All substantiated incidents of harassment discrimination and sexual misconduct, including sexual assault, dating violence, domestic violence and stalking will be met with appropriate disciplinary action, up to and including dismissal from the University.

The Title IX Coordinator is the individual designated by the President with responsibility for providing education and training about discrimination, harassment, and sexual misconduct, including sexual assault, dating violence, domestic violence or stalking to the University community and for receiving and investigating reports and complaints of discrimination, harassment and sexual misconduct in accordance with this policy.

All complaints of sexual misconduct, discrimination and/or harassment under this policy should be made to the Title IX Coordinator or a Deputy Title IX Coordinator. This includes complaints concerning administrators, trustees, supervisors, employees, staff, faculty, vendors, volunteers, students, athletes, and visitors.

The Title IX Coordinator/ Deputy Title IX Coordinators will: (1) provide oversight of any investigation of claims of sexual misconduct, harassment or discrimination in violation of this policy; (2) be available to assist any individual to access the resources of the University or the community in the event of any complaint under this policy; (3) assist anyone who wishes to report a crime to local law enforcement; (4) be responsible for all training and education programs and monitoring the campus climate with regard to sexual misconduct, harassment and discrimination; and (5) complete required annual reports to government agencies.

MSAN has a robust student support structure by which the SSS team acts as a liaison between students and the program or faculty when issues arise. Most student complaints (e.g., late grading, unclear feedback, inability to register for a desired class) are brought to the program's attention quickly through SSS so that mediation and resolution can occur in a timely manner.

MSAN provides detailed rationales when communicating decisions on students' petition, and it is common practice for either the SSS team or Program Director to speak with the student to ensure accurate and complete information.

Program Withdrawal

If a student decides to withdrawal from the program he/she will need to schedule a meeting with the MSAN Assistant Director/Director of RDN Focus to discuss whether it will be a permanent withdrawal or a temporary leave of absence. Refunds of tuition and fees for the program will be processed according to the UNE policy.

Adding, Dropping, and Withdrawing from Courses

- The last day permissible for matriculating graduate students to add a course is the day before the term starts.
- The last day permissible for matriculating graduate students to drop a course is the second day of class.
- For refund information, contact Student Accounts. <http://www.une.edu/sfs/online>

Email requests for withdrawals must be submitted from a student's UNE e-mail to be considered.

Non-matriculating students who withdraw will receive a grade of "W." Matriculating students who withdraw after completing more than 2/3 of a course will receive a grade of "WF" (withdrawn failing) or "WP" (withdrawn passing), based on the instructor's assessment of the student's current standing in the course. A "WF" is calculated as an "F" in the student's GPA. Upon successful completion of the course, the new grade will be used to calculate the GPA. Students will be dismissed from their program after two failing grades (including a "WF").

University Withdrawal

All matriculated students who wish to withdraw from the University must complete notification documentation available from Registration Services. Documentation must be signed by designated academic and administrative authorities.

Tuition Refund Policy

For financial aid recipients, withdrawal can affect your financial aid eligibility ("Return to Title IV"), resulting in a balance owed to the University. It is very important to contact us before withdrawing from courses/programs to discuss the impact on your financial aid, if applicable. Please refer to the [Return to Title IV Policy for Online Students](#) for more information. Please consult the [Graduate Academic Catalog](#) for other pertinent financial information.

Before the second class	100%
During the first week	40%
During the second week	20%
After the second week	No refunds

Non-Discrimination Policy

UNE does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law in the administration of its educational policies, admission, financial assistance, employment, or other educational programs or activities.

Student Support Services

Student Support Specialists (SSS)

This position reports to the Director of Student Support within CPS. Once applicants are admitted to the program, they are assigned a support specialist, who has a conversation with the student welcoming them to the program and helping them navigate through processes such as financial aid, orientation, and registration. SSS interact with every student (who is taking a class) via email or phone at least once during the term. SSS are often the first point of contact when a student requires assistance, and they help connect students with other resources such as the Student Academic Success Center (SASC), Financial Aid Office, Registrar, or Career Services. They also facilitate the petition-filing process by ensuring that all appropriate forms and supporting materials are included and complete before forwarding them to the program.

Student Access Center (SAC)

The Student Access Center (formerly Disability Services) works to ensure that the University promotes respect for individual differences and that no person who meets the academic and technical standards needed for admission and continued enrollment at UNE is denied benefits or subjected to discrimination due to a disability. Toward this end, and in conjunction with federal and state laws, the University provides reasonable accommodations for qualified students.

Student Academic Support Center (SASC)

The Student Academic Success Center (SASC) provides a broad array of programming to assist students with meeting the University's academic standards and attaining their personal educational goals. Services include developmental coursework in writing and mathematics, writing support, and undergraduate content area tutoring by peer and professional tutors. A Learning Specialist is available to meet by phone appointment with students to discuss note-taking skills, active reading skills, time-management skills, and test-taking skills. The Learning Specialist administers and interprets Learning Style Inventories, identifies study skills in accordance with each student's learning style and his/her specific course demands, and helps the student develop a personal learning plan. In addition, SASC professionals offer a variety of workshops and classroom presentations, including discipline-specific study strategies and preparation for national exams such as the PRAXIS, CCNA, NCLEX, NBDH, NBCOT, and COMLEX. SASC also maintains a library of exam preparation guides (MCAT, GRE), handouts on preparing bibliographies, and other references for student use.

The Student Academic Success Center is responsible for the following student support activities:

- Helping with writing skill for assigned papers
- Improving reading strategies

- Becoming comfortable with learning in the online environment
- Understanding learning styles
- Preparing for licensing and other kinds of exams

Students should contact the Student Academic Success Center with the following types of questions:

- How can I manage all the reading assigned in this course?
- How do I read for information? To memorize material? To research a paper?
- How do I format an assigned paper?
- How do I get started with a writing assignment?
- How do I participate confidently in online discussions?
- What is my learning style and how does it influence me as a learner and as a professional service provider to my clients?

www.une.edu/studentlife/portland/sasc

Online Learning Specialist (OLS)

An OLS, located in the University's Student Academic Success Center (SASC), provides assistance to online students within areas including but not limited to writing, research, study skills, time management, and communication skills. One full-time OLS is shared among the five graduate programs within CPS.

Online Writing Specialist (OWS)

An OWS, located in the University's Student Academic Success Center (SASC), works exclusively with online students to provide services such as one-on-one synchronous writing support appointments and creation of writing resources. The OWS also collaborates with Program Directors and OLS on the timing and content of writing resources for online students. One full-time OWS is shared among the five graduate programs within CPS.

Online Research and Teaching Librarian (ORTL)

An ORTL, a full-time staff person of the UNE library, is shared among the five graduate programs within CPS. The ORTL provides asynchronous orientation and instruction for online students on the use of the library to access scholarly literature. The ORTL also works closely with the program to ensure that electronic and print versions of textbooks are easily accessible to online students and instructors.

Subject Tutors for Students

Subject tutors are part-time employees of UNE's Student Academic Success Center (SASC), and provide tutoring in various subjects. MSAN shares the course schedules with SASC so that an appropriate number of tutors can be available. SASC provides a summary report of usage after each semester.

MSAN students are required to complete an orientation before matriculating into the program. The self-paced orientation is designed to prepare students for success and provides an introduction and overview to UNE and MSAN. Activities in the orientation show students how to navigate the online learning environment, locate and access program

resources, and learn about the tools and strategies that ensure a meaningful and collaborative learning experience throughout the program. Orientation also introduces students to the program's academic expectations such as use of AMA citation style, scientific writing, and academic integrity.

Orientation is delivered completely online in Blackboard, UNE's LMS. It is estimated that four to six hours are required to complete the orientation. The orientation familiarizes the students to both UNE and CPS policies and serves as a guide to find university resources, such as the library and health services. Students can begin the orientation after their initial conversation with SSS and work through the modules at their own pace. All orientation activities must be completed before the first day of class.

Complete Access to Student Services

All UNE provided services are available to all online students and can be found in the UNE Student Handbook: https://www.une.edu/sites/default/files/2018-2019_university_of_new_england_student_handbook.pdf

Technical Requirements

Required

- Supported operating systems for Microsoft® Windows® and Apple® Mac OS®:
- Students are required to have an application that can output .docx file formats (e.g. Microsoft Word, Google Docs, Apple Pages), and slide presentation (e.g. PowerPoint, Keynote)
- Access to reliable Internet speeds of 1.5 Mbs download and upload; basic broadband (4 Mbs) recommended
- Computer with processor equal or superior to 2008's Intel Core 2 Duo with 2.4 Ghz processing speed. Note: Newer processors can have a slower Ghz speed and still be more powerful than the one listed above; this particular processor is listed more for its date of development than for its speed. A good rule of thumb is that your processor should be less than 6 years old at any point in time during your student experience.
- Minimum 2 GB of RAM
- Internal or external speakers & webcam or camcorder
- Headset with microphone
- Adobe Reader, or another PDF viewer to view PDF files
- Adobe Flash Player to view videos
- QuickTime

Computer Set-up and Important Utilities

- Certified Web Browsers: Most technical problems inside a Blackboard (Bb) course are due to the wrong version of a web browser or not having the latest version of Java installed on your computer. UNE monitors the list of certified browsers on a regular basis. Important:

Install two (2) different web browsers. Why two? One web browser may not allow a certain function in Bb to operate properly while another web browser allows that same function to run properly (e. g., link to a journal article, video, discussion thread). We do not recommend Internet Explorer.

- Java: The latest version of Java must be installed; most glitches inside of Bb are resolved when the latest version of Java is installed. Check for Java updates on a regular basis. For Windows users: Download the latest version of Java: <http://java.com/en/> (remove older versions). Check regularly for the latest version. For Mac users: Apple supplies their own version of Java and will send updates automatically. Check weekly for Java software updates from the Apple icon
- Enable Cookies from third parties (this should already be enabled by default on all supported browsers). Depending on which browser you are using, find option for "cookies" under Tools/Options or Preferences. This will be especially important for third party content, like SafeAssign and YouTube.
- Disable (turn-off) Pop-up Blockers. Do not turn on the pop-up blocker. Bb needs pop-up windows to run properly, i.e., threaded discussions, download links, and other tools.
- Required Plug-ins: Third party plug-ins, such as Adobe Flash, Windows Media Player, Realplayer, and others may be required to view certain content within your course. If these applications are needed, a notification and link should pop-up with a message to install a new plug-in. Only install trusted plug-ins that are necessary for the course work as malicious plug-ins can harm a computer. • Clearing cache (in response to problems, this is often a reliable fix): <https://kb.iu.edu/d/ahic>

Mobile Devices:

- You may use mobile devices with the understanding that certain features are not available through the mobile interface. Some of those features may include uploading files and recording using Video Everywhere. You may be able to read, view documents and watch most videos.
- For Blackboard Collaborate on Mobile Devices (not a full-featured app): <http://www.blackboard.com/Platforms/Collaborate/Products/BlackboardCollaborate/Mobile-Collaboration.aspx>

Helpdesk

Students should notify their Student Support Specialist and instructor in the event of a problem relating to a course. In addition, the IT Help Desk is available any day and any time you need technical assistance. IT Help Desk staff is available to work on "trouble tickets" during normal business hours (Monday - Friday, 7:30 a.m. - 7:00 p.m. E.S.T.).

Phone: (877) 518-4673 Available 24/7

Internet (ITHelpDesk): <http://www.une.edu/its/>

E-mail: helpdesk@une.edu

To access IT Help Desk, you will use your UNE email address and Password.

When placing calls to the IT Help Desk, students will be asked to answer two from four possible questions to help provide proof of identity. These will include D.O.B., Zip Code, PRN, or last four

digits of a student's social security number. IT Help Desk representatives do not have access to full SSNs.

- Accessing the IT Help Desk via the web self-service now requires the UNE email address as the username and its associated password.
- When submitting self-service tickets please check the contact number is correct and if necessary provide an alternative contact number.

Helpdesk is responsible for:

- Assisting students having difficulties accessing the course, discussion forums, course email, and submitting/posting assignments, and quizzes online
- Providing support for basic hardware, software, ISP, and Internet browser issues
- Providing software/hardware support for both PCs and MACs

The Helpdesk will attempt to resolve issues immediately; however, some of the highly advanced hardware issues may require additional assistance. If this is the case, the Helpdesk may suggest seeking assistance from the student's local computer repair establishment.

The Academy of Nutrition and Dietetics Code of Ethics

Preamble:

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

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

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

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

Principles and Standards:

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

Nutrition and dietetics practitioners shall:

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

2. Integrity in personal and organizational behaviors and practices (Autonomy) Nutrition and dietetics practitioners shall:

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

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/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.

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

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

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.

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.”

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.

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.
4. Academy of Nutrition and Dietetics “Diversity Philosophy Statement” (adopted by the House of Delegates and Board of Directors in 1995).

Written Assignments

All written papers for the MSAN Program are required to be formatted in the American Medical Association style.

Professional Meetings and Associations

Students are strongly encouraged to attend meetings of their local, state, and national dietetic associations. Students may also have opportunities to attend other professional presentations and seminars of interest to them. Attendance at a seminar that affects the scheduled supervised practice hours must be approved by the MSAN Assistant Director/Director of RDN Focus before registering for an event. Tuition for the seminar is the student's responsibility.

Academy of Nutrition and Dietetics Membership

Students must become members of the Academy for Nutrition and Dietetics for the duration of enrollment in the MSAN/RDN Focus. This will be a graded portion of APN 601/602. Visit the Academy's website at <http://www.eatright.org/> or call 1-800-877-1600 ext 4841 to request a membership application.

State and Local Dietetic Associations

The Academy informs each state's dietetic association of new Academy members who are residing in that state. MSAN/RDN Focus students may become members of their local dietetic association. There is a greater opportunity for networking and professional development at the local level. Visit the websites of your state and local dietetic associations for membership details.

Verification Statement & Certificate

Upon successful completion of 100% of coursework and Supervised Experiential Learning labs, the MSAN Assistant Director/Director of RDN Focus will provide the graduates with the required registration eligibility paperwork. The MSAN Assistant Director/Director of RDN Focus will also provide each graduate with four signed copies of the verification statement. The original will be kept on file. The verification statement confirms that the graduate has completed all work in a satisfactory manner and is necessary for eligibility to take the Registration Examination.

After completing the MSAN/RDN Focus, graduates will be competent to function as entry level dietitians, but must obtain state licensure (if applicable) and pass the national registration examination for dietitians within a certain time period as specified by a new employer. Completion of the program must occur within 150% (15 months) of the program length.

Registration Examination & Examination Preparation

The graduate must obtain from CDR and submit to CDR in a timely fashion the application to take the RD exam. UNE is neither responsible for nor liable for a graduate's failure to pass the RD exam. In order to help students successfully prepare for the RD exam, the MSAN/RDN Focus will provide all students with guidance on exam preparation resources.

Faculty and Staff

Elizabeth Dodge, PhD
Director, Graduate Program in Applied Nutrition
College of Graduate & Professional Studies
UNE Online | University of New England
Phone (207) 221-4785 | edodge1@une.edu

Angelina Moore Maia, PhD, RD, LD
MSAN Assistant Director/Director of RDN Focus
College of Graduate & Professional Studies
UNE Online | University of New England
Phone (207) 221-4759 | amaia@une.edu

Section 4: Appendices

Appendix A: Plan of Study Sample and Form

(subject to change based on dates of matriculation and satisfactory academic process and attainment of requisite SEL hours)

Narrative: To be completed in the pre-application process.

Includes:

Sample plan of study

Blank plan of study

Pre-requisite requirements for admission to the RDN Focus:

- A bachelor's degree or above from a regionally accredited institution or its equivalent. See [International Admissions](#) for details regarding evaluation of international degrees for grade and degree equivalency
- Undergraduate cumulative GPA of 3.0 or better
- Previous coursework in Nutrition and/or Biology, and Statistics is highly recommended
- Computer with internet connection, including the hardware and software requirements described in our Technical Requirements. Must also possess sufficient computer skills to navigate the internet as all classes are accessed 100% online.
- **Completed and Approved SEL hours for first year (510 hours)**
- **Required pre-requisite coursework:**
APN 505 Applied A and P, APN 510, Applied Nutritional Biochem, APN 515 Applied Food Innovation
These may be transfer equivalencies, OR a Verification Statement indicating completion of ACEND Accredited DPD program in the United States
(<https://www.eatrightpro.org/acend/accredited-programs/didactic-programs-in-dietetics>)
 - If pre-requisite course work OR the Verification Statement are older than 5 years, it is strongly recommended that the applicants consider taking the 3 pre-requisite courses

		MS Applied Nutrition, RDN focus 2-year Full-time student plan of study example					
		Sample Plan of Study to guide selection of SEL for FT Student seeking admission , Spring 2021					
		Year 1 Spring 2021		Year 1 Sumer 2021		Year 1 Fall 2021	
Didactic Courses							
		Spring A	Spring B	Summer A	Summer B	Fall A	Fall B
		APN 601 (3 cr.) Trends and Issues in Nutrition	APN 605 (3 cr.) Nutrition Across the Lifespan	APN 610 (3 cr.) Research Methods	APN 615 (3 cr.) Nutrition and Metabolism	APN 620 (3 cr.) Nutrition Education & Health Behav Chg	APN 735 (3 cr.) Nutrition Leadership, Community Nutrition and Wellness
Lab courses and required SEL							
		APN 602 (1 cr.) Trends and Issues in Nutrition lab	APN 606 (1 cr.) Nutrition Across the Lifespan lab	APN 611 (1 cr.) Research Methods lab	APN 616 (1 cr.) Nutrition and Metabolism lab	APN 621 (1 cr.) Nutrition Education and Health Behavior Change lab	APN 736 (1 cr.) Nutrition Leadership, Community Nutrition and Wellness lab
	Dates*	1/11-2/19	3/8-4/16	5/3-6/11	6/28-8/6	8/30-10/8	10/25-12/3
SEL type	Required hours						
Clinical		20	30	30	90		
Community		20	30	30		90	90
Food Service Mgmt		20	30	30			
Total	510 hours						

*Students participate in SEL hours during weeks 2-7 of each 8-week lab course. The dates provided are not course start/end, but the weeks SEL will need to be logged during. **For APN 602 this is equivalent to 10 hours a week of SEL. In APN 606, 611, 616, 621, and 736, this is equivalent to 15 hours a week.** In extenuating circumstances and with prior permission of the Faculty and MSAN Assistant Director/Director RDN Focus, different options within the course may be approved based on Preceptor need/availability (ie, APN 602: 20 hr. wk. 2, 0 hr. wk. 3, 10 hr. wk. 4-7).

		MS Applied Nutrition, RDN focus 2-year Full-time student plan of study example					
		Sample Plan of Study to guide selection of SEL for FT Student admitted , Spring 2021(expected Fall 2022 completion)					
		Year 2 Spring 2022		Year 2 Sumer 2022		Year 2 Fall 2022	
Didactic Courses							
		Spring A	Spring B	Summer A	Summer B	Fall AB	
		APN 730 (3 cr.) Medical Nutrition Therapy	APN 760 (3 cr.) Micronutrients: Nutrition and Functional Applications	APN 780 (3 cr.) Food and Nutrition Op Mgmt	APN 785 (3 cr.) Nutrition Assessment & App in a Clin Set	APN 775* RDN focus co-req and APN 755* RDN focus capstone (3 cr. Each) Program permission required	
Lab courses and required SEL							
		APN 731 (1 cr.) Medical Nutrition Therapy lab	APN 761 (1 cr.) Micronutrients: Nutrition and Functional Applications lab	APN 781 (1 cr.) Food and Nutrition Op Mgmt lab	APN 786 (1 cr.) Nutr Assessment & App in a Clin Set lab	APN 776 RDN focus co-req lab and APN 756 RDN focus capstone lab (1 cr. Each)	
	Dates*	1/10-2/18	3/7-4/15	5/2-6/10	6/27-8/5	8/29-12/2	
SEL type	Required hours					APN 776	APN 756
Clinical		90			90	30	30
Community						30	30
Food Service Mgmt			90	90		30	30
Total	540 hours						
Date SEL must be confirmed		180 hours for APN 731/761 must be approved by the end of first semester term B of the first year Due: 4/25/2021		180 hours for APN 781/786 must be approved by the end of second semester term B of the first year Due: 8/15/2021		180 hours for APN 776/756 must be approved by the end third semester term B of the first year Due: 12/12/2021	

		MS Applied Nutrition, RDN focus 2-year Full-time student plan of study					
		<i>Plan of Study to guide selection of SEL for FT Student seeking admission, Semester_____ Year_____</i>					
		Year 1 Semester_____Year_____		Year 1 Semester_____Year_____		Year 1 Semester_____Year_____	
Didactic Courses							
		Spring A	Spring B	Summer A	Summer B	Fall A	Fall B
		APN 601 (3 cr.) Trends and Issues in Nutrition	APN 605 (3 cr.) Nutrition Across the Lifespan	APN 610 (3 cr.) Research Methods	APN 615 (3 cr.) Nutrition and Metabolism	APN 620 (3 cr.) Nutrition Education & Health Behav Chg	APN 735 (3 cr.) Nutrition Leadership, Community Nutrition and Wellness
Lab courses and required SEL							
		APN 602 (1 cr.) Trends and Issues in Nutrition lab	APN 606 (1 cr.) Nutrition Across the Lifespan lab	APN 611 (1 cr.) Research Methods lab	APN 616 (1 cr.) Nutrition and Metabolism lab	APN 621 (1 cr.) Nutrition Education and Health Behavior Change lab	APN 736 (1 cr.) Nutrition Leadership, Community Nutrition and Wellness lab
	Dates*						
SEL type	Required hours						
Clinical		20	30	30	90		
Community		20	30	30		90	90
Food Service Mgmt		20	30	30			
Total	510 hours						

*Students participate in SEL hours during weeks 2-7 of each 8-week lab course. The dates provided are not course start/end, but the weeks SEL will need to be logged during. **For APN 602 this is equivalent to 10 hours a week of SEL. In APN 606, 611, 616, 621, and 736, this is equivalent to 15 hours a week.** In extenuating circumstances and with prior permission of the Faculty and MSAN Assistant Director/Director RDN Focus, different options within the course may be approved based on Preceptor need/availability (ie, APN 602: 20 hr. wk. 2, 0 hr. wk. 3, 10 hr. wk. 4-7).

		MS Applied Nutrition, RDN focus 2-year Full-time student plan of study example					
		Sample Plan of Study to Guide selection of SEL for FT Student Admitted , Spring 2021(expected Fall 2022 completion)					
		Year 2 Semester_____Year____		Year 2 Semester_____Year____		Year 2 Semester_____Year____	
Didactic Courses							
		Spring A	Spring B	Summer A	Summer B	Fall AB	
		APN 730 (3 cr.) Medical Nutrition Therapy	APN 760 (3 cr.) Micronutrients: Nutrition and Functional Applications	APN 780 (3 cr.) Food and Nutrition Op Mgmt	APN 785 (3 cr.) Nutrition Assessment & App in a Clin Set	APN 775* RDN focus co-req and APN 755* RDN focus capstone (3 cr. Each) Program permission required	
Lab courses and required SEL							
		APN 731 (1 cr.) Medical Nutrition Therapy lab	APN 761 (1 cr.) Micronutrients: Nutrition and Functional Applications lab	APN 781 (1 cr.) Food and Nutrition Op Mgmt lab	APN 786 (1 cr.) Nutr Assessment & App in a Clin Set lab	APN 776 RDN focus co-req lab and APN 756 RDN focus capstone lab (1 cr. Each)	
	Dates*						
SEL type	Required hours					APN 776	APN 756
Clinical		90			90	30	30
Community						30	30
Food Service Mgmt			90	90		30	30
Total	540 hours						
Date SEL must be confirmed		180 hours for APN 731/761 must be approved by the end of first semester term B of the first year Due:		180 hours for APN 781/786 must be approved by the end of second semester term B of the first year Due:		180 hours for APN 776/756 must be approved by the end third semester term B of the first year Due:	

Appendix B: Table 1 SEL Requirements for the program

Table 1: Key: Green courses = didactic courses, Blue courses = lab courses, Orange = required for admission

Term	Course	Clinical SEL	Community SEL	Food Service Management SEL	Alternative Experiences (in-course)	Plan required by
First year, first semester term A	APN 601				20	
	APN 602	20	20	20	20	For admission
First year, first semester term B	APN 605				20	
*180 hours for APN 731/761 must be submitted for approval by the end of first semester term B of the first year	APN 606	30	30	30		For admission
First year, second semester term A	APN 610				6	
	APN 611	30	30	30		For admission
First year, second semester term B	APN 615				15	
**180 hours for APN 781/786 must be submitted for approval by the end of second semester term B of the first year	APN 616	90				For admission
First year, third semester term A	APN 620				15	
	APN 621		90			For admission
First year, third semester term B	APN 735				15	
***180 hours for APN 776/756 must be submitted for approval by the end third semester term B of the first year	APN 736		90			For admission
Total hours						510
Second year, first semester term A	APN 730				20	
	APN 731	90				
Second year, first semester term B	APN 760				3	
	APN 761			90		*180 hours must be submitted for approval by first semester term B of the first year (APN 606)
Second year, second semester term A	APN 780				15	
	APN 781			90		
Second year, second semester term B	APN 785				15	
	APN 786	90				**180 hours must be submitted for approval by second semester term B of the first year (APN 616)
Second year, third semester term AB	APN 775					
	APN 776	30	30	30		***180 hours must be submitted for approval by third semester term B of the first year (APN 736)
Second year, third semester term AB	APN 755					
	APN 756	30	30	30		
	Total	410	320	320	164	1214

Appendix C: Guidelines for Contacting Potential Preceptors

You can contact preceptors via phone or email. When you do reach out, share the following information:

- Brief introduction to yourself - who you are and why you are reaching out.
 - At a minimum, state that: - You are applying to the UNE MSAN/RDN Focus Program (include a link to the UNE MSAN/RDN Focus Program website)
- You must coordinate your own Supervised Experiential Learning (SEL) sites to complete the ACEND competencies for becoming an RDN; and which SEL site you are hoping to complete at the facility
- Dates you are requesting to be at the facility (see required SEL forms and plan of study docs)
- Days and hours you are available to complete the SEL (e.g., all days except for Mondays)* note the more flexible you are able to be, the more opportunities you may have to secure SEL hours
- Total number of hours you need to be at the facility (see required SEL forms)
- The date by which you need to have a commitment from the preceptor
- The date on which you will learn of your acceptance into the UNE MSAN/RDN Focus Program
- When you will reach out again if you haven't heard from the preceptor
- Attachments to include (be sure to attain the preceptor email to send, or alert the prospective preceptor to these in the body of the email)
 - Prospective Preceptor Letter
 - Preceptor Information and Commitment Form
 - Affiliation Agreement
- Your resume

Other tips:

- Be familiar with the preceptor qualification requirements, preceptor responsibilities should they agree to host you, and paperwork that must be completed. Prospective preceptors will likely have questions about their role, expectations and the overall process
- Prospective preceptors may request an interview with you. In this case, be sure to dress professionally and approach the interview as if it were a job interview. Arrive prepared to discuss why you would be a great student and well versed in the SEL requirements for that site.
- Always follow-up with a thank you email after the interview
- Remember, this is a new approach to gaining clinical experience in the field of nutrition. If there are questions you cannot answer, document the questions and contact the MSAN Assistant Director/Director of the RDN focus for support. If there are questions regarding the affiliation agreement or accreditation status, please direct the potential Preceptor to contact the MSAN Assistant Director/Director of

the RDN focus. Let the preceptor know you will get back to them with answers as soon as possible.

Required Documentation to be completed and submitted by the Preceptor:

- Preceptor Information and Commitment Form
- Affiliation Agreement

Required Documentation to be completed and submitted by the Student:

- Supervised Experiential Learning Facility Form

Sample Email to Potential Preceptor

Dear Dr./Ms./Mr. [Last Name]:

My name is ___ and I am a prospective graduate/graduate student in the Master of Science in Applied Nutrition (MSAN) RDN Focus at the University of New England. I found your contact information through _____. **OR:** I was referred to you by ___ who I met at __. **OR:**

I found your contact information online/etc. while researching your agency. I hope you don't mind my reaching out to you directly as I am sure you must be very busy.

As an ACEND accredited Future Education Model Graduate Program (insert ACEND approved RDN focus link), one of the requirements for the MSAN RDN Focus program is completing Supervised Experiential Learning (SEL), which is an opportunity for students to apply what they are learning in didactic courses in a real world setting and to work alongside experienced professionals such as yourself.

I am interested in doing my SEL with [Name of Organization] because _____. I would be grateful for an opportunity to meet or talk by phone about the program, my schedule for availability, SEL requirements and which ACEND competencies I might be able to meet through experience with you at your facility.

Would you be available to talk further, or is there someone else at your facility who you think would be a better contact for me? I have attached my resume for you to review. In addition, information on the MSAN RDN Focus Program can be found here: (insert RDN Focus link once approved)

I sincerely appreciate your time and consideration and hope that we will be able to talk soon at your convenience.

Respectfully,

[Include your professional email signature in addition to your full name]

Appendix D: Letter to Potential Preceptor

Dear Prospective Preceptor:

The University of New England UNE offers an ACEND accredited, fully-online Master of Science in Applied Science (MSAN) Program with an RDN Focus. Students have the ability to complete the Supervised Experiential Learning (SEL) in their “home” location. All of the program materials are located on the MSAN/RDN Focus website: (insert live MSAN RDN Focus website here)

The UNE MS Applied Nutrition (MSAN) RDN focus is designed to be completed in 2 years based on full-time enrollment (two 3-credit didactic courses paired with two 1-credit lab courses per semester inclusive of summers).

Currently nutrition and dietetics programs that provide supervised practice use the competencies in the ACEND 2017 Accreditation Standards to guide the development of their student learning outcomes. With the introduction of ACEND’s Future Education Model Accreditation Standards and the initiation of the demonstration program project, ACEND will be implementing more advanced principles and concepts related to competency-based education (CBE) and assessment.

Over the past decade CBE has become the format for numerous health profession education programs to improve graduates’ entry-level performance. In a CBE framework, the focus is on defining and measuring progress toward reaching the required competencies (the described knowledge, skill and judgment) needed to perform as a professional, rather than focusing on the successful completion of required courses and supervised practice hours.

The ACEND Future Education Model Accreditation Standards emphasize integration of didactic and experiential learning to develop competence as the organizing principle of the curriculum and focus assessment on demonstration of competence. Both formative assessment (during the instruction period to provide feedback for improvement) and summative assessment (at the end of an instruction period) will be used in the Future Education Model demonstration programs.

The UNE MSAN/RDN focus curriculum is designed to ensure that the student meets the entry-level competencies for dietetics practice put forth by ACEND. Future Education Model programs include Supervised Experiential Learning hours throughout the graduate program rather than after completing a Didactic Program in Dietetics (DPD) program. Preceptors will have students for shorter periods of time compared to previous models, where the students engaged in full time clinical experiences after completing their didactic courses. Students in the UNE MSAN/RDN Focus program will be expected to complete 10-15 hours per week of work in an SEL setting, based on the course(s) being taken.

If you agree to act as a preceptor, you will be asked to:

- provide the Supervised Experiential Learning opportunities for the student;
- allow the student to shadow and observe you; then-
- supervise the student as s/he performs as much of your duties as possible to demonstrate achievement of required competencies (forms will be provided for each set of SEL);
- co-sign the student's notes and,
- complete various evaluation forms on the student's work and professional behavior.
- Also, we require that the student and preceptor complete a weekly "log" that verifies the number of SEL hours the student has completed that week.

Your role as a preceptor is valuable. You are the expert that will provide guidance, practical experience and training to our dietetic students. In doing so, you will be contributing to the profession as a role model to future dietitians. Benefits of being a preceptor may include:

- Earning CEUs/CPEUs for your professional registration and/or license
- Engagement with an academic setting
- Supporting both your professional development as well as student professional development
- Contributing to the profession by supporting students

Please note – All reasonable attempts are made to screen potential RDN Focus students for those individuals who will be self-starters, leaders, and self-directed learners. This program is not for the student who needs close supervision from faculty and preceptors. While it may seem a bit "unfair" that the applicant must complete a great deal of pre-planning with the risk of not getting into the program, this is a crucial step because plans for SEL and appropriate affiliation agreements must be in place at the beginning of the program.

Please be assured that:

- Professional liability insurance is maintained on our students.
- The student is required to carry his/her own health insurance.
- The student will provide at the discretion of the facility: a completed health/medical examination form, immunization records, proof of TB testing, background check, drug screening, or any other requirement for time spent in your facility.
- The student will fill out and adhere to any HIPPA forms required for their SEL hours
- The student is expected to adhere to a strict code of professional conduct as well as comply with your institutional requirements. Professional and ethical behavior is expected at all times.
 - The student will have specific competencies that s/he is to complete throughout their supervised experiential learning. S/He will provide these to you at the start of their time with you. Information about the UNE MSAN/RDN Focus may be found on our website: (insert live website here)

Written affiliation agreements are required between the student's supervised experiential learning facilities and UNE prior to the beginning of the student participation in SEL at the facility. UNE will provide prospective and current students seeking SEL hours with a pre-approved affiliation agreement. Occasionally some facilities prefer to use their own version of an agreement, in that case the legal counsel of UNE and the facility will work together to find mutually acceptable language if possible. Affiliation agreements must be completed between UNE legal counsel and the practice site/facility prior to the student participation in SEL activities.

Please do not hesitate to contact our program if you have any questions or concerns. The best method is an email to Angelina Maia, MSAN/RDN Focus Program Director, amaia@une.edu. Your commitment to the education of future dietetics professionals is greatly appreciated.

Sincerely,

[Include your professional email signature in addition to your full name]

Appendix E: Supervised Experiential Learning First Year Guidance Documents

Below you will find the Supervised Experiential Learning Guidance Document for the first year of lab courses indicating what SEL sites you will need and how many hours will be required for each lab course. You will use this guidance document to complete the Supervised Experiential Learning Facility Form for each course.

Once matriculated into the program, the student will be required to secure the remaining 540 hours of SEL for year two of the program. 180 hours of SEL will need to be submitted for approval by MSAN Assistant Director/Director of RDN Focus as a lab course requirement for APN 606, APN 616, and APN 736, respectively. The Supervised Experiential Learning Guidance Documents for the second year SEL (similar to those in Appendix G) and the Supervised Experiential Learning Facility Forms for required second year SEL (similar to those in Appendix H) will be provided in the lab course.

APN 602 Trends and Issues in Nutrition lab Supervised Experiential Learning Guidance Document Total Hours SEL: 60 hours* <i>*Please see syllabus for competencies to be evaluated at these sites</i>			
Clinical Supervised Experiential Learning			
Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 20 hours supervised experiential learning in a general clinical, in-patient setting. Please note: These are observational hours only for course reflection assignment purposes.	All preceptors must be registered dietitian nutritionists (RDNs). The primary preceptor must be credentialed as an RDN for at least 1 year, with a minimum of 1-year practice experience in a clinical setting, prior to the start of the SEL. At least 1 RDN must be present on-site to provide supervision for the entire SEL.	Inpatient facilities are accredited hospitals or medical centers with <i>at least 25 beds</i> . This SEL may be completed at a smaller, community-based hospital so long as the preceptor requirements are met.	Some hospitals can provide more than just the general clinical inpatient SEL. As you contact preceptors, ask if their facility can also provide SEL opportunities for courses in year two.
Community Supervised Experiential Learning			
Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 20 hours of supervised experiential learning	Preceptors in these sites do not have to be an RDN, however, the primary preceptor must have worked in	Programs that qualify include a focus on food systems, food access, nutrition	If you have questions about whether or not your facility meets the requirements, contact

<p>in a community setting.</p> <p>Please note: These are observational hours only for course reflection assignment purposes.</p>	<p>their position for at least one year prior to the beginning of your SEL.</p> <p>Positions eligible to provide supervision of SEL may include nutrition educator, counselor, program coordinator, etc.</p>	<p>communications, eating disorders, etc.</p> <p>Acceptable examples include:</p> <ul style="list-style-type: none"> - WIC - Food bank, shelf, pantry - Home delivered meals - Community meals - State Unit on Aging - Area Agency on Aging - Meals on Wheels - SNAP-Ed - Head Start - Cooperative Extension System - Dairy, Beef, or other Food Council - Eating disorder advocacy group or treatment center 	<p>the MSAN/RDN Focus Program Director.</p>
Food Service Management Supervised Experiential Learning			
Total Time	Preceptor Requirements	Facility Requirements	Additional Information
<p>Must complete a minimum of 20 hours of supervised experiential learning in a food service management setting.</p> <p>Please note: These are observational hours only for course reflection assignment purposes.</p>	<p>Preceptor does not need to be an RDN but must hold a supervisor or management-level position (such as a Certified Dietary Manager or Food Service Director) and have worked in their position for a minimum of one year prior to the beginning of the SEL.</p>	<p>Food Service Management facilities may be for profit or non-profit institutions.</p> <p>Facilities include:</p> <ul style="list-style-type: none"> - K-12 public school that participates in the School Lunch or Breakfast Program - University dining services (may or may not be contracted) - Hospital - Long-term care facility 	<p>Hours can be completed in a for-profit institution (e.g., contracted university dining services), non-profit institution (e.g., hospital), or a combination of both.</p>

APN 606 Nutrition Across the Lifespan lab
Supervised Experiential Learning Guidance Document
Total Hours SEL: 90 hours*

**Please see syllabus for competencies to be evaluated at these sites*

Clinical Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 supervised experiential learning in a general clinical, in-patient setting.	<p>All preceptors must be registered dietitian nutritionists (RDNs).</p> <p>The primary preceptor must be credentialed as an RDN for at least 1 year, with a minimum of 1-year practice experience in a clinical setting, prior to the start of the SEL.</p> <p>At least 1 RDN must be present on-site to provide supervision for the entire SEL.</p>	<p>Inpatient facilities are accredited hospitals or medical centers with <i>at least 25 beds</i>.</p> <p>This SEL may be completed at a smaller, community-based hospital so long as the preceptor requirements are met.</p>	<p>Some hospitals can provide more than just the general clinical inpatient SEL. As you contact preceptors, ask if their facility can also provide SEL opportunities for courses in year two.</p>

Community Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 hours of supervised experiential learning in a community setting.	<p>Preceptors in these sites do not have to be an RDN, however, the primary preceptor must have worked in their position for at least one year prior to the beginning of your SEL.</p> <p>Positions eligible to provide supervision of SEL may include nutrition educator, counselor, program coordinator, etc.</p>	<p>Programs that qualify include a focus on food systems, food access, nutrition communications, eating disorders, etc.</p> <p>Acceptable examples include:</p> <ul style="list-style-type: none"> - WIC - Food bank, shelf, pantry - Home delivered meals - Community meals - State Unit on Aging - Area Agency on Aging - Meals on Wheels - SNAP-Ed - Head Start 	<p>If you have questions about whether or not your facility meets the requirements, contact the MSAN/RDN Focus Program Director.</p>

		<ul style="list-style-type: none"> - Cooperative Extension System - Dairy, Beef, or other Food Council - Eating disorder advocacy group or treatment center - Nutrition education 	
Food Service Management Supervised Experiential Learning			
Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 hours of supervised experiential learning in a food service management setting.	Preceptor does not need to be an RDN but must hold a supervisor or management-level position (such as a Certified Dietary Manager or Food Service Director) and have worked in their position for a minimum of one year prior to the beginning of the SEL.	<p>Food Service Management facilities may be for profit or non-profit institutions.</p> <p>Facilities include:</p> <ul style="list-style-type: none"> - K-12 public school that participates in the School Lunch or Breakfast Program - University dining services (may or may not be contracted) - Hospital - Long-term care facility 	Hours can be completed in a for-profit institution (e.g., contracted university dining services), non-profit institution (e.g., hospital), or a combination of both.

APN 611 Research Methods lab
Supervised Experiential Learning Guidance Document
Total Hours SEL: 90 hours*

**Please see syllabus for competencies to be evaluated at these sites*

Clinical Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 supervised experiential learning in a general clinical, in-patient setting.	<p>All preceptors must be registered dietitian nutritionists (RDNs).</p> <p>The primary preceptor must be credentialed as an RDN for at least 1 year, with a minimum of 1-year practice experience in a clinical setting, prior to the start of the SEL.</p> <p>At least 1 RDN must be present on-site to provide supervision for the entire SEL.</p>	<p>Inpatient facilities are accredited hospitals or medical centers with <i>at least 25 beds</i>.</p> <p>This SEL may be completed at a smaller, community-based hospital so long as the preceptor requirements are met.</p>	<p>Some hospitals can provide more than just the general clinical inpatient SEL. As you contact preceptors, ask if their facility can also provide SEL opportunities for courses in year two.</p>

Community Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 hours of supervised experiential learning in a community setting.	<p>Preceptors in these sites do not have to be an RDN, however, the primary preceptor must have worked in their position for at least one year prior to the beginning of your SEL.</p> <p>Positions eligible to provide supervision of SEL may include nutrition educator, counselor, program coordinator, etc.</p>	<p>Programs that qualify include a focus on food systems, food access, nutrition communications, eating disorders, etc.</p> <p>Acceptable examples include:</p> <ul style="list-style-type: none"> - WIC - Food bank, shelf, pantry - Home delivered meals - Community meals - State Unit on Aging - Area Agency on Aging - Meals on Wheels - SNAP-Ed - Head Start 	<p>If you have questions about whether or not your facility meets the requirements, contact the MSAN/RDN Focus Program Director.</p>

		<ul style="list-style-type: none"> - Cooperative Extension System - Dairy, Beef, or other Food Council - Eating disorder advocacy group or treatment center - Nutrition education 	
Food Service Management Supervised Experiential Learning			
Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 30 hours of supervised experiential learning in a food service management setting.	Preceptor does not need to be an RDN but must hold a supervisor or management-level position (such as a Certified Dietary Manager or Food Service Director) and have worked in their position for a minimum of one year prior to the beginning of the SEL.	<p>Food Service Management facilities may be for profit or non-profit institutions.</p> <p>Facilities include:</p> <ul style="list-style-type: none"> - K-12 public school that participates in the School Lunch or Breakfast Program - University dining services (may or may not be contracted) - Hospital - Long-term care facility 	Hours can be completed in a for-profit institution (e.g., contracted university dining services), non-profit institution (e.g., hospital), or a combination of both.

APN 616 Nutrition and Metabolism lab
Supervised Experiential Learning Guidance Document
Total Hours SEL: 90 hours*

**Please see syllabus for competencies to be evaluated at these sites*

Clinical Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 90 supervised experiential learning in a general clinical, in-patient setting.	<p>All preceptors must be registered dietitian nutritionists (RDNs).</p> <p>The primary preceptor must be credentialed as an RDN for at least 1 year, with a minimum of 1-year practice experience in a clinical setting, prior to the start of the SEL.</p> <p>At least 1 RDN must be present on-site to provide supervision for the entire SEL.</p>	<p>Inpatient facilities are accredited hospitals or medical centers with <i>at least 25 beds</i>.</p> <p>This SEL may be completed at a smaller, community-based hospital so long as the preceptor requirements are met.</p>	<p>Some hospitals can provide more than just the general clinical inpatient SEL. As you contact preceptors, ask if their facility can also provide SEL opportunities for courses in year two.</p>

**APN 620 Nutrition Education and Health Behavior Change lab
Supervised Experiential Learning Guidance Document
Total Hours SEL: 90 hours***

**Please see syllabus for competencies to be evaluated at these sites*

Community Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 90 hours of supervised experiential learning in a community setting.	<p>Preceptors in these sites do not have to be an RDN, however, the primary preceptor must have worked in their position for at least one year prior to the beginning of your SEL.</p> <p>Positions eligible to provide supervision of SEL may include nutrition educator, counselor, program coordinator, etc.</p>	<p>Programs that qualify include a focus on food systems, food access, nutrition communications, eating disorders, etc.</p> <p>Acceptable examples include:</p> <ul style="list-style-type: none"> - WIC - Food bank, shelf, pantry - Home delivered meals - Community meals - State Unit on Aging - Area Agency on Aging - Meals on Wheels - SNAP-Ed - Head Start - Cooperative Extension System - Dairy, Beef, or other Food Council - Eating disorder advocacy group or treatment center - Nutrition education 	If you have questions about whether or not your facility meets the requirements, contact the MSAN/RDN Focus Program Director.

**APN 736 Nutrition Leadership, Community Nutrition and Wellness lab
Supervised Experiential Learning Guidance Document
Total Hours SEL: 90 hours***

**Please see syllabus for competencies to be evaluated at these sites*

Community Supervised Experiential Learning

Total Time	Preceptor Requirements	Facility Requirements	Additional Information
Must complete a minimum of 90 hours of supervised experiential learning in a community setting.	<p>Preceptors in these sites do not have to be an RDN, however, the primary preceptor must have worked in their position for at least one year prior to the beginning of your SEL.</p> <p>Positions eligible to provide supervision of SEL may include nutrition educator, counselor, program coordinator, etc.</p>	<p>Programs that qualify include a focus on food systems, food access, nutrition communications, eating disorders, etc.</p> <p>Acceptable examples include:</p> <ul style="list-style-type: none"> - WIC - Food bank, shelf, pantry - Home delivered meals - Community meals - State Unit on Aging - Area Agency on Aging - Meals on Wheels - SNAP-Ed - Head Start - Cooperative Extension System - Dairy, Beef, or other Food Council - Eating disorder advocacy group or treatment center - Nutrition education 	If you have questions about whether or not your facility meets the requirements, contact the MSAN/RDN Focus Program Director.

Appendix F: Supervised Experiential Learning Facility Form

Name of Applicant:

You will need to complete the Supervised Experiential Learning Facility Form for 510 hours, equivalent to the first year of courses for matriculation into the MSAN RDN Focus. The remaining SEL (540 hours) will be secured within your first year of the program as indicated in Plan of Study document and Table 1 (Appendix B).

The forms will be returned to the MSAN Assistant Director/Director of RDN Focus Program for approval. Once all required forms are received (Supervised Experiential Learning Facility Form(s), Preceptor Information and Commitment Form(s) and all required affiliation agreements, the student will receive the signed Approval Form for First Year SEL Hours form which is required to be submitted with your application materials. You are required to secure the required 510 hours of Supervised Experiential Learning sites for the courses in your first year in the program prior to applying to the program.

Part 1

1. Complete the table below and enter all requested facility, preceptor, and SEL details for each SEL type and course.
2. A single facility may be used to complete more than one type of SEL. For example, you might complete your food service management SEL and your long-term care SEL at the same long-term care facility, in which case you will enter the same facility information in both sections of the form.
3. Under the Course/SEL Type column you will see three rows for the SEL Type (clinical, community, food service management). This is for situations when you might complete your SEL in several different facilities and/or with several different primary preceptors. For instance, you may complete your clinical SEL at a hospital, a pediatric clinic, or at a dialysis center. In this case you would complete the facility, preceptor, and SEL details for all three sites. Or, you might complete SEL for different courses within the same hospital, but in different departments with different primary preceptors, in which case you would still complete each row with the appropriate preceptor information. You may complete your Food Service Management SEL at one or more facilities. If the entire SEL will be completed at one facility with one primary preceptor, then you only need to complete information for the Food Service Management SEL and make note that all will be completed at that facility.
4. Please see the "Guidelines for Contacting Potential Preceptors" document in *Appendix C*) of this packet. This provides professional guidance on how to reach out to potential preceptors as you begin searching for SEL sites. You will also want to attach the Potential Preceptor Letter in *Appendix D* and the Preceptor Information and Commitment Form in *Appendix E* Please note that the preceptor will be completing the Preceptor Information and Commitment Form and returning it to the MSAN Assistant Director/Director of RDN Focus.

Please note: This UNE Database of potential preceptors provides a list of facilities nationwide that may help you in your search for SEL sites.

5. You will also need to have completed affiliation agreements with each facility (see Affiliation Agreement template in *Appendix F*). If you are completing SEL for different courses within the same facility but in different departments, you only need one affiliation agreement for each facility. The form will be available to provide to the preceptors electronically. The preceptors will work with the legal department of the facility to get this completed and submitted to the MSAN/RDN Focus Program Director. It will be your responsibility to follow up respectfully to make sure this is completed.

Part 2

1. To complete this table, see the Plan of Study document for the start and end dates for each SEL, the course/SEL type, and the facility for each of the required courses. That means the first line should list the first SEL you will complete for each course. The second line will be the second SEL you complete, and so on. If you will be at multiple sites for one type of SEL (i.e., you are at two hospitals for a clinical SEL for a course, you will add a line and include information for both sites).

Please feel free to reach out to MSAN Assistant Director/Director of RDN Focus for guidance with completing this document.

APN 602 Trends and Issues in Nutrition lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Clinical Supervised Experiential Learning				20
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Community Supervised Experiential Learning				20
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Food Service Management Supervised Experiential Learning				20
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

APN 606 Nutrition Across the Lifespan lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Clinical Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Community Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Food Service Management Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

APN 611 Research Methods lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Clinical Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Community Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	
Food Service Management Supervised Experiential Learning				30
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

APN 616 Nutrition and Metabolism lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Clinical Supervised Experiential Learning				90
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

APN 621 Nutrition Education and Health Behavior Change lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Community Supervised Experiential Learning				90
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

APN 736 Nutrition Leadership, Community Nutrition and Wellness lab				
	Facility Details	Primary Preceptor Details	Supervised Experiential Learning Site	Total Hours
Community Supervised Experiential Learning				90
	Type: Name: Address: City: State: Zip: Affiliation Agreement Complete: Y N	Full Name: Position: Credentials: Years in Practice: Phone: Email: Preceptor Information Form Complete? Y N	Start Date: End Date:	

Appendix G: Preceptor Information and Commitment Form

Instructions: Each preceptor will need to complete this form prior to being approved by the MSAN Assistant Director/Director of RDN Focus.

Student Name:

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) defines a “Preceptor” as “a practitioner who serves as faculty for students during supervised practice by overseeing practical experiences, providing one-on-one training, and modeling professional behaviors and values”.

Thank you in advance for taking your time to help a future dietitian.

This form must be submitted in order for the applicant or current student to be able to report that you are one of his/her preceptors.

Please complete the following information:

Last Name:

First Name:

Credentials:

Are you an RD/RDN:

Yes ☐

No ☐

If you are credentialed in another profession, please provide your credentials, i.e., degree(s), registration, licensure, etc.

Is the student or applicant your employee?

Yes ☐

No ☐

Preceptor's preferred contact information:

Preferred email:

Preferred telephone:

Is this number home/work/cell.

Preceptor's primary employer (may be self)

Would the student be precepted at this location?

Yes ☐

No ☐

City/Town:

State:

Zip:

Which supervised experiential learning opportunities are you able to personally supervise the applicant? Please check all that apply.

Supervised Experiential Learning Specialty	Available to Supervise SEL	Not Available to Supervise SEL
Clinical		
Community		
Food Service Management		
Other (i.e., Pharmacy, Telehealth, Counseling, Health Informatics)		

The following questions refer to the facility in which the student would work.

Name of facility where student will be precepted:

Address number and street where student will be precepted:

City/Town:

State:

Zip:

Facility phone number:

Regardless of whether you agree to act as a preceptor for a single SEL or part of an SEL, there are specific requirements that must be met to meet the competencies of the supervised experiential learning set by the accrediting body (ACEND). The following categories will help us match available experiences to requirements and attempt to help the applicant develop a combination of experiences that will help him/her fulfill the competencies required. Thank you in advance for completing this checklist. It should be noted that some of the learning experiences, which are required of all students, can be fulfilled with several different experiences. Be assured that the student will arrive with (and you will receive in advance of the experience), a detailed list of learning experiences, which would be typically involved in each experience. While these experiences are detailed, they provide enough flexibility for you to be able to assign the student activities and projects which should be useful at your facility.

Which of the following areas are you personally able to supervise the student or oversee experiences related to these areas? Please check those that apply.

Supervised Experiential Learning Specialty	Available to Supervise SEL	Not Available to Supervise SEL
Clinical Nutrition Inpatient		
Clinical Nutrition Outpatient		
Medical Nutrition Therapy (MNT)		
Nutrition Focused Physical Exam		
Nutrition Care Process (NCP)		
Food Service Management Inpatient		
Food Service Management Community		
Food Service Management		
Community Nutrition Adult		
Community Nutrition Pediatric		
School Nutrition		
School Food Services		
College/University Food Services		
College/University Nutrition Clinic		
Research		
Wellness		
Sports Nutrition		
WIC		
Rehabilitation Services		
Psychiatric Services		

Private Practice		
Long Term Care		
Meals on Wheels		
Elder Services Programs		
Home Care		
Telehealth		
Healthcare Administration/Management		
Nutrition Education		
Health Informatics		
Other		

Please add additional comments below if desired.

In which of the following areas would there be opportunities for the student to be involved when under your supervision? Please check all that apply.

Supervised Experiential Learning Specialty	Available to Supervise SEL	Not Available to Supervise SEL
Endocrine Disorders		
Overweight and Obesity		
Renal Disease		
Cancer		
Gastrointestinal		
Cardiovascular		
Disordered Eating/Eating Disorders		
Food Service/Management		

Allergies		
WIC		

Which population(s) would the student have the opportunity to be involved with under your supervision? Please check all that apply.

Supervised Experiential Learning Specialty	Available to Supervise SEL	Not Available to Supervise SEL
Infants		
Children		
Adolescents		
Adults		
Pregnant/Lactating Women		
Elderly		
Culturally Diverse		

There are certain supervised experiential accrediting requirements (ACEND) to which all preceptors must agree in order for the program to comply with the accrediting body's ACEND requirements.

The expectation is that the program director, faculty members and preceptors should participate in activities for the professional growth and continued competence as dietetics professionals and as educators. Activities may include attendance at national, state or local Academy of Nutrition and Dietetic association and education meetings; professional development; and academic studies. Resumes are preferred for documenting professional and educational development activities; however, if not available, then narrative summaries describing completed activities are acceptable. If you are able to supervise this student, we must ask you to provide us with a copy of your CDR card, resume and outline of recent continuing education activities.

Please attach your current resume or CV. If you do not have a resume, the following is a link to a fast resume builder tool. <https://uptowork.com>

Please upload resume/CV here:

Please upload a brief summary of CEUs here if not included on your resume or briefly list CEU activities here:

If I become a preceptor for the applicant listed above, I agree:

1. To provide MSAN/RDN Focus program with a copy of my professional credentials (state licensure, registration, certification, etc)
2. To provide the MSAN/RDN Focus program with a list of completed continuing education activities for the last year
3. To complete the UNE MSAN Preceptor Orientation
4. To read and be familiar with materials related to the student's experience at the site provided by the MSAN/RDN Focus program
5. That I or my designee will adequately orient the student to the facility
6. That I will adhere to the schedule and commitments made for students I agree to precept
7. That I and/or my facility will not use students to replace employees
8. To guide the student in scheduling learning experiences, provide daily experiences, and mentor the student
9. That I will complete student evaluations (including both written and oral work) using the forms provided
10. That I will become familiar with the MSAN/RDN Focus handbook including policies and procedures
11. That I will be the point of contact for the MSAN Assistant Director/Director of RDN Focus and the APN Faculty

I agree ☐

I do not agree ☐

We greatly appreciate your time in completing this form.

Your signature (typed)

Email:

Telephone:

Please keep a copy of this form for your records.

Appendix H: Affiliation Agreement Template

Instructions: You will provide this form electronically to your preceptor who will submit to the legal department of the facility to review. The preceptor will complete and submit the completed form to the MSAN Assistant Director/Director of RDN Focus. Your role will be to respectfully follow up with the preceptor to make sure it is submitted.

CLINICAL AFFILIATION AGREEMENT FOR SUPERVISED EXPERIENTIAL LEARNING

THIS CLINICAL AFFILIATION AGREEMENT (the “Agreement”) is made and entered into this DAY of MONTH, YEAR , by and between **University of New England**, a not for profit private educational institution with campuses in Biddeford and Portland, Maine (“the University”) and **SITE NAME**, a **CORPORATION TYPE** corporation located in **CITY**, **STATE** (“Clinical Affiliate”). The University and Clinical Affiliate are sometimes hereinafter referenced individually as a “Party” and collectively as the “Parties”.

WHEREAS, The University has a structured experiential program in Applied Nutrition (hereinafter, “Program”) and as part of the Program students are required to have supervised experiential learning and training in the subject matter of the Program (hereinafter, “SEL”).

WHEREAS, Clinical Affiliate is willing and able to provide said experiential learning and training at its site subject to certain understandings and agreements as to the Program and its operation at Clinical Affiliate’s location(s).

NOW, THEREFORE, in consideration of the foregoing recitals, the promises contained herein and for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree that certain students enrolled at the University may complete their SEL at Clinical Affiliate location(s) subject to the following terms and conditions.

1. The University shall:

1.1 Develop, administer, and operate the Program and provide guidelines for accomplishing the SEL;

1.2 Assign students to the Clinical Affiliate locations. The number of students assigned to the Clinical Affiliate will be set by agreement between the University and the Clinical Affiliate not less than sixty (60) days prior to the start of each semester; Provide the name of all faculty associated with the SEL, including the University’s Program Director, and

each student assigned to the Clinical Affiliate locations at least four (4) full weeks prior to the arrival of each such student at the Clinical Affiliate locations;

1.3 If required by law, ensure Students are properly immunized and have had a health examination prior to beginning the SEL;

1.4 Educate students such that they understand and respect the confidential nature of patient-specific data that is available to them. All such students shall be required to comply with Clinical Affiliates policies and procedures with respect to confidentiality, including but not limited to policies regarding the Health Insurance Portability and Accountability Act (“HIPAA”);

1.5 Cooperate in any inquiry or investigation by the Clinical Affiliate related to the activities or performance of any student.

1.6 Oversee the SEL contemplated by the terms of this Agreement.

1.7 Upon receipt of a request from Clinical Affiliate, withdraw or reassign any student whose work, conduct or health may have a detrimental effect on Clinical Affiliate’s clients or employees, as determined by Clinical Affiliate in its sole and absolute discretion.

1.8 Provide constructive feedback to Clinical Affiliate concerning the quality and content of the experiences students have during the SEL, and receive feedback from Clinical Affiliate regarding the Program’s content and the SEL experience.

2. The Clinical Affiliate shall:

2.1 Administer, staff and operate the Clinical Affiliate applied nutrition experience and maintain standards of and supervise client care at the Clinical Affiliate locations.

2.2 Determine and communicate to the University the number of students the Clinical Affiliate can supervise not less than sixty (60) days prior to the start of each semester;

2.3 Designate Clinical Affiliate personnel as field instructors (if applicable) who will carry out the SEL at each Clinical Affiliate location. Field Instructors will provide supervision of the students in the SEL in accordance with Program requirements.

2.4 Provide orientation for students and the University faculty on the policies and procedures of the Clinical Affiliate.

2.5 Permit assigned students and the University faculty to have access to the Clinical Affiliate’s sites pursuant to prearranged scheduling.

2.6 Provide Program experiences that meet course objectives as determined by the University.

2.7 Through Clinical Affiliate's field instructors maintain communication with the Program regarding the performance of students.

2.8 Provide or secure the provision of emergency medical care to the students and faculty who may become ill or may be injured while on duty at Clinical Affiliate sites. Reports of each serious illness or accident shall be sent to the University within a reasonable time after any such illness or accident.

2.9 Notify the University of any student who Clinical Affiliate wishes to reject from participation in the Program at Clinical Affiliate locations or of any student Clinical Affiliate wants reassigned or whose assignment Clinical Affiliate wants to terminate.

2.10 Notify the University of any situation or behavior involving the students or a faculty member wherein safety of any person is threatened or whereby the cooperative intent of this agreement is jeopardized, in which event Clinical Affiliate shall have the authority to remove the student from the Clinical Affiliate site at Clinical Affiliate's sole discretion.

2.11 Client Care/Administration. Clinical Affiliate will have sole authority and control over all aspects of client services. Clinical Affiliate will be responsible for and retain control over the organization, operation and financing of its services.

3. The Clinical Affiliate and the University shall:

3.1 Jointly evaluate the students participating in the SEL as follows:

3.1.1 Provide the student with formal written evaluations on forms prepared by the Program, which the students must review and acknowledge by signature, once each semester.

3.1.2 Evaluate student performance. Individual evaluations shall be based on established criteria by the Program. It is understood and agreed that the ultimate responsibility for the supervision of students rests with the Clinical Affiliate in consultation with the Program.

3.2 Meet periodically to assess the affiliation and the SEL and, if appropriate and mutually agreed upon, to make adjustments to the SEL to meet Program, the University and Clinical Affiliate needs and expectations.

3.3 Comply with applicable laws.

3.4 Incidents. The University and the Clinical Affiliate will mutually cooperate fully in the reporting and investigation of any incidents occurring at the Clinical Affiliate, all in accordance with applicable law, the University policies and Clinical Affiliate policies, as appropriate.

4. FERPA. Students assigned to the Program have given written consent that the University and the Clinical Affiliate may provide to each other educational records of the student. The Clinical Affiliate acknowledges that records relating to or concerning the Program are educational records within the meaning of the Family Educational Rights and Privacy Act (FERPA) and the Clinical Affiliate shall not disclose such records except to the University or in strict compliance with the provisions of FERPA and upon prior notice to the student and to the University.

5. HIPAA. The parties shall safeguard protected health information (“PHI”) by using and disclosing PHI only in accordance with HIPAA. Without limitation to other rights and remedies under this Agreement or afforded by law, either party may terminate this Agreement in the event that it has determined that there is a material breach of this section. The parties further agree to execute any additional mutually agreed upon documents as required under HIPAA to assure the safeguarding of PHI.

6. Independent Contractors.

6.1 Field Instructors employed by Clinical Affiliate shall be eligible to be considered for honorary Adjunct Community Faculty of the University appointments, if appropriately qualified, but shall have no rights of the University Faculty. Such field instructors shall not be compensated or employed by the University. For all purposes under this Agreement, such Field Instructors shall be considered employees of Clinical Affiliate, which shall be solely responsible for the compensation and benefits for said Preceptors.

6.2 The University, its faculty and its students who participate in the SEL, shall not receive any compensation from the Clinical Affiliate relating to the activities described in this Agreement. Students who are also employees of the Clinical Affiliate may only receive compensation for services performed as part of their duties and responsibilities as employees,

separate from their activities that are part of the experiential program as described in this Agreement.

6.3 The Clinical Affiliate, and its field instructors, agents, servants, employees, officers, directors and trustees are not and shall not be considered employees of the University, and the University and its faculty, agents, students, servants, employees, directors and trustees are not and shall not be considered employees of the Clinical Affiliate, except to the extent students are separately employed by the Clinical Affiliate as described in Paragraph 6.2 above.

6.4 The Clinical Affiliate and the University shall at all times be deemed and act as independent contractors and shall perform their tasks and duties consistently with such status, and neither party nor its agents, students, servants, employees, officers, directors or trustees will make claim or demand for any right or privilege applicable to an agent, student, servant, employee, officer, director or trustee of the other, including but not limited to Worker's Compensation coverage, disability benefits, accident or health insurance, unemployment insurance, social security or retirement membership or benefits.

6.5 Nothing contained in this Agreement shall constitute or be construed to be or to create a partnership or joint venture between the parties.

7. **Indemnification.** Subject to the limitations and conditions of applicable state law, each party hereto shall defend, indemnify and hold harmless the other, and its agents, students, servants, representatives, employees, officers, directors, and trustees from and against any and all payments, claims, losses, judgments, liabilities or expenses of any nature, including reasonable attorneys' fees and court costs, caused by the act or omission of said party, its agents, students, servants, representatives, employees, officers, directors, or trustees in the performance of said party's obligations under this Agreement, to the fullest extent permitted by law, except to the extent caused by the indemnified party's act or omission, or the act or omission of the indemnified party's agents, students, servants, representatives, employees, officers, directors, or trustees. In those instances where the Parties are or may be jointly liable or responsible, both parties will jointly defend such Claim and any liability assessed will be apportioned based on relative culpability.

8. **Insurance.** Each party will maintain or cause to be maintained, without interruption throughout the term of the Agreement:

8.1 Comprehensive General Liability (“CGL”) insurance on an occurrence basis with minimum limits of \$1,000,000.

8.2 Professional Liability insurance with minimum limits of \$1,000,000.

8.3 Worker’s Compensation and Employer’s Liability insurance but not for students participating in the Program as they are not employees.

9. Term and Termination. This Agreement is effective for a period of three (3) years, beginning MM/DD/YYYY and ending MM/DD/YYYY. This Agreement may be terminated at any time by either Party without cause by ninety (90) days prior written notice delivered to the other Party by certified mail return receipt, provided however, that if said termination occurs in the middle of a SEL, then those students currently participating shall be allowed to complete the SEL.

10. Miscellaneous.

10.1 This Agreement represents the entire understanding of the parties with respect to the subject matter hereof and supersedes and cancels all previous agreements between the parties respecting said subject matter.

10.2 This Agreement may be amended or modified only in a writing signed by authorized representatives of Clinical Affiliate and the University.

10.3 The descriptive headings of this Agreement are for convenience only and shall not control or affect the meaning or construction of any provision of this Agreement.

10.4 All notices hereunder shall be deemed given three (3) business days after deposit in the U.S. mail, postage prepaid, registered mail, return receipt requested and addressed as follows (or to such other address as either party may give notice of hereunder):

If to Clinical Affiliate:

SITE NAME

REMITTANCE ADDRESS

CITY, STATE, ZIP CODE

If to the University:

University of New England

College of Graduate & Professional Studies

Applied Nutrition Program

716 Stevens Ave

Portland, ME 04103

Copy to:
Ron Schneider, Esquire
Bernstein Shur

100 Middle Street
P.O. Box 9729
Portland, ME 04104

Notices shall be effective upon receipt by certified mail, return receipt requested.

10.5 This Agreement shall be governed by and construed under the laws of the state of
Maine, notwithstanding Maine conflicts of law rules.

10.6 This Agreement shall be binding upon and inure to the benefit of the parties hereto
and their successors, but neither this Agreement nor any rights hereunder shall be assignable by
either party.

10.7 This Agreement may be executed in any number of counterparts, each of which shall
be deemed an original and all of which together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly
authorized representatives as of this DAY of MONTH, YEAR.

("Clinical Affiliate")

Signature

By: _____

Printed Name

Its _____

Title

University of New England

Signature

By Nicole L. Labbe-Trufant

Its: Sr. VP of Finance and Administration

Appendix I: Approval Form for First Year SEL Hours

Instructions: Prior to applying for the MSAN RDN Focus Program this form needs to be completed, signed and submitted with application materials. See RDN Applicant Packet for all required processes and forms. Submission of application without this form will result in a deferred application until the requirements for application are met.

☐ I verify that I have secured 510 hours of Supervised Experiential Learning for year one of the MSAN/RDN Focus Program and that all Supervised Experiential Learning Facility Forms have been submitted.

Student Signature

OR

☐ If applicable, I verify that I have received approval for _____ hours of alternate learning experiences that are contributing to the total 510 hours of Supervised Experiential Learning. The plan of study form has been submitted.

Student Signature

☐ **Approved**

I verify that all affiliation agreement(s) and Preceptor Information and Commitment Form(s) have been submitted. All preceptors and sites have been approved. Preceptors have been given access to the Preceptor Orientation and have agreed to oversee SEL for the dates specified in the Preceptor Information and Commitment Form.

MSAN Assistant Director/Director of RDN Focus Signature

Complete and on file:

- ☐ Affiliation Agreement(s)
- ☐ Preceptor Information and Commitment Form
- ☐ Supervised Experiential Learning Facility Form(s)
- ☐ Alternate learning experience plan of study

☐ **Not Approved**

If not approved, next steps required for approval (type below, box will expand):

Date

