



**University Of Wisconsin Stevens Point**

**Student Handbook for the  
UWSP Food & Nutrition Program  
Bachelor of Science-Dietetics  
Bachelor of Arts-Sustainable Food & Nutrition**

**College of Professional Studies**

**Department of Health Sciences and Wellness**

**2022-2023**

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## Welcome and Introduction

Welcome to the University of Wisconsin-Stevens Point Food and Nutrition (FN) Program. Congratulations on your decision to earn a college degree. This is a big investment in yourself and your future. As an adult, your investment in your education will change your life. Research has found that college graduates have higher lifetime earnings, live longer, have healthier lives, are more confident and have stronger feelings of control over their lives. We are happy that you are here and that you are ready for these adventurous years as a Pointer. This handbook is a guide and handy reference for the years ahead. Don't find what you need? We are here to answer your questions.

This handbook provides valuable and necessary information for your progression through our undergraduate FN programs. Please read through the handbook, especially the policies and procedures that guide your rights and responsibilities. Faculty and staff are here to answer your questions. The dietetics program director, Dr. Jasia Steinmetz, is available to answer any questions and updates the handbook. She can be reached at [Jasia.Steinmetz@uwsp.edu](mailto:Jasia.Steinmetz@uwsp.edu) or 714.346.4087. We love your suggestions to make this handbook even better.

### Getting oriented

Your major is an exciting start to a career in food and nutrition at a campus that is focused on student success. As a FN student, the first two years will build a foundation of science, humanities and social science courses with specialization in nutrition science, communication, food service, cooking, and management. You will practice your skills in the classroom and conduct your first research. In your upper level courses, your knowledge becomes deeper as we start applying food and nutrition basics to different life stages and different health conditions. You will learn how to be an effective educator, health professional and coach while you work individually and in teams. You will have practice outside the class and apply your knowledge and skills within the CPS café, UWSP campus, and the surrounding community. You will also work with other professionals within the field.

### College of Professional Studies (CPS)

The University is divided into Colleges and each College is organized by disciplines or areas of learning. You are in the College of Professional Studies or CPS, which includes the professional areas of applied practice. That is, most of the students in CPS are training for specific professional jobs such as teachers, business leaders, health professionals, etc. CPS is divided into departments, called Schools, which further organizes the majors into subcategories. You are in the [School of Health Sciences and Wellness](#) (SHSW) which includes Health Promotion and Wellness, nursing, audiology, communicative disorders, physical therapy and clinical lab sciences. We are the health geeks on campus!

### The Food and Nutrition (FN) Program

The FN program combines our love of food and health into majors including the two graduate degrees (Master of Science-Sustainable and Resilient Food Systems, Master of Science-Community Organizational Leadership) and the two undergraduate degrees of the Bachelor of Science-Didactic Program in Dietetics (DPD) and Bachelor of Arts-Sustainable Food Systems.

The FN program includes the FN majors and the FN faculty and staff. Classes are small and we get to know each other well since all classes are taught by professionals who have advanced degrees and practice within the nutrition field. Your teachers are also involved as leaders in professional organizations, community and university. We practice what we teach so you can be confident that what you are learning is what is happening in the world. You have "real-life" education.

Graduates of our FN programs may work in the community programs, food service management, food system development, health care settings, food industry, or research. We are in all the spaces where food and nutrition are discussed, researched, applied or supported. If you love thinking and talking about food, nutrition, and health, you are in the right place. Most of us are in the profession because we noticed a connection between what we eat and who we are physically, mentally and emotionally. We heal through good food that provides adequate nutrition throughout our lives.

Students who complete either the Dietetics or SFN degrees are **qualified nutritionists and nutrition educators** since both degrees are nutrition degrees. SFN students have a greater emphasis on food and nutrition education and apply this to all the areas of sustainability. SFN graduates work in anywhere within the food system including community, business, research or government. Dietetics graduates have a greater emphasis on nutrition in health and disease, including clinical practice. They may progress to become **dietetic technicians registered (DTR) or registered dietitians (RD)**. Dietetics graduates work in community, business, research, government and clinical settings.

Many aspects of our program set us apart from other FN programs and create alumni who are very competitive for jobs and dietetic internships. UWSP has a unique focus on sustainability and wellness, especially the [seven dimensions of wellness](#). This focus gives the Food and Nutrition majors within the School of Health Sciences and Wellness support for innovative learning opportunities within UWSP and central Wisconsin community. The College of Professional Studies (CPS) has its own CPS Café, a café entirely staffed by students and managed and mentored by Chef James Witham. FN students are encouraged to work at the café and dietetic students complete a practicum semester. There are also field work experiences in community nutrition in Portage County.

UWSP and the surrounding community welcome your involvement. There are over 200 [campus student organizations](#) that you can join and volunteer opportunities in Stevens Point to consider. UWSP also has the highest number of students than any University of WI campus who participate in travel abroad programs. These experiences broaden your knowledge and enhance your life in many ways. We encourage our students to take advantage of the many opportunities that UWSP offers.

Our primary goal is your success and entry into the food and nutrition profession. Our graduates have successful careers as clinical dietitians or diet technicians, nutrition educators, food service managers, community program directors, and business entrepreneurs. We look forward to celebrating your success as part of the UWSP community.

## FN Faculty

Position	Office	Contact	Interests
<b>Kylie DeSmet, MS, RD</b> Associate Lecturer, practicing clinical dietitian	CPS 207	<a href="mailto:Kylie.Desmet@uwsp.edu">Kylie.Desmet@uwsp.edu</a> Ask about life as a clinical dietitian.	Clinical nutrition
<b>Becky Konietzki, MS</b> Academic Career Advisor,	CPS 240	<a href="mailto:Becky.Konietzki@uwsp.edu">Becky.Konietzki@uwsp.edu</a> Ask about navigating UWSP academic systems	Student success, career development, career coaching
<b>Dr. Jasia (Jayne) Steinmetz, PhD, CD, RD</b> Professor Director of the Dietetics Program	CPS 202	<a href="mailto:Jasia.Steinmetz@uwsp.edu">Jasia.Steinmetz@uwsp.edu</a> Ask about becoming a DTR or RDN.	Community nutrition, community development, older adult nutrition, sustainable food systems
<b>Deborah Tang, MS, RD, CD</b> Senior Lecturer Director of FN programs	CPS 224	(715) 346-2749 <a href="mailto:Deborah.Tang@uwsp.edu">Deborah.Tang@uwsp.edu</a> Ask me about professional development while being a student.	Body image, clinical nutrition and sports nutrition
<b>Dr. Annie Wetter, PhD</b> Professor Administrator, FN Graduate Programs	CPS 236	(715) 346-2108 <a href="mailto:Annie.Wetter@uwsp.edu">Annie.Wetter@uwsp.edu</a> Ask me about our graduate programs and the accelerated 4+1 combined program.	Community nutrition, geriatrics, sports nutrition
<b>James Witham, BSc</b> CPS Café manager	CPS 125	(715) 346-4848 <a href="mailto:James.Witham@uwsp.edu">James.Witham@uwsp.edu</a> Ask me about being involved with the CPS cafe, including working there.	Food service management, hotel & catering management

We are here to support your professional and personal development. Your support team have advanced degrees (master or Ph.D.) or bachelor's degrees with significant work experience; many are registered dietitians. Your advisor will get to know you more personally and will help you through the specifics of your UWSP career. We are the ones who advocate for your success from local to national. We are a strong team, each with our own unique strengths and

weaknesses. The best combination of talent and skills and differences that makes teams synergistic. Our majors are very coordinated and are familiar with each other's work, classes, etc. We model a supportive, professional and friendly team so you experience compassionate servant leadership by our example.

## **FN Program Mission:**

The mission of the Food and Nutrition program is to provide high quality learning opportunities to educate nutrition and dietetics professionals for placement in the national market as registered dietitians (RD), dietetic technicians, registered (DTR), nutritionists or nutrition educators. Graduates are prepared with critical thinking and analytical skills to solve complex problems and make responsible decisions within their scope of practice. It is our intent to provide a high-quality knowledge base for students to successfully pursue their career goals.

### **Competencies**

To fulfill our program mission with graduates are competent to practice within the FN field, our graduates will develop professional competencies that meet professional standards of practice. You can find the list of competencies for both the SFN program and dietetics program in the Appendix.

SFN students meet the competencies for nutrition educators established by the [Society for Nutrition Education and Behavior](#) (SNEB). SNEB represents nutrition educators worldwide to advance food and nutrition education research, practice and policy and change behavior, food systems and policy.

Dietetics education is divided into the knowledge or didactic program which is the undergraduate or graduate degrees and the training within the field which is the supervised practice or dietetic internship. Our undergraduate program is called the Didactic program in Dietetics (DPD) within the [Academy of Nutrition and Dietetics](#) (AND). AND is the organization of registered dietitians (RD) or dietetic technicians, registered (DTR) who guides the training for these professionals. Both didactic programs and internship programs are accredited by the Accreditation Council of Education in Nutrition and Dietetics (ACEND) and subject to ongoing review, which provides the academic (didactic) component required of students in the professional track to become a RD and DTR.

### **Program Assessment and Successes**

The program uses a variety of measures for success. We ask you for your feedback throughout the program, both formally through the senior survey and informally through conversation. We survey alumni and internship directors or employers to assess our success as a competitive program and to guide our program improvements. Our Food and Nutrition Advisory Committee meets with the faculty regularly to provide guidance and suggest upcoming professional knowledge and skills that we may consider including in our program.

## **Didactic Program in Dietetics (DPD)**

**DPD program mission:** The mission of the Didactic Program in Dietetics is to provide high quality learning opportunities to educate professionals leading to placement in the national market as registered dietitians. Graduates are prepared for critical thinking and analytical skills to solve complex problems and make responsible decisions within their scope of practice.

### **What is the difference between a registered dietitian (RD) or dietetic technician, registered (DTR) and a nutritionist?**

A Registered Dietitian (RD) is a professional who provides reliable, objective nutrition information, separates facts from fads, and translates the latest scientific findings into easy-to-understand nutrition information. The letters "RD" after a person's name signify that he/she has completed academic and practical experience requirements established by the Commission on Dietetic Registration and has passed the national examination.

The "RD" and "DTR" credentials can only be used by dietetics practitioners who are currently authorized by Commission on Dietetic Registration to use these credentials. These are legally protected titles. Individuals with these credentials have completed specific academic and supervised practice requirements, successfully completed a national registration examination, and maintained requirements for recertification.

A qualified nutritionist within the FN profession has a minimum of an undergraduate degree in nutrition or a health professional degree with additional credentialing in nutrition practice. All RDs and DTRs study nutrition and applications to food and health. Some RDs or DTRs call themselves nutritionists. However, the definition and requirements for the term "nutritionist" varies in the general public. Some states have licensure laws that define the scope of practice for someone using the designation nutritionist.

### **Dietetic Program Goals and Objectives**

The Didactic Program in Dietetics at UWSP is accredited through June 2024 by the [Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#) for the Academy of Nutrition and Dietetics, an affiliate for the professional organization, the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190 Chicago, IL 60606-6995 Phone: 312-899-0040 x5400. Accreditation includes a site visit every 7 years. Accreditation is your assurance that our program meets the high standards of practice that includes the necessary competencies for the knowledge of dietetics. Accredited dietetics programs have designated goals and objectives to support the competencies of the program and maintain program success and fulfill the mission of the FN program. These are the UWSP goals and objectives for the dietetics program. We continually assess our objectives to meet our goals and provide a quality education for our UWSP dietetic students. We use the following indicators of program success. Some of our assessment measures are reported here, please contact Dr. Steinmetz for a more assessment results, including a full report.

*Goal 1: Graduates will be competent entry-level dietetic professionals.*

*Objectives:*

- a. *At least 80% of students complete program requirements within 3 years (150% of planned program length).*
- b. *At least 60 percent of program graduates apply for admission to a supervised practice program prior to or within 12 months of graduation". (RE 2.1.c.1.b.1)*
- c. *Of program graduates who apply to a supervised practice program, at least 60 percent are admitted within 12 months of graduation". (RE 2.1.c.1.b.2)*
- d. *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%". (RE 2.1.c.1.c)*
- e. *Dietetic Internship (DI) directors will report satisfied or better (3 pts or above on a 5 pt scale) on 95% of measured skills of UWSP graduates in internship programs.*

*Goal 2: Graduates will demonstrate inquiry-based practice in dietetics and nutrition.*

- a. *80% of the graduates will score 3 or greater out of a 5-scaled score in critical thinking and problem-solving skills satisfaction in the dietetic internship director surveys.*

### **Pathway to Become a DTR or RD**

Upon successful completion of the Dietetics program curriculum students receive a verification statement and are eligible to apply for a supervised internship at institutions across the country. Students who complete the Dietetics program and receive a verification statement are also eligible to take the [Commission on Dietetic Registration](#) national examination to become a Dietetic Technician, registered (DTR).

UWSP dietetics students exemplify academic excellence, as acceptance to a dietetic internship program is highly competitive through a national computer matching process, often requiring a grade point average of at least 3.0. To be eligible to take the [Commission on Dietetic Registration](#) national registration examination to become a Registered Dietitian, candidates must have completed the dietetic internship and a graduate degree.

Because an ACEND accredited internship is required for being eligible to take the RD exam, this is a necessary experience for most of our students. Internships are nationally competitive requiring students to be well-rounded and accomplished with a strong academic record, active volunteer experience and established work experience. Mentoring our UWSP dietetic students for success is our primary job as our students excel in their academic careers at UWSP, in their internships and their professional careers.

Beginning, January 2024, all candidates for the Commission on Dietetic Registration national RD exam must have completed a minimum of a master's graduate degree and a supervised dietetic internship to be eligible for the exam. Advisors will discuss the timeliness and options of independent dietetic internships, including those with affiliation agreements, combined masters and internships and independent graduate programs. Your graduate degree can be in any discipline. Please see the section below regarding the 4 plus 1 option at UWSP which enables you to begin graduate studies during your senior year and complete your graduate degree within one calendar year after your BS degree.

## Dietetic Program Outcomes and Assessment

Our success in internship placement is based on student preparation and willingness to locate across the U.S. for internships. FN 400 is dedicated to professional development, including internship preparation and identifying steps in the DICAS internship computer matching program. Your advisor will discuss professional goals and internship choices during your advising appointments.

May 2021 grads: April Placement rate 73%, alumni 100%= (national placement: 73%)

University of Wisconsin-Green Bay	
Mississippi State University, MS	OSF Saint Francis Medical Center in Illinois
Northwest Missouri State University	Florida Department of Agriculture and Consumer Services
Garden to Table, WA distance internship	Keene State College, Keene NH
Priority Nutrition Care, distance internship	
Beaumont Health Systems, MI	

May 2022 grads: April Placement rate 100% (national placement N/A)

Viterbo, LaCrosse, WI	Keene State College, NH
NutraCo Distance Internship	Sodexo Region 98, MN & MO
University of St. Joseph, CT	Mt. Mary, Milwaukee WI
Army-Baylor Graduate Program, TX	

UWSP dietetics students are very well prepared for their internships, as reported by interns and internship directors and evidenced by the pass rates that exceed the national average. Please see our excellent history of student success in becoming RDs with the 3 year history shown below:

*Year Of First Attempt	First Attempt in Calendar Year					
	Institutional			National		
	Examinees	Passed	Percent Passed	Examinees	Passed	Percent Passed
2019	17	11	64.71%	3,744	2,634	70.35%
2020	14	12	85.71%	3,618	2,470	68.27%
2021	16	13	81.25%	3,459	2,151	62.19%
<b>Total</b>	<b>47</b>	<b>36</b>	<b>76.60%</b>	<b>10,821</b>	<b>7,255</b>	<b>67.05%</b>

**Ending Year Of First Attempt	Testers Within One Year of First Attempt					
	Institutional			National		
	Examinees	Passed	Percent Passed	Examinees	Passed	Percent Passed
2019	18	17	94.44%	3,669	3,361	91.61%
2020	17	16	94.12%	3,744	3,334	89.05%
2021	14	14	100.00%	3,618	3,243	89.64%
<b>Total</b>	<b>49</b>	<b>47</b>	<b>95.92%</b>	<b>11,031</b>	<b>9,938</b>	<b>90.09%</b>

\*Year of First Testing Attempt: Year examinees took the exam for the first time. \*\*Ending Year of First Attempt: Year that the 'one-year from first attempt' time frame ended for examinees, regardless of whether they passed on the first attempt. National totals are based on the same program type.

### Dietetics Program Requirements:

Access the online catalog: [Dietetics undergraduate program](#)

Dietetics major, academic requirements:

1. Required courses, 48 credits: HD 265 or PSYC 260; FN 101, 151, 206, 346, 347, 354, 357, 373, 393, 400, 438, 449, 454, 455, 456, 457.
2. Required collateral courses, 44-45 credits: BIOL 101, 210, 333, 385, 387; CHEM 105 and 106, 221, 222, 260; ECON 110; MATH 100 (unless exempt) and a statistics course (Math 244, HSW 301, PSYC 300 or SOC 351), PSYC 110 or SOC 101.
3. Additional courses to fulfill Bachelor of Science requirements

Dietetics major, academic standards:

1. You must maintain a 2.75 cumulative GPA through graduation. Transfer students must have a 2.75 cumulative GPA to enter.
2. You must earn a B+ or better in FN 354 and a C- or better in CHEM 260 to continue in the dietetics major.
3. To be eligible for a verification statement, you must meet all Accreditation Council for Education in Nutrition and Dietetics (ACEND) competencies and earn a B- or better in all FN 400 level courses.

### **Verification Statement**

If you meet the requirements for the Bachelor of Science, you will get the UWSP Bachelor of Science-Dietetics degree. There are additional requirements as part of being an accredited dietetics program. You must meet all the requirements to receive a verification statement after graduation. These include a grade of B- or better in all the 400 level courses. Keep in mind you need a 3.0 GPA to apply to internships and be competitive, but a higher GPA is better. If you get a D in a required course, you will have to consider repeating the course, to be prepared for an internship, so the goal is always to do well initially. Read the section, Retention and Remediation, later in this document for the next steps when your academic success is faltering.

The sooner you declare the dietetic major, the easier a 4-year plan is. A dietetic major is required to register for some courses, to receive important notices and emails, and to be able to reserve a seat for science classes since biology and chemistry classes fill quickly.

The signed verification statement document indicates that an individual has completed the requirements of a dietetics education program accredited or approved by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). A verification statement is a separate document than the Bachelor of Science diploma. When you meet the program criteria for the dietetics degree, including the GPA and minimum grades in designated courses and you have achieved the competencies as indicated by your instructors, you will be awarded the verification statement. It is essential to the ACEND dietetics education, CDR registration eligibility and Academy membership processes as follows:

- To establish eligibility for a Dietetic Internship program
- The completion of ACEND Didactic Program requirements and at least a bachelor's degree from a U.S. regionally accredited college/university or foreign equivalent are necessary for eligibility to enter a CADE-accredited Dietetic Internship program. When the Director of a Didactic Program in Dietetics signs a verification statement, she/he also is verifying that the individual has completed at least a baccalaureate degree from a U.S. regionally accredited college/university or foreign equivalent.
- To establish eligibility to write the registration examination for dietitians and dietetic technicians
  - \* A verification statement is required by the Commission on Dietetic Registration upon completion of the Coordinated Program, Dietetic Internship and Dietetic Technician Program to indicate completion of academic or supervised practice requirements for eligibility to write the registration examination. Note that the verification statement may be issued at the graduate level for some programs. UWSP issues verification statements at the undergraduate level.
  - \* Not applicable if individual completed the name/address verification form for Program Director to submit via CDR software.
- To establish eligibility for Academy membership. A verification statement is required when applying for Academy Active membership.



To receive a verification statement, in addition to fulfilling the requirements of the Bachelor of Science -Dietetics, you must meet these academic standards:

1. You must maintain a 2.75 cumulative GPA through graduation. Transfer students must have a 2.75 cumulative GPA to enter.
2. You must earn a B+ or better in FN 354 (formerly FN 253) and a C- or better in CHEM 260 to continue in the dietetics major.
3. To be eligible for a verification statement, you must meet all Accreditation Council for Education in Nutrition and Dietetics (ACEND) competencies and earn a B- or better in all FN 400 level courses.

If you meet the requirements of the Bachelor of Science-Dietetics degree but do not fulfill the academic standards above, then you will receive an undergraduate diploma in dietetics but not a verification statement.

### **Dietetic Internship**

After successful completion of a DPD and with a verification statement from the DPD director, students are eligible to apply for a dietetic internship. This is one of the requirements to take the registration exam to become an RD. Internships are available across the United States and while they all must meet the same competencies and are accredited by [Accreditation Council for Education in Nutrition and Dietetics \(ACEND\)](#)

Internships many have different focuses and may require GRE scores or are connected to a master's program. Internship directors are looking for diversity; for example, Wisconsin programs won't accept only in-state students. Most internship applications are done through an online system, DICAS, in conjunction with a computerized matching program, D&D Digital. This streamlines the system with a single application being sent to multiple internships. In FN 400, you will be guided through the internship process including the application form. As part of this computerized matching process, you will apply to your internship choices through this system, and you will rank these in order of preference. The internship committees at each place review each application and rank the candidates based on their preference. On "match date", which occurs once in spring and fall, the computer system matches the candidate and internship. If you do not get matched on the first round, there is also a second-round process. Students who do not get matched in spring or fall can apply for the next time it is offered. Most of our graduates apply during their last semester before graduation.

The 2021 national placement rate in the computer matching process was 71% but individual success rate depends on your qualifications and the internship. Some internships are very competitive, especially if they are paid or at a prestigious institution. By researching the internships and finding the number of applicants from past years, you can easily find less competitive internships. Make sure your GPA and GRE scores are above the minimum required by the internship. Find something about you that stands out! This will benefit you in more areas than internships. Many internships strongly suggest tours and visits. The more you research an internship, the better you can write about it in your cover letter.

The internship process is considered outside of our university program since qualified candidates can apply for internships during or after their graduate program and we do not have a combined graduate program with internship. We partner with independent internship programs to assist with graduate program planning and sequencing and they are familiar with the high quality of our students. Please ask Dr. Steinmetz for more information regarding internship programs affiliation agreements and UWSP.

There is an application fee for each internship site and the computerized matching process. The internship is usually unpaid so you will need to plan for at least 9 months of intense internship experience without an outside job. Internships costs vary by each internship program.

## Sustainable Food and Nutrition (SFN) Program

**SFN program mission:** The mission of the Sustainable Food and Nutrition program is to provide high quality learning opportunities to educate professionals leading to placement in the national market as nutritionists and nutrition educators who are prepared for the future food system and healthy inhabitants. Graduates are prepared for critical thinking and analytical skills to solve complex problems and make responsible decisions within their scope of practice.

With increased awareness of the relationship between humans and the planet, sustainability is a key component of every aspect of our lives and expertise in sustainability is important in all professions. The SFN program is focused on creating a sustainable and resilient food system that supports human health and the planetary health. With concerns of human influence on a changing planet, attention is focused on environmental sustainability and how we can feed ourselves without damaging the planet. In addition, we know that environmental sustainability is connected to sustainability in the other 6 dimensions of wellness: physical, social, emotional, economic, spiritual, and intellectual.

SFN students have expertise in food and nutrition education, research, sustainability assessment and policy development. They can critically think about the food system from farm to table and consider all the stakeholders who are involved. Food in all its forms, production, transport and packaging is considered and policies that support healthy food systems are discussed. We focus on solutions and creating food systems that are able to sustain humans for many generations on a vibrant planet. We help people choose amazingly delicious food within this system. The foundation of food and nutrition is similar in both programs and in the upper level classes SFN students focus on understanding the community and its food system, partnering within the community to assess food and nutrition sustainability and suggest improvements. We work with individuals and groups to create a new world of eating.

To be successful, you meet the SNEB competencies that include food knowledge, nutrition knowledge, food policy, critical thinking, problem-solving, systems analysis, intercultural knowledge, tolerance and respect, and community development. The program emphasizes principles and practices in sustainability through required coursework in natural resources, local food systems, and community nutrition. The senior project (FN 451) requires practical experience within the community to assess and improve the FN sustainability within the organization.

### **SFN Program Requirements:**

Access the online catalog: [Sustainable Food and Nutrition, BA undergraduate program](#)

SFN major, academic requirements:

1. Required courses, 36 credits: FN 101, 151, 206, 346, 354, 357, 373, 393, 438, 451, 456.
2. Required collateral courses, 35-36 credits: BIOL 101, 385; CHEM 101; ECON 110; MATH 100 (unless exempt) and a statistics course (Math 255, HSW 301, PSYC 300 or SOC 351); NRES 150, NRES 220 or WATR 220; PHIL 321, PSYC 110, SOC 101.
3. World Language courses, 0-8 credits. Complete a two-semester sequence of university entry-level world language courses (101, 102). The requirement may be fulfilled through equivalent coursework or other language acquisition as demonstrated through a test-out policy (including Native American languages and American Sign Language). If your native language is not English and you can document formal high school or university study of your native language, you may use [ENGL 101](#) and [ENGL 202](#), or [ENGL 150](#) as a means of fulfilling this world language requirement. Please see the Department of [World Languages and Literatures](#) for details.

SFN major, academic standards:

- To graduate from UWSP with the SFN degree, students must earn a minimum of 120 credits, satisfy all major requirements and complete the General Education Program (GEP) requirements.
- You must maintain a 2.75 cumulative GPA through graduation. Transfer students must have a 2.75 cumulative GPA to enter.

## **Dietetics, BS + MS or Sustainable Food and Nutrition, BA + MS (4+1 Track)**

You have an opportunity to begin earning graduate credits while completing your undergraduate dietetics or SFN degree. This is an option for early application into either one of the two graduate online programs offered by the School of Health Sciences and Wellness: Sustainable and Resilient Food Systems, MS or Community & Organizational Leadership, MS. With this option, you are eligible to take up to 8 credits of your required 400 level courses as graduate

courses rather than undergraduate courses. You would be charged the graduate course fee rather than undergraduate fee. This will save both time and money toward completing your graduate degree.

If you are completing semester 6 of your undergraduate program in dietetics, you can apply by April 1 of that year into the BS + MS (4+1 Track). You should discuss your suitability for the accelerated track with your academic adviser prior to submitting an application. Acceptance into the (4 + 1 Track) requires completion of your BS.

BS + MS (4+1 Track) Eligibility:

- Undergraduate cumulative GPA of 3.0 or higher
- Completed application form (Application for accelerated BS-BA-MS FN programs) of intent that describes academic experience, interests for graduate study, and future plans following graduate school.

If you are not accepted, you can continue with the 4-year dietetics or SFN plan.

## Advising

When you are accepted as a UWSP student, you are assigned an advisor at the [Advising and Career Advising Center](#) (ACAC). This advisor will assist with your course plan through your first 3 semesters. Within your second year, you will transition to the advisor within the School of Health Sciences and Wellness [Student Success Center](#). Becky Konietzki is the advisor for FN students and will continue to support your academic success until you are assigned a faculty advisor, based on your course sequence and GPA readiness. You may meet with FN faculty within any semester for conversations about professional development and student opportunities. Transfer students are usually assigned a faculty advisor upon arrival at UWSP. Students are not allowed to register without electronic approval to register from their advisor. Advising sessions are held for 3-4 weeks, prior to registration time.

For the advising meeting, students should bring: a copy of your Degree Progress Report, pen/pencil, your planner or calendar, and at least 1 possible schedule of courses for the semester and the next few semesters. See examples of the [Dietetics](#) and [SFN graduate plans](#) with course progression. Having your semesters planned out allows for trouble shooting and creating a college experience outside of coursework that will enhance your career potential and focus your personal interests. Study abroad should be considered several semesters in advance to plan for dietetic courses.

We will help you with planning your career goals. Once you have future goals for 3 years and 5 years post graduation you can plan for volunteer and work experiences that can support your goals. Often you need experience to apply for those goals and you should have multiple plans to achieve these.

In advising, students are responsible for:

- determining a course of study that satisfies the requirements defined for the appropriate degree in the UWSP catalog;
- scheduling and appearing promptly for appointments with the advisor when necessary (at least once each semester)
- preparing for an advising session by having the necessary forms available and a list of questions and courses (and alternatives) needed;
- being knowledgeable about policies, procedures, and requirements as published;
- being prepared to discuss personal values and goals as they relate to academic and career-related needs;
- following through with appropriate action after the advising meetings; and
- accepting responsibility for the academic decisions to be made.

**Ultimately however, it is your responsibility to meet all university requirements, rules, and regulations.**

**FACULTY AND ACADEMIC STAFF WHO SERVE AS ADVISORS ARE RESPONSIBLE FOR:**

- providing timely and accurate advising on academic and career matters;
- making advising readily available;
- maintaining necessary files on advisees for monitoring progress toward advisee's educational goals;
- conveying information on academic requirements, policies, and procedures;
- assisting the student in identifying and pursuing educational goals and objectives and in securing information about career opportunities;

- helping the student
  - examine course offerings in the major;
  - relate these to courses in the student's broader field of study;
  - understand the graduation requirements for the chosen curriculum;
- tailoring the advising approach to individual students and making referrals appropriate to their needs and interests;
- being responsive to discussions of students' personal values and goals as they relate to academic and career-related needs; and
- being sensitive to issues relating to the student's retention as UWSP and making appropriate referrals when necessary/possible.

## Online Learning

At UWSP, courses may be offered with required class attendance, hybrid (class and online), or online. Speak with your advisor about the different course offering options and which course is best for you, when there is a choice between course platform offerings.

Your course content, including additional course requirements, syllabus, learning materials, grades and assignment submissions are found in the Canvas portal. You will need a laptop computer and reliable internet connection for classes. This website describes requirements, downloading necessary Microsoft 365 Suite, and tech help, tips for online success and so much more: <https://www3.uwsp.edu/tlc/online-learning-resources/Pages/default.aspx>

## Costs and Financial Aid

We understand that you are investing in your future and that education costs take careful planning and budgeting. There are many resources available from the Tuition and Financial website: <https://www.uwsp.edu/admissions-aid/tuition-financial-aid/>. Current tuition fees can be found [here](#). We recommend using the Net Price Calculator found on the Costs and Financial Aid website; <https://www3.uwsp.edu/finaid/Pages/NetPriceCalculator/npcalc.htm> This calculates the cost based on your specific information. Most courses with labs (chemistry, biology, FN 206, 346, 347) have an additional course fee for the lab ingredients.

The FN program does have minimal additional costs for the lab apron and cap which are required for the food lab courses and the CPS café, a chef's knife is required for FN 346 food lab, and some field work experiences in FN 456 may require transportation within the area depending upon placement.

Students are encouraged to apply for the free application for federal student aid (FAFSA). The sooner after January 1<sup>st</sup> you apply, the greater chance of federal aid. Eligibility is based upon income and support comes in the form of scholarships, work study, subsidized loans, and unsubsidized loans.

## Policies and Procedures

### UWSP Student Handbook

Just as this handbook guides our activity during your academic career as an FN students, there are community guidelines for UWSP students which can be found in the UWSP Student Handbook: <https://www3.uwsp.edu/dos/Pages/handbook.aspx> You are responsible for your education, please see the resources, policies and procedures for students.

### Scheduling and program calendar

The academic year includes two 16-week sessions (fall and spring), 3 week winterim session and summer sessions of varying course lengths (4-8 weeks). Click on [Scheduling and program calendar](#) for important dates.

Protection of privacy of student information: Student Safety and FERPA

The Family Education Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student educational records. The law applies to all educational institutions that provide educational services to students. The guidelines outlined here are to help faculty and staff continue our compliance efforts with FERPA.

- [Sensitive Data Protection Initiative \(SDPI\)](#)
- [Employee Confidentiality Agreement](#)

While FERPA protects a student's privacy and educational records, it does not bar university officials from sharing critical information about troubled students with appropriate parties. Instructors who see their students on a regular basis are often the first to observe serious personal problems or troubling behavior. University officials, including faculty and instructional staff, are permitted and encouraged to share information about a student who is or might be considered a risk to him or herself or others.

The University of Wisconsin-Stevens Point is committed to the protection and confidentiality of student educational records. The University [annually notifies students](#) of their rights under FERPA and takes great measures to protect the privacy and disclosure of student educational records as print or electronic documents. For more information, go to the [UWSP FERPA website](#) to review additional policies and guidelines.

### **Earning Credits: Test Out, Prior Learning Assessment, Transfer Credits**

The Office of Registration is responsible for credits and transcripts. There are [many options for earning credits](#), including transfer credits and alternative credit options such as test-out or prior learning assessment.

**Test Out** You may test out of a number of general education courses. When you pass a departmentally approved test in a general education course, the requirement to enroll in the course is waived. You don't earn credit when you test out, but the course applies toward fulfillment of the [General Education Program](#) requirement. For example, if you test out of Communication 101, you satisfy the Communication 101 general education requirement without enrolling in the course.

**Prior Learning Assessment** (PLA) allows you to receive credit for college-level learning obtained outside the traditional academic setting. Credit is granted for the learning obtained from the experience rather than being granted simply for the experience. The learning is judged to be equivalent to knowledge you would gain through University of Wisconsin-Stevens Point coursework. Speak with your advisor to learn more.

**Transferred Credits** We use only the credits and grade points you earn at UW-Stevens Point in determining your cumulative grade point average. However, transfer credits and grades are included in the calculation of the grade point average in most majors and minors and in the determination of graduation honors.

You may use credits with grades of D or better that transfer from an accredited institution toward graduation. You may also use them to meet your requirements and prerequisites for specific courses, but not necessarily toward your major.

Because different institutions use different course numbering systems, we may not consider a course numbered 300 or above at another institution to be equivalent to a course we number 300 or above here. Direct any questions about the transfer of your credits to the Admissions Office, Room 102, Student Services Center.

If you earn the last credits toward your degree at another college or university, have a transcript of these credits sent to our Registration and Records Office, UW-Stevens Point, 1108 Fremont Street, Stevens Point WI 54481-3897, within 30 days after the date of the UW-Stevens Point graduation. If you fail to meet this deadline, your degree will not be awarded until the next graduation.

### **Student Performance Monitoring**

Assessment of student learning occurs through the course assessments which are designed and monitored by course faculty. Grades are assessed using the measures appropriate for the learning activity, which may include class activities, exams or quizzes, or assignments. Grades are assessed using grading scales, scoring rubrics, objective exams, or participation criteria. UWSP currently uses Canvas for course communication and management. The gradebook provides tracking for students. In 2024, an individual competency tracking system for individual students will be included in the Canvas site which enables both faculty and students to track progress in achieving competency success.

Each semester, grades are monitored for each student and those students that fall below the minimum 2.75 cumulative GPA are asked to meet with their advisor for an improvement plan.

## **Student Remediation and Retention Policy**

UWSP supports student success and has two tracking points for students. The first is cumulative GPA which must be 2.75 or higher. The second is course performance which is below a B-. The following steps are used in supporting students:

- If the student's GPA falls below 2.75 at the end of the semester, the advisor contacts the student to meet and develop a plan for success. After two semesters of a consistent GPA below 2.75, the student is asked to explore other majors more suitable for their success.
- Students who have two assignments that indicate below B- success are contacted by the instructor and a meeting takes place to understand the student's current situation.
- Appropriate support is suggested to the student and may include recommendations for the tutoring center, the counseling center, or meetings with their advisor. A plan for success is developed.
- The student is supported with frequent monitoring and contact. A follow-up meeting, if needed, is scheduled at the end of the course to evaluate the plan, modify as needed and provide additional support recommendations.
- Students who cannot progress in the course may be required to repeat the course or consider other majors that align with their professional goals, such as the Sustainable Food and Nutrition major.

### **Repeating Courses**

#### **A. Repeating a course at UWSP that was originally taken at UWSP.**

You may repeat a course in which you received a D+, D, or F if you receive online authorization from your adviser and the chair of the department in which the course is offered BEFORE you register for the course. If you are a graduate student and need to repeat a graduate course, you must have the written authorization of the dean of the college offering the course.

A second repeat of a course in which you received a D+, D, or F requires written authorization from the dean of the college, in consultation with your adviser and the department chair in which the course is offered, BEFORE you register for the course.

You may not repeat a course in which you received a grade of C- or better. Your dean, in consultation with the department chair, may grant an exception on appeal only for extenuating circumstances. You must obtain written authorization from your adviser, the chair of the department and the dean of the college in which the course is offered BEFORE you register for the course.

If you repeat a course which you had initially completed here, we figure only the credit and grade you earn in your last attempt in your cumulative grade point average. However, we do not expunge your original grade from your transcript. On the Degree Progress Report (DPR), the major GPA and the overall GPA will be recalculated using the grade earned in your last attempt and the first attempt course and grade will be listed in the "Courses Not Applicable." category. This applies only when the original attempt and the repeat are taken at UW-Stevens Point.

Be sure to have your request authorized BEFORE registering for the course. Any repeat not authorized before enrolling in the course will result in the repeat being expunged from your record.

#### **B. Repeating a course at another institution that was originally taken at UWSP.**

Grades of D or better may NOT be repeated at another institution. Courses in which you received grades of F at UWSP may be repeated at another institution. Courses repeated at another institution will not replace a grade on your UWSP transcript or be used to recalculate the cumulative grade point average on your transcript. However, courses repeated at another institution will replace a grade on your Degree Progress Report (DPR) and it will be used to recalculate the major GPA and the overall GPA on the DPR.

### **C. Repeating a course at UWSP that was originally taken at another institution.**

Grades earned at another institution may be repeated at UWSP provided you follow the same approval process as if the original grade was earned at UWSP. If approved, the previous attempt earned at the other institution will be removed from your UWSP transcript and Degree Progress Report (DPR).

#### **Privacy Protection of Student Information and Access to Student File**

The Family Education Rights and Privacy Act of 1974 (FERPA) as amended entitles you to review "official records, files, and data directly related" to you which the university maintains. You may also request a hearing regarding any alleged "inaccurate, misleading, or inappropriate" information. In most circumstances, the university will not release information from your records to third parties without your consent or notice to you. An interpretation of the law is found here

<https://www3.uwsp.edu/regrec/Pages/ferpaStudent.aspx> and copies of it are available in the Office of the Registrar, 101 Student Services Center. Your specific rights are listed here:

<https://www3.uwsp.edu/regrec/Pages/annualRightsNotice.aspx>

Records are not maintained in a central location on the campus. Requests to review your records must be made separately to each office which maintains your records. Your request must be made in writing and presented to the appropriate office. That office will have up to 45 days to honor your request. For most students, these offices will include those of the registrar, your school or college dean, your major department, Protective Services, and any other campus office with which you have been in contact, such as Student Financial Aid or Residential Living.

#### **Student Grievances**

The Dean of Students protects your rights as a student. If you believe that your rights have been violated, or if you have questions concerning your rights, email [DOS@uwsp.edu](mailto:DOS@uwsp.edu), visit Old Main, room 212, or call 715-346-2611.

You have the responsibility to act appropriately and responsibly. If your actions conflict with the welfare and integrity of UW-Stevens Point or disregard the rights of other members of the university community, including guests and visitors to the campus, you will face student conduct disciplinary proceedings.

You will find copies of the University of Wisconsin System disciplinary procedures and UWSP's institutional policies under these procedures (Chapter UWSP 17) on the Web at

<http://www.uwsp.edu/admin/stuaffairs/rightsandresponsibilities.aspx> and at each residence hall desk, the Reserve Desk of the Learning Resources Center, the Information Desk of the Dreyfus University Center, the offices of all academic deans, and the Office of Student Rights and Responsibilities. We urge you to read Chapter UWSP 17, which is part of our contract with you, since it describes what constitutes violations of appropriate conduct on campus and at university activities.

#### **ACEND Complaint Policy**

If the student has exhausted all complaint efforts through the DPD program director, department chair and UWSP and complaint involves ACEND standards, policies, procedures or conduct the student may submit a complaint to ACEND.

A. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public, may submit a complaint about the standards, policies, procedures or conduct of ACEND. The complaint must be signed by the complainant. Anonymous complaints are not considered.

B. ACEND staff forwards all written complaints to the ACEND chair and a public member within three weeks of receipt of the complaint.

- C. If the ACEND chair and the public member determine that the complaint does not relate to the standards, policies, procedures or conduct of ACEND, the complainant is notified within two weeks of their review that no further action will be taken.
- D. If the ACEND chair and the public member determine that the complaint does relate to the standards, policies, procedures or conduct of ACEND the complaint is acknowledged in writing within two weeks of their review and the complainant is provided a copy of the process for handling the complaint.
- E. The ACEND chair appoints a review committee that considers the complaint, along with all relevant information, and recommends appropriate action to the ACEND board.
- F. The ACEND board or the ACEND chair may determine that legal counsel is needed to address the complaint. Staff works with the ACEND board and legal counsel to identify a plan to address the complaint.
- G. The ACEND board considers the review committee's recommendation at its next scheduled meeting. If the complaint is determined to be unsubstantiated or not related to the standards, policies, procedures or conduct of ACEND representative, no action is taken. If the complaint is substantiated, appropriate action is taken.
- H. The complainant is notified of the ACEND board's decision and action in writing within two weeks of decision.



## ACEND Contact Information

Accreditation Council for Education in Nutrition and Dietetics

120 S. Riverside Plaza, Suite 2190, Chicago, IL 60606-6995

(800)877-1600 ext. 5400

Fax: (312)899-4817

Email: [ACEND@eatright.org](mailto:ACEND@eatright.org)

URL: [www.eatright.org/acend](http://www.eatright.org/acend)

## Academic Honesty

The policies and procedures spelled out in our Community Rights and Responsibilities publication provide for a sense of order for all while respecting the dignity and rights of individuals. Through these policies, civility within our learning community is affirmed, diversity is pursued, the importance of each person is honored and well defined procedures guide behavior for the common good.

UWSP 14.01 STATEMENT OF PRINCIPLES. The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 ACADEMIC MISCONDUCT SUBJECT TO DISCIPLINARY ACTION. (1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

For more information on student academic standards and the disciplinary process, visit:

<http://www.uwsp.edu/admin/stuaffairs/rights/rightsChap14.pdf>

## Notification of the State of Wisconsin Complaint Process for Program Integrity

Contact Information for Program Integrity Complaints:

Pursuant to the United States Department of Education's Program Integrity Rule, an individual may file a complaint against any of University of Wisconsin System's public institutions alleging a violation of one or more of the following categories with the University of Wisconsin System Administration ("UWSA").

- Complaints that allege a violation of state consumer protection laws that include but are not limited to fraud and false advertising;
- Complaints that allege a violation of state law or rule relating to the licensure of postsecondary institutions; and/or
- Complaints relating to the quality of education or other State or accreditation requirements.

Under the UWSA policies and procedures, an individual should utilize the institution's internal complaint or review policies and procedures through the Office of Student Affairs or Office of the Provost prior to contacting the UWSA. If a resolution is not reached at the institution level, or if you believe that the nature of the complaint or its impact on the system as a whole warrants an immediate review by the University of Wisconsin System Administration, please contact

the University of Wisconsin System Administration - Office of Academic, Faculty and Global Programs (AFGP), afgp@uwsa.edu or call 608.262.5862. You may also find additional information at (<http://www.wisconsin.edu/vpacad/PIR>)

Link to general Complaint Process for Program Integrity Issues <http://www.wisconsin.edu/vpacad/PIR/PIR>  
Link to Complaint Form  
<http://www.wisconsin.edu/vpacad/PIR/ComplaintForm>

## Self-Assessment of Student Learning and Success

Remember this is your professional future, your life, your degree, your accomplishments and your journey. Each one of you comes with your own specific set of talents experiences, desires and dreams. You are in charge of your education and your journey to success. UWSP is your opportunity to invest in yourself and achieve success every day. Keep in mind that this is built on every day when both success and failures help us learn, grow and create our world. A few important points to consider:

- **You Matter**- our world is better because each of you is here, not because of your grades, your class participation, your work or any other activity. We are better because you are here, with us, every day. Mr. Rogers, the famous innovator of children's TV, was right; You are special, just the way you are. The people at UWSP care about you, more than your academic, sports or student activity, we care first about you.
- **It is your life**-UWSP will guide and support you, but you are deciding the direction of your life and you can take a straight, windy, or any pattern path to reaching your next steps. If you talk to any faculty or staff at UWSP, they will tell you have wonderfully unpredictable and surprising life can be. Sometimes the toughest times would not be traded for all the good things that followed. Many people are here to listen and help, but it is always your life.
- **UWSP is dedicated to our students.** Many faculty and staff are alumni of UWSP, built their careers and lives around UWSP or grew up in this area and have known UWSP as the foundation of life here. In other words, everyone is invested in UWSP being the best place to be for you. When you need help, ask and keep asking until you find the right person for you. This may be any staff or faculty or administrator or fellow student. We are here to help you.
- **No one succeeds by themselves.** Someone is taking care of your food, electricity, buildings, water, trees, IT, etc. Everyone needs a community to thrive. Be the one to help and to ask for help. We support each other by giving and taking and creating Pointer Pride. We care for ourselves and each other.
- **Be responsible. Take action.** Show up for class, participate in thinking out loud and supporting new ways of thinking and doing, practice good teamwork. Get a system for organizing your life and work. Every day matters. The 7 Dimensions of Wellness are your roadmap to your well-being, take each dimensions seriously and be responsible for yourself and then you can progress and help others. Get the work done, then celebrate each day's success.

To assure all FN students are provided feedback throughout the program:

1. Each individual instructor is responsible for establishing the specific course requirements and provides students with a course syllabus in which the grading scale is outlined.
2. Each student has access to their unofficial transcript through the campus student information system (SIS) which enables students to monitor academic performance on an ongoing basis. Track your academic success by knowing how to use your Degree Progress Report for monitoring your overall grade point average and course requirements. This is available through your Access.
3. Students in the FN program are encouraged to meet regularly with their course instructors and advisor to discuss any concerns regarding academic performance. We have a small major, we get to know you and you get to know us. We are like your best friends-we will support you all the way but will tell it like it is.
4. It is strongly recommended that dietetics students who desire to obtain the DPD verification statement retake required courses in which less than a C grade has been earned.

The FN program encourages life-long learning with continual self-reflection, you can't track, plan or improve what you don't see or know. Reflection is deep attention and assessment. Reflection is considering knowledge, attitudes, beliefs, skills and actions. Your education and professional development is your responsibility. You will be documenting your educational path and reflecting on your professional development through the Competency Reflection form which Mrs. Tang introduces in your first FN courses. This is your tool to track your UWSP life and notice how your grow. As a

helping profession, we first observe how we help ourselves, then we can help others. This Competency Reflection will help you be more aware and thoughtful about different approaches to becoming competent.

The purpose of this Competency Reflection form is to describe and document the knowledge, talent, attitudes, and skills you acquire throughout your UWSP career as you develop the competence needed for professional practice. This starts with your first courses as you reflect on your learning and development of achieving competence in all the required areas. You will reflect on your competencies each semester and periodically submit your Competency Reflection for review and comment. In your final semester of classes, before graduation, you should be able to reflect on meeting all of the competencies listed for either the dietetics degree (ACEND competencies) or Sustainable Food and Nutrition degree (SNEB competencies). The list of competencies are located in the Appendix.

This is your record of your success in professional development. These portfolios include pictures and other evidence to support your knowledge in specific FN areas and can be altered from a learning portfolio into a portfolio for use in job applications, such as the one you will develop for your interview assignment in FN 400. The e-portfolio is only accessible in Canvas while you are enrolled at UWSP, but the portfolio can be saved in PDF or HTML format and exported. It is always a good idea to keep a folder on your computer with pictures and documents you use in your portfolio so you can easily create another portfolio in the future.

The portfolio is your reflections, your tracking of your learning and how this develops in your career as a FN student. You will start with the portfolio in FN 101 and then reflect on FN competencies each semester. Reflections are valuable; they can give you confidence in your abilities and are a way to demonstrate your knowledge. Through reflection prompts given in FN courses, professors can assess your critical thinking, give feedback on your progress, and achieve all the competencies of your program. The competencies for dietetics and SFN can each be found in the Appendix.

## Getting Involved

Get involved early! Learning is about doing new things with new people. University life mirrors communities from local to global with diverse people from different backgrounds doing fun and significant things. Internships and companies look for experiences outside the classroom in applicants. Start a list of all your activities and volunteer experiences including date, duration, tasks done, and skills used. This will make it easier for writing your resume and applications. Any opportunity, even if it is not directly related to nutrition, strengthens your soft skills. You do not have to do everything; rather choose selectively to strengthen your skills for a specific career goal. As long as you can show your skills, anything counts, even seemingly unrelated jobs such as sales at a shoe store or student organizations outside your major.

**First year:** Shadow professionals in clinical, community, and foodservice areas. Join student organizations related to your interests such as SAND or Sfs. Get to know your professors! They hear about opportunities and help you navigate your four years. Look into a summer job related to nutrition such as summer camp or summer internship. Try to find your specific food and nutrition interests.

**Sophomore year:** Continue in your student orgs, consider taking a leadership role. Join professional organizations such as the Wisconsin Academy for Nutrition and Dietetics (WAND), Academy for Nutrition and Dietetics (AND), Society for Nutrition, Education and Behavior (SNEB), Wisconsin Public Health Association (WPHA) or the American Public Health Association (APHA). These organizations have reduced student membership fees that include journal subscriptions. Attend food and nutrition conferences; SAND attends annual WAND conference, SFN students often attend the organic farming conference, Marbleseed. Work at the June workshops at the Midwest Renewal Energy and Sustainable Living Fair. Work at the CPS café or University Dining Services to get more experience working with professional chefs. Think about study abroad either during a semester or during the summer or winterim.

**Junior year:** You have had 2-3 years of nutrition courses, put it to good use volunteering in the community such as with the Boys and Girls club, the county grants, and information booths at festivals. Many of these opportunities happen in student organizations. Look into a summer job related to the field of food and nutrition you most prefer.

**Senior year:** Make sure you don't overload yourself. Stay involved but remember to focus on your classes and avoid senioritis. Students report that senior year is challenging as you make the transition from student to pre-professional.

Your senior courses focus on higher learning skills and include more opportunities to be involved in the community, including your community nutrition field work (FN 456) and SFN senior projects. Be the leader in your organizations.

### **Student Organizations**

There are over 200 UWSP student organizations, including those specific to health and wellness or sustainable food systems: Student Association of Nutrition and Dietetics (SAND) and Students for Sustainability (SfS). See the list of UWSP student organizations and professional organizations that related to [health science and wellness majors](#).

**Student Association of Nutrition and Dietetics (SAND)** This organization is for those students interested in gaining practical experience in the field of Dietetics. The chapter meetings focus on career issues, program development, and communication skills. In addition, the chapter organizes trips to hospitals, community organizations and professional conferences. You can network with other undergraduates and learn about internships and job opportunities.

**Students for Sustainability (SfS)** Students for Sustainability aims to foster sustainable lifestyles among our university peers. We discuss the impacts of our daily choices, tour local sustainable farms, hear from passionate speakers, participate in eco-initiatives on campus, and send members to events like the annual Organic Farming Conference (MOSES) every year. Our Campus Garden has been an outdoor classroom for students for fifteen years and will always welcome new volunteers. Come compost with us!



### **CPS Café**

is a unique food service business open to the public. Dietetic students operate the Café and experience all aspects of food service operation and management.

CPS Café offers the best local and organic foods. The menu focuses on healthy eating choices. The food is sourced from sustainable local farms and the café uses green-sustainable practices in the operation. Fair trade craft coffees and bakery from scratch are featured every morning. Handmade soups, free-ranged meats and roasted organic vegetables are offered for lunch.

### **Research**

The School of Health Sciences and Wellness at UW-Stevens Point offers a variety of [undergraduate research](#) opportunities available to motivated students who would like to deepen their understanding of the research method or of a particular topic being studied. Interested students are teamed with faculty members based on shared interests, and they work side-by side on research projects in their field. Some of the research projects require student volunteer hours, while others provide academic credit or paid work experiences. Becoming involved in undergraduate research will help students gain a deep understanding of the topic being studied and applied skills in research methods. It will also provide an invaluable collaborative experience that will be helpful in finding post-college research and career opportunities.

### **Study Abroad**

Study abroad is an excellent opportunity to discover new cultures. There are semester long, summer long, and 3-4 long trips to consider depending on room in your schedule. Plan for these in your 4-year coursework plan. Favorites of FN students include the culinary tour of Greece and the permaculture certification program in Kenya. Both are 3-4 week long trips.

## **Student Resources**

### **Tutoring Learning Center (TLC)**

With a staff of 125-150 peer tutors, the Tutoring-Learning Center (TLC), located in 234 College Classroom Center (CCC) offers tutoring to students in most majors. Each academic year, nearly 25 percent of the student body, from freshmen to graduate students, participate in tutorials with TLC peer tutors. TLC Tutorial Programs

- **Writing and Reading.** Students work one-on-one with trained peer writing and reading consultants on assignments for university classes.

- **STEM Tutoring.** Students meet individually or in small groups with tutors for courses in mathematics, sciences, natural resources, computing and economics.
- **Tech Essentials.** Students meet with trained undergraduates with expertise in software applications to assist them with their computing and software learning needs.
- **Reading in the Disciplines Program (RID).** Some university courses with challenging reading offer a one-credit "reading in the discipline" class in which peer facilitators lead small discussion sections.
- **Academic Coaching.** Individual sessions and workshops to improve your professional skills and be more successful in your classes are available.

### **Student Multicultural Resource Center, Disability Services, and Veterans Affairs**

These are available to those who qualify. Check your eligibility here:

<https://www.uwsp.edu/diversity-and-college-access/multicultural-resource-center/>

<http://www.uwsp.edu/special/disability/>

<https://www3.uwsp.edu/finaid/veteran-services/Pages/default.aspx>

## **Letters of Recommendation**

Make sure your letters of recommendations and references are from people who can accurately assess the quality of your work and your character and are willing to write a positive letter of reference. Always ask for a positive letter, you want this reference to enhance your application. If you are in doubt, ask the person or choose a different reference. Vague or mediocre letters are not an asset to your application either, so make sure the person knows you well enough. Tips for better letters: Get to know your professors! Always do your best work and cultivate good relationships with your advisors, teachers, employers, etc. Never ask for a letter from someone for whom you have done poor work for or have been in trouble with. Make sure the people who are writing your letter of recommendation are doing so because they believe in you, not because they feel obligated. Ask for letters in advance and offer to provide the person with additional information or discuss the internship and letter. It is always preferred to ask for a reference in person as opposed to via email and to give the person an opportunity to decline. If the person declines, he or she probably would not have written a letter you would want in your application. See the Letter of Recommendation Intake Form in the Appendix to guide your preparation before asking for a letter from a reference.

## **Career Opportunities:**

The field of food, nutrition and sustainability is evolving quickly. We recommend that you frequently search for jobs via job websites such as Glassdoor. This will help you find key words for job searches, review the job requirements as you build your professional skills through our program and your work experiences.

**Community:** work for government & public health agencies, work for nonprofit organizations

**Research:** work in laboratories, food and pharmaceutical companies, universities and hospitals, directing or conducting experiments

**Educator in schools:** work in colleges and technical institutions educating about the science of food and nutrition

**Management:** work in foodservice directors in hospitals, schools, day care centers, correctional facilities, nursing homes and restaurants

**Consultants:** have your own business as a nutrition educator, health coach, dietitian or sustainability consultant

**Government policy:** work within local health departments, food safety or national programs such as SNAP-ED, WIC, Older Adult Nutrition Programs or national agencies such as the USDA (School Meal Programs, Food and Nutrition Services, etc.)

**Clinical (DTR or RD):** work in hospitals, HMO's, clinics and nursing homes as part of a medical team, home health

**Sustainability:** Media and strategic communications, food sustainability advocacy, law and policy, program planning, farming, restaurants or culinary schools, hospital sustainability coordinators

## **APPENDIX A: ACEND 2022 Competencies for the Dietetics Program**

### **Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.**

#### Knowledge

Upon completion of the program, graduates are able to:

KRDN 1.1 Demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.

KRDN 1.2 Use current information technologies to locate and apply evidence-based guidelines and protocols.

KRDN 1.3 Apply critical thinking skills.

### **Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.**

#### Knowledge

Upon completion of the program, graduates are able to:

KRDN 2.1 Demonstrate effective and professional oral and written communication and documentation.

KRDN 2.2 Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.

KRDN 2.3 Assess the impact of a public policy position on nutrition and dietetics practice.

KRDN 2.4 Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.

KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.

KRDN 2.6 Demonstrate an awareness of personal biases and an understanding of cultural differences, diversity, equity and inclusion.

KRDN 2.7 Demonstrate an understanding of the means by which structural bias, social inequities, health disparities and discrimination may be overcome to achieve health equity in nutrition and dietetics.

KRDN 2.8 Demonstrate identification with the nutrition and dietetics profession through activities such as participation in professional organizations and defending a position on issues impacting the nutrition and dietetics profession.

KRDN 2.9 Internalize an understanding of the importance and expectations of a professional in mentoring and precepting others.

### **Domain 3. Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.**

#### Knowledge

Upon completion of the program, graduates are able to:

KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.

KRDN 3.2 Develop an educational session or program/educational strategy for a target population.

KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups.

KRDN 3.4 Explain the processes involved in delivering quality food and nutrition services.

KRDN 3.5 Describe basic concepts of nutritional genomics.

**Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.**

Knowledge

Upon completion of the program, graduates are able to:

KRDN 4.1 Apply management theories to the development of programs or services.

KRDN 4.2 Evaluate a budget and interpret financial data.

KRDN 4.3 Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained.

KRDN 4.4 Apply the principles of human resource management to different situations.

KRDN 4.5 Apply safety principles related to food, personnel and consumers.

KRDN 4.6 Design nutritionally sound meals, menus and meal plans that promote health and disease management and meet client's/patient's needs.

KRDN 4.7 Analyze data for assessment and evaluate data to be used in decision-making for continuous quality im

## **Appendix B: Society for Nutrition Education and Behavior Nutrition Educator Competencies For Promoting Healthy Individuals, Communities, and Food Systems**

### **Theme 1: Basic Food and Nutrition Knowledge**

- 1.1. Describe the basic structures and functions of the essential nutrients and identify examples of significant foods and food group sources for each.
- 1.2. Explain the background, purpose, and components of the appropriate national or international nutrient references (e.g., US Dietary Reference Intakes).
- 1.3. Explain the background, purpose, and components of the appropriate national or international dietary guidelines, including the associated food guidance systems (e.g., the US Dietary Guidelines and MyPlate).
- 1.4. Explain how to use food labeling to evaluate the appropriateness of a food.
- 1.5. Explain the dietary prevention of, and management approaches associated with, the major diet-related public health issues.
- 1.6. Describe the basic types of approaches used by researchers to study diet-health relationships and describe their advantages and limitations.
- 1.7. Critically evaluate the claims associated with a research study finding, food product, dietary supplement or eating style based on the nutrition educator's knowledge of nutrition and the approaches used to study diet health relationships.
- 1.8. Critically evaluate the source of materials that provide nutrition information.

### **Theme 2: Nutrition Across the Lifecycle**

- 2.1. Identify the primary dietary issues for each phase of the life cycle.
- 2.2. Use information from the appropriate national or international nutrient references and dietary guidelines to make dietary recommendations for each phase of the life cycle.

### **Theme 3: Food Science**

- 3.1. Describe the functions of food ingredients and food processing techniques and their effects on the nutrient content of foods.
- 3.2. Describe the basic types of culinary practices, including the scientific basis for how flavor, texture, and appearance of foods are created or maintained during food preparation.

### **Theme 4: Physical Activity**

- 4.1. Describe the background, purpose and appropriate national or international physical activity guidelines (e.g., the US Physical Activity Guidelines).
- 4.2. Describe the benefits of regular physical activity as a means of prevention and management of public health issues including chronic diseases.
- 4.3. Identify physical activity opportunities in daily living.

### **Theme 5: Food and Nutrition Policy**

- 5.1. Describe the roles of government agencies in regulating the manufacturing, labeling and advertising of individual foods and dietary supplements
- 5.2. Describe the roles of government agencies in regulating food systems and the food supply.
- 5.3. Describe the history, purpose and funding of key pieces of legislation that authorize programs supporting nutrition education, research, and food assistance to address malnutrition and food security and to promote health.
- 5.4. Describe the history and current roles of governmental and nongovernmental organizations that develop and implement nutrition education programs and related health promotion or food security activities.
- 5.5. Describe ways to collaborate with community members and other professionals to create communities and settings in which healthy food options are easy, affordable, and desired and unhealthy foods are less prominent and less desired.

### **Theme 6: Agricultural Production and Food Systems**

- 6.1. Describe differences in agricultural practices and their potential effects on food choices and food availability.
- 6.2. Explain the effects of various food processing, packaging, distribution, and marketing practices on food availability, food choices, and nutritional value as well as the amount and types of additives, contaminants, and pathogens in foods.
- 6.3. Explain the relationships between natural resources (e.g. soil, water, biodiversity) and the quantity and quality of the food and water supply.
- 6.4. Describe ways to collaborate with other stakeholders to promote policies supporting systems that produce healthy food.



**Theme 7: Behavior and Education Theory**

- 7.1. Describe the biological, psychological, social, cultural, political, and economic determinants of eating behavior, and the associated opportunities and barriers to achieving optimal health and quality of life.
- 7.2. Describe the major psychosocial theories of behavior and behavior change and apply them to eating behavior, and behavior change.
- 7.3. Describe the major theories of teaching and learning and apply them to nutrition education.

**Theme 8: Nutrition Education Program Design, Implementation, and Evaluation**

- 8.1. Assess the nutritional and behavioral needs of the population (to establish behavior change goals).
- 8.2. Determine the behavior change goals of the program.
- 8.3. Identify the theory-based mediators and facilitators of behavior change, using a participatory approach, including social and environmental influences.
- 8.4. Select the appropriate theoretical models or frameworks.
- 8.5. Develop educational objectives based on the identified theory-based mediators of change from a theoretical model or framework.
- 8.6. Design or select theory-based behavior change strategies or techniques that would be effective in achieving the objectives and are appropriate for diverse audiences.
- 8.7. Design or select strategies, activities and materials that match the objectives and are appropriate for diverse audiences.
- 8.8. Apply inclusive participatory approaches that enable the target population to effectively communicate, share experiences, identify personal needs, and manage personal food behaviors.
- 8.9. Develop a timeline and budget for program development, implementation, and evaluation, including personnel, supplies, and overhead costs.
- 8.10. Design process and outcome evaluation plans, based on behavior change mediators and program objectives, using appropriate data collection methods.
- 8.11. Revise the program based on process and outcome evaluation findings, as appropriate.

**Theme 9: Written, Oral, and Social Media Communication**

- 9.1. Communicate effectively in written, visual, and oral form, with individuals, the media, and other groups, in ways that are appropriate for diverse audiences.
- 9.2. Facilitate communication from and between clients so they can express their beliefs and attitudes, define needs, and share experiences.
- 9.3. Engage and educate through simple, clear, and motivational language appropriate for diverse audiences.
- 9.4. Advocate effectively for action-oriented nutrition education and healthy diets in various sectors and settings.

**Theme 10: Nutrition Education Research Methods**

- 10.1. Analyze, evaluate, and interpret nutrition education research and apply it to practice.

## Appendix C: Letter of Recommendation Information Form

This form should be used to provide additional information for individuals writing recommendation letters for you. Remember that the more information you provide, the more detailed your reference can be on your behalf.

Your Name:

Your Major:

Phone number: (Where you can easily be reached)

E-mail address:

Reason(s) for requesting a reference (please be as specific as possible):

### Information helpful to the person writing your letter:

#### Professional Goals

- What are your professional goals?
- What do you see yourself doing after graduation?
- What are your short-term goals?
- What are your long-term goals?
- What do you consider to be your strengths?
- What do you consider to be your weaknesses or area for improvement?

#### Academic Record

- What is your cumulative grade point average?
- What is your grade point average in your professional courses (related to your major)?
- If you are getting a secondary major or minor, explain your goals/objectives for your selection of this additional emphasis.

#### Work Experience

List ALL of the PAID work experiences you have had during the last four years or attach a resume.

#### **Employer**

#### **Responsibilities**

#### **Dates**

- Has your employment been necessary to financially contribute to your education expenses or has it been primarily for personal spending money and/or experience?
- List any VOLUNTEER (non-paid) work experiences, particularly those related to your major. Indicate whether this is an on-going activity or one-time activity. Also, indicate if the activity was on your own or part of a group (such as a sorority or fraternity function, church group function, etc.)
- List other activities that you are involved in such as clubs, Greek organizations, church affiliations, etc., and indicate your level of involvement including leadership/officer positions.

#### **More Checkpoints:**

Review your ePortfolio, make necessary updates and revisions. Send an ePortfolio invitation to your reference.

Please list or discuss anything else that you believe would contribute to a well-rounded reference letter about yourself. If someone were to only see your resume, what would you want him or her to know?

Go to <https://www3.uwsp.edu/regrec/Documents/LETTER%20OF%20RECOMMENDATION%20RELEASE.pdf> and fill out the UWSP Letter of Recommendation Release Form. This is important so that the person writing the recommendation letter is aware if you are choosing to not have certain information released.

#### **Before you request the letter, consider this:**

- Be sure that your reference understands what the recommendation is for (scholarship, internship application, job application, graduate school, etc.) Allow at least a 3-4 weeks time frame for completion of the letter.
- Do you need a formal letter of recommendation or is there a form that needs to be filled out, or BOTH?

- Make sure the individual serving as your reference has an updated copy of your resume.
- If a letter is needed, to whom should it be addressed to and what is the person's title and address?
- Is the recommendation to be returned to YOU or is it to be mailed directly to the person to whom the letter is addressed? When is the deadline for the recommendation? Typically there are guidelines about the final postmark date by which the application packet will be accepted. If materials are coming back to you to be compiled into one packet, build in enough lead-time for you to get everything done by the deadline.
- Remember that recommendations "carry more weight" if you have waived the right to see the letter or form after it has been completed. If you have a recommendation form, be sure to fill it out and indicate that you are waiving the right to see the form after completion. If there is not a form but just a letter to be written, ask the person writing the recommendation to put the letter in a sealed envelope and have the person sign their name across the back flap. This is a universally recognized sign that the contents are confidential and you as the applicant have not seen it. This is particularly important if you are expected to collect all your recommendations into one packet and mail everything at the same time.
- Be sure to ask people who really KNOW you to serve as a reference. If you are one student in a class of fifty or more and have not had a lot of personal interaction with the instructor, it may be difficult for that faculty member/instructor to write a strong letter unless you have interacted with them a lot. It is challenging to write a good letter for someone you do not know very well. Sometimes the letter comes out sounding vague or non-committal, which can end up not being very helpful.
- Remember to never list someone as a reference without speaking to them first!