



Student Handbook

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Rausser College of Natural Resources

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Program Description, Mission, and Goals

The Master of Nutritional Sciences and Dietetics (MNSD) Self-Supporting Graduate Professional Degree Program at the University of California, Berkeley, prepares students for a career as a registered dietitian nutritionist (RDN)¹. Registered dietitian nutritionists are healthcare professionals who strive to improve the nutritional profile of individuals, communities and populations through education, counseling, food and nutrient delivery, program development and policy change. Registered dietitian nutritionists work in healthcare facilities, schools, community programs, large foodservice operations, and in many other facilities and roles .

The mission of the MNSD at the University of California, Berkeley, is to prepare graduates for practice as registered dietitian nutritionists (RDN) through a professional graduate degree program. Using competency-based learning, graduates will achieve the knowledge and skills to actively contribute to the nutritional sciences and dietetics field through practice, research, leadership and policy and become dedicated and inquisitive professionals.

The program mission is congruent with the missions of the University of California, the Rausser College of Natural Resources, the Department of Nutritional Sciences and Toxicology, and the Scope of Practice for Registered Dietitians.

The program's goals and objectives reflect the program mission. The two program goals include:

Program Goal #1: Graduates will apply their knowledge and skills through employment in nutrition and dietetics or health related fields.

Program Goal #2: Graduates will have a personal commitment to a high standard of professional behavior.

The nine program objectives can be found in Appendix A. Upon request, outcome data measuring achievement of program objectives are available to students, prospective students, and the public.

The program's integration of diverse faculty, professional lecturers, courses, and research will provide students a deep-rooted foundation in basic sciences and applied dietetics. Students will be exposed to leaders in food, nutrition, research, education, policy and public health through UC and campus initiatives such as the Berkeley Food Institute, UC Nutrition Policy Institute, campus Basic Needs efforts and collaborations with local schools, nutrition programs and medical facilities. UC Berkeley's reputation as a world class university and its location in the Bay Area make it uniquely qualified to offer the training and exposure that will cultivate the future leaders who will shape nutritional sciences and dietetics research, practice and policy.

Courses provide the foundation for the professional training and cover the core content areas of the profession including nutritional status assessment, clinical nutrition, management and addressing communities through program development and policy. The courses are designed to prepare students for a graduate-level of practice and include advanced themes such as quality assurance, resource management, policy evaluation, global and agricultural food production systems, recommending and administering nutrition-related pharmacotherapy, and research methods in nutritional sciences. Courses will include experiential learning,

¹ In March of 2013 the Academy of Nutrition and Dietetics and the Commission on Dietetic Registration approved the optional use of the credential registered dietitian nutritionist (RDN) by registered dietitians. The RDN is equivalent to the RD credential. This document refers to the registered dietitian as an RDN.

such as case studies, role playing, simulations, projects, and will prepare students for their capstone project and supervised practice experiences.

The summer session term following year one is dedicated to completing a capstone project in a metabolic biology research lab or other nutritional sciences focused lab on campus. As a result of this experience, graduates will have a strong science background, will have enhanced problem-solving skills, and will have strong organizational and professional skills.

Student experience and skill development in the courses, laboratories and capstone project will prepare them for the third component of the program, their supervised practice internships. During the second year students will enter the professional work setting for their practical training. The experiences allow the students the opportunity to apply their knowledge and further develop skills related to community program planning, foodservice management, and clinical care in medical centers.

Requirements for Becoming a Credentialed Registered Dietitian Nutritionist

Beginning in January 2024, the requirements for becoming a credentialed registered dietitian nutritionist (RDN) include completion of: (1) the accredited academic coursework, (2) a minimum of 1,000 hours in an ACEND-accredited supervised practice program, (3) a minimum of a master's degree, and (4) upon satisfactory completion of these three steps, passage of the Commission on Dietetic Registration credentialing exam. In some states, graduates also must obtain licensure to practice. Licensure is not required in the state of California. Information about other states' licensure requirements can be found on the Commission on Dietetic Registration website www.cdrnet.org. University of California disclosures about professional licensure and certification [can be found here](#).

The MNSD program at UCB is an ACEND- accredited Future Education Model Graduate Degree program. The program provides the accredited dietetics coursework and supervised practice hours and upon completion, graduates are eligible for the CDR credentialing examination. The Future Education Model (FEM) integrates the didactic coursework with supervised practice learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice.

The registration examination requirements are set by the Commission on Dietetic Registration. More information about becoming an RDN and the RDN exam can be found at <http://www.cdrnet.org/certifications/>

Graduates will earn the academic designation MNSD.

Accreditation Status

University of California Berkeley's Nutrition and Dietetics Graduate Program has been granted candidate status by Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Students enrolled in programs with candidacy status will be considered graduate of an ACEN accredited program and eligible, upon satisfactory completion of the programs, to write the Commission on Dietetic Registration's Registration Examinations for Dietitians.

The Graduate Program accreditation standards integrate didactic coursework with supervised experiential learning in a competency-based curriculum designed to prepare nutrition and dietetics practitioners for future practice. The program meets the 2022 ACEND Accreditation Standards.

Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (312) 899-0040 or (800) 877-1600 and <https://www.eatrightpro.org/acend>.

History and Organizational Structure

The University of California at Berkeley is a land grant university created in 1868 when the governor signed the Organic Act merging the existing College of California and the Agricultural, Mining and Mechanical Arts College to form “a complete university”. In 1873 the university moved from Oakland to its present location in Berkeley, CA. The enrollment at the time was 171 students. Enrollment as of 2021 is approximately 30,000 undergraduate students and 11,500 graduate students.

Agnes Fay Morgan was hired as the first professor of Home Economics in 1916. She held the role of department chair from 1918-1954. The Department of Home Economics became the Department of Nutritional Sciences in 1962 and at that time, the building where the department was located was renamed Morgan Hall in her honor. In 2000, to more closely reflect the breadth of teaching and research being done, the department name changed to the Department of Nutritional Sciences and Toxicology. The department is housed in the Rausser College of Natural Resources (RCNR).

A program of study in dietetics and nutrition has been in place since about 1916. Various programs have been offered through the years, including a “hospital dietitian’s training course” (1934 UCB General Catalog) and a “curriculum in hospital dietetics” (1954). The latter was a post-baccalaureate program.

The presence of an Academy of Nutrition and Dietetics (formerly known as the American Dietetic Association) program is first mentioned in the 1966-67 UCB catalog. In 1971 UCB participated in a pilot study to develop a curriculum for Plan IV and since then it has offered an Accreditation Council for Education in Nutrition and Dietetics (formerly known as the Commission on Accreditation for Dietetics Education) approved undergraduate curriculum. In addition, Berkeley had a Coordinated Undergraduate Program in Dietetics from 1973-1992. The Didactic Program in Dietetics (DPD) that is offered today was approved in 1991. It was granted developmental accreditation in 2001 and full accreditation in July 2002. The dietetic internship in the UCB School of Public Health closed in April 2007, which left the DPD in the Department of Nutritional Sciences and Toxicology (NST) as the only accredited dietetics program at UCB. In 2017, an Individualized Supervised Practice Pathway (ISPP) was established and accredited by ACEND.

With the launching of the MNSD in 2023, the undergraduate DPD and ISPP will slowly be phased out. The last cohort to enroll in the DPD will be the entering cohort of fall 2023.

The MNSD is housed within the Department of Nutritional Sciences in the Rausser College of Natural Resources.

Career Opportunities

A registered dietitian nutritionist is a health professional who assists people of any age to attain optimal nutrition status. RDNs are trained in foods, food preparation and nutrition, as well as associated topics in social sciences, education, business and management. This background prepares the RDN to apply the science and art of human nutrition to individuals and groups from diverse cultures, with varying nutrition concerns and needs. There are many different specialties within the field of dietetics, and RDNs often pursue more than one. Some of the major areas include:

- **Business and Industry.** RDNs may be employed to work in a variety of fields including sales/promotion (marketing), worksite wellness programs, product development, and social media. For example, supermarkets hire RDNs to work in the areas of consumer education & food safety.
- **Clinical Dietetics.** As a member of a health care team, a clinical RDNs assesses nutritional needs, develops individual dietary plans, educates and counsels patients and works with the multidisciplinary team to improve patient health. Clinical RDNs may work in hospitals, nursing homes, or outpatient settings.
- **Community Dietetics.** As a member of the community health team, the community RDNs assesses nutritional needs of population groups. These RDNs plan and coordinate nutritional aspects of programs aimed at improving health and preventing disease in the community.
- **Education.** RDNs in this field plan, implement, and evaluate educational experiences for dietetic, medical, dental, nursing or other health students as well as nutrition classes for preschool and K-12 students. They are employed by universities, acute care facilities or community programs. Advanced preparation in nutrition and education is generally required
- **Food Service Management.** As part of the management team these RDNs plan, organize, direct and evaluate food service systems. They are actively involved in budgeting, employee training, personnel management, recipe development, establishing and maintaining policies and standards, etc. They may work in schools, senior centers, healthcare facilities, corporate foodservice operations, prisons, hotels or restaurants.
- **Private Practice/Consultation.** For this field prior experience in dietetic practice in any one of the above areas is often necessary. These entrepreneurial RDNs are usually self-employed and provide advice on services in nutritional care, food service management or consumer education.
- **Research.** This field requires advanced preparation in research techniques and, often, an advanced degree. Typically, a research RDNs would work closely with the other investigators in planning and implementing projects that investigate nutrient needs, functions, interactions, etc., in humans or animals. Research activities may be incorporated in all areas of dietetics.

Dietetics is a rewarding profession with an encouraging future. The salary range for RDN's is from about \$52,000-\$114,000 with the median being approximately \$72,000 for all RDNs and \$82,000 for those working in the Pacific geographical region (Academy of Nutrition and Dietetics, Compensation & Benefits Survey, 2021). Salaries vary by years in the field, years in position, position held and location. Employment opportunities nationwide are excellent. The current emphasis on nutrition and health, and preventative health, in this country enhances 'marketability' of the RDN and identifies the RDN as the only health professional whose primary expertise is nutrition. For more information, consult the Academy of Nutrition and Dietetics website at www.eatright.org.

Curriculum

The MNSD integrates the ACEND dietetics coursework and supervised practice training into one seamless competence-based graduate degree program. The coursework for the program meets dietetics accreditation requirements and prepares students for entry-level practice as an RDN. The graduate program competencies are the foundation for the coursework and rotations (Appendix B).

Courses provide the foundation for the professional training and cover the core content areas of the profession including nutritional status assessment, clinical nutrition, management and addressing communities through program development and policy. The courses are designed to prepare students for a graduate-level of practice and include advanced themes such as quality assurance, resource management, policy evaluation, global and agricultural food production systems, recommending and administering nutrition-related pharmacotherapy and research methods in nutritional sciences. Courses will include experiential learning, such as case studies, role playing, simulations, projects, and prepare students for their capstone project and

supervised practice experiences.

The summer session term following year one is dedicated to a capstone project in the metabolic biology research labs or other nutritional sciences focused labs. During this experience, students will investigate nutritional science themes and connect research with their coursework. Students will investigate important topics such as: the effect of calorie restriction on oxidative stress, the effect of fructose on circulating levels of cytokines, how epigenetic factors influence energy metabolism, links between brown adipose tissue and obesity risk, and more. The research capstone experience will culminate in a poster and presentation.

Student experience and skill development in the courses, laboratories and capstone project will prepare them for the third component of the program, their supervised practice internships. During the second year students will enter the professional work setting for their practical training. The experiences allow the students the opportunity to apply their knowledge and further develop skills related to community program planning, foodservice management and clinical care in medical centers. Students do not need to find their own internships. Students will always be regarded as students and in the process of learning, and they will never be used as a replacement for an employee during these experiences.

Courses and Course Descriptions

Coursework and Capstone Project (40 required units)

- NST 208, Foods (4)
- NST 201, Metabolic Regulation (2)
- NST 210, Research Methods & Analysis in Nutritional Sciences (4)
- NST 235, Food Systems Management (4)
- NST 245, Counseling in Nutritional Sciences (2)
- NST 261, Nutritional Assessment and the Lifespan (4)
- NST 262, Medical Nutrition Therapy (4)
- NST 266 Nutrition in the Community (3)
- NST 294, Dietetics Professional Practice Seminar (2)
- NST 295, Capstone Project in Nutritional Sciences (11)

Internship, Supervised Practice (26 required units)

- NST 400, Professional Preparation: Supervised Practice in Dietetics
(approximately: 4-5 weeks of community nutrition, 2 weeks of campus community nutrition, 4-5 weeks of outpatient nutritional care, 6-7 weeks of institutional foodservice management, 16-17 weeks of clinical nutrition)

Course Title: NST 208, Foods with Laboratory

This course is designed for students to explore the fundamentals of food. The course will begin by discovering the science of foods; the functional role of foods as ingredients; and the impact on food quality, acceptability and compatibility as measured by sensory evaluation methods. Students will then integrate their knowledge of chemistry and food science by modifying recipes for wellness and disease prevention and management. Students will explore food preparation techniques and world cuisines to further their appreciation of foods, eating patterns and food trends across cultures. Students will apply principles of food safety and sanitation to the procurement, storage, and production of foods. This course is designed to prepare MNSD students for supervised practice internships and a career as a Registered Dietitian Nutritionist. Units: 4

Course Title: NST 201, Metabolic Regulation

This course will provide a graduate-level view of metabolism spanning the physiological, biochemical and molecular aspects of metabolic homeostasis. The course will emphasize four areas: history of metabolism

research across primarily mammalian species; past and current available methodological tools to understand metabolism; established and emerging principles of metabolic regulation, with lessons learned from classic physiological and biochemical investigations, isotope tracing and modern molecular techniques and the clinical assessment of metabolism and targeting of metabolic regulation/signaling, including the therapeutic application of diet, pharmaceuticals, cell therapies, tissue culture/engineering, and genetic medicine. Units: 2

Course Title: *NST 210 Research Methods & Analysis in Nutritional Sciences with Laboratory*

This course will familiarize students with current methodologies of assessing nutritional status through molecular biology, clinical/biochemical analysis, and dietary experimentation and analysis. Upon completion of this course, students will understand the work of a nutrition scientist, including asking scientific questions and generating hypotheses, using creativity and critical thinking to develop experimental design and execution of laboratory procedures, as well as interpreting data and presenting (written and oral) findings from results obtained. Throughout the course, students will perform several nutritional assessments and compare and contrast the results to those obtained from a controlled analytical method or specimen. Units: 4

Course Title: *NST 235, Food Systems Management*

This course will provide students an opportunity to discuss and apply the organizational and management principles within institutional food service systems. Topics will range from production and delivery systems, management of resources, quality assurance, equipment, layout, marketing, personnel management and fiscal management. Students will apply concepts through laboratory experiences, projects and engagement with institutional settings. Units: 4

Course Title: *NST 245, Counseling in Nutritional Sciences*

This graduate-level course will focus on effective nutrition counseling strategies and applying behavior change theory. Students will address behavior change by applying the Nutrition Care Process and utilize appropriate Medical Nutrition Therapy and theory-driven interventions. Integrated practice will occur through mock counseling sessions and role playing activities for various populations and conditions. This course is designed to prepare MNSD students for supervised practice internships and a career as a Registered Dietitian Nutritionist. Units: 2

Course Title: *NST 261, Nutrition Care Process and the Lifespan*

This graduate-level course will teach students how to utilize the Nutrition Care Process of the Academy of Nutrition & Dietetics as a framework to explore nutritional care throughout the lifespan. Students will determine nutritional status by considering anthropometrics and physical assessment, biochemical data, clinical findings, dietary intake, complimentary and integrative therapies, and physical activity. Disease pathophysiology, diagnosis, medical and pharmacological treatments, and nutritional therapies and nutrition-related pharmacotherapy will be discussed for conditions common across the lifespan. Students will be responsible utilizing medical terminology and documentation and for identifying relevant current research to support their nutritional recommendations. This course is designed to prepare MNSD students for supervised practice internships and a career as a Registered Dietitian Nutritionist. Units: 4

Course Title: *NST 262, Medical Nutrition Therapy*

This graduate-level course will address nutrition as a component of disease treatment. The Nutrition Care Process of the Academy of Nutrition & Dietetics will be used as a framework to explore disease pathophysiology, diagnosis, medical and pharmacological treatments and nutritional therapies. Students will examine and apply an understanding of complementary and integrative nutritional therapies on drugs, disease and health. The conditions that will be studied include cardiovascular disease, upper and lower GI disease, hepatic disease, renal disease, diabetes, diseases of the pancreas, cancer, HIV/AIDS, pulmonary disease, and critical illness. Students will be responsible utilizing medical terminology and documentation and for identifying relevant current research to support their nutritional recommendations. This course is designed

to prepare MNSD students for supervised practice internships and a career as a Registered Dietitian Nutritionist. Units: 4

Course Title: NST 266 Nutrition in the Community

This graduate-level course addresses nutrition in the context of the community and population. It explores nutrition programs that serve various segments of the population and the relationships of these programs to nutrition policy at the local, national, and international levels. The course provides an opportunity for community assessment, program planning, implementation, and evaluation. The history, science, current issues and innovations involved in improving nutrition among various communities will be presented. Nutritional concerns, including food security and global health, will be discussed. This course is designed to prepare MNSD students for supervised practice internships and a career as a Registered Dietitian Nutritionist. Units: 3

Course Title: NST 294, Dietetics Professional Practice Seminar

This course is intended to enhance student understanding and appreciation of professional responsibilities and conduct as future dietetic professionals. Current topics in the field of nutritional sciences and dietetics will be discussed. The course will provide a platform for students to begin to prepare for the registered dietitian nutritionist credentialing examination. Units: 2

Course Title: NST 295, Capstone Project in Nutritional Sciences

The Capstone course gives students the opportunity to synthesize their graduate level course work by connecting their academic knowledge from their coursework to a capstone research project. Students will learn new research techniques and approaches and broaden their exposure to nutrition research. The project will entail a technical research poster and presentation of their work. Units: 13

Course Title: NST 400, Professional Preparation: Supervised Practice in Dietetics

This course will allow students the opportunity to apply their knowledge from their academic courses, build and practice skills and demonstrate competency as an entry-level registered dietitian nutritionist under the supervision of a qualified professional. Units: 2-12, 26 required

NST 400 Rotation Descriptions:

Institutional Foodservice Management: In the Institutional Food Service, Production, and Management Rotation, interns develop skills in marketing, procurement, storage, preparation, delivery, service, quality and management. Interns practice and operate equipment, conduct sanitation audits, apply HACCP guidelines, plan menus, assess customer service, and apply management skills. Rotation activities include a menu planning project, taking meal orders, patient tray preparation, delivery and satisfaction analysis, food safety and quality audit, a waste and sustainability report, an in-depth themed meal project and a quality improvement project.

Clinical: The first 8 weeks of this rotation focuses on practicing the nutrition care process with populations with less complex medical conditions impacted by diet including obesity, diabetes, hypertension, cardiovascular disease, neurological conditions, and gastrointestinal disorders.. The second 8 weeks of this rotation focuses on practicing the nutrition care process with populations with more complicated conditions such as renal disease, cancer, hepatic disease, and critical care. Interns apply nutrition support. This rotation includes coverage in the Intensive Care Unit. This rotation may be split between multiple facilities. Larger assignments include three mini-case studies, a larger case study with an oral presentation and research review, a quality improvement audit, an in-service to the multidisciplinary team and staff relief.

Outpatient Nutritional Care: This rotation focuses on developing skills to provide nutrition services to the community at large through nutrition counseling and nutrition education. Interns spend 3 weeks in an outpatient medical facility. Major projects include providing nutrition counseling, teaching nutrition-focused classes, development of an education material and understanding billing and coding.

Community Nutrition: This rotation focuses on developing skills to provide nutrition services to the community at large through participation in community-based nutrition programs. Major projects include program planning and implementation (needs assessment, intervention, evaluation, marketing), and participation in nutrition-related policies.

Campus Community: The goal of this rotation is to participate in Cal campus community by designing, implementing and evaluating nutrition programs for the campus population.

Admission Requirements

Admissions will include a holistic review including an examination of undergraduate coursework, extracurricular experiences, the personal statement and an interview. All applicants will be ranked per the Graduate Division's policies.

1. A bachelor's degree or recognized equivalent from an accredited institution
2. A satisfactory scholastic average of a minimum grade-point average (GPA) of 3.0 (B) on a 4.0 scale
3. Prerequisites include one course of each of the following:
 - Introduction to nutrition (taken within the last 5 years)
 - Statistics
 - Psychology or sociology or anthropology
 - General chemistry
 - Organic chemistry
 - Biochemistry
 - Physiology
 - Microbiology
 - Two additional foundational science courses in chemistry or biology*
 - Five foundational science laboratories that include 2-3 chemistry labs and 2-3 labs in the areas of biology, microbiology, molecular or cellular biology, physiology or anatomy or other science labs (not including food science lab)
 - Nutrient Metabolism (A course that covers macro and micronutrient metabolism. Students may take this course while in the program for additional fees but it is highly recommended that it is taken prior to admission. If a student feels they have taken a similar course, they have the opportunity to submit a syllabus and request to waive the requirement. A quiz to assess for understanding may be required.)
 - Metabolic Basis of Human Health and Diseases (Students may take this as a prerequisite or while in the program for additional fees. If a student feels they have taken a similar course, they have the opportunity to submit a syllabus and request to waive the requirement. A quiz to assess for understanding may be required.)

*Examples include General Chemistry II or Organic Chemistry II, Introduction to Biology or AP biology, cellular and/or molecular biology, anatomy or others taken in the chemistry or biology departments.

4. It is preferred if students apply with 2 or fewer outstanding prerequisites as long as they can show they will be able to complete the courses prior to the start of the program. This excludes the Nutrition Function and Metabolism and Metabolic Basis of Human Health and Disease courses that can be taken while in the program for an additional program fee.
5. Volunteer or work experience (preferred but not required and relevant experience is preferred)
6. Satisfactory interview
7. Minimum of 3 letters of recommendation, 2 of which must be from a professor attesting to the student's potential for success in graduate studies
8. Satisfactory statements
 - a. Statement of Purpose: Please describe your aptitude and motivation for graduate study in your area of specialization, including your preparation for this field of study, your academic plans or research interests, and your future career goals. Please be specific about why UC Berkeley would be a good intellectual fit for you.
 - b. Personal History Statement: Please describe how your personal background and experiences influenced your decision to pursue a graduate degree. In this section, you may also include any relevant information on the following (*Please note that the Personal History Statement should not duplicate the Statement of Purpose*):
 - *How you have overcome barriers to access higher education
 - *How you have come to understand the barriers faced by others
 - *Your academic service to advance equitable access to higher education for women, racial minorities and individuals from other groups that have been historically underrepresented in higher education
 - *Your research focusing on under-served populations or related issues of inequality
 - *Your leadership among such groups
9. Evidence of English language proficiency, TOEFL (score of a minimum of 90 with a 22 or higher in reading and listening, 26 or higher in speaking and 24 or higher in writing) or IELTS, unless a degree was earned from either a regionally accredited U.S. college/university.
10. Given the placement in professional training facilities, students will need to comply with all facility requirements. Facility requirements are outlined in the section titled, "Continued Admission Requirements"
11. Students are ineligible if they completed MNSD graduate courses for undergraduate credit

Application Process

Online application: [UC Berkeley Graduate Application](#)

Application Review Process: Admissions will include a holistic review including an examination of undergraduate coursework, extracurricular experiences, the personal statement and an interview. All applicants will be ranked per the Graduate Division's policies. The program director and at least one other individual (program coordinator, workplace preceptor, lecturer, capstone coordinator or Senate faculty member) will review applications and select qualified applicants for an interview.

Invitation to Interview: Selected applicants will be invited for an interview. The program director and at least one other individual (program coordinator, workplace preceptor, lecturer, capstone coordinator or Senate faculty member) will conduct brief, approximately 30 minutes, interviews with eligible applicants. An interview allows for assessment of communication skills, readiness to enter the professional workplace, understanding

of the RDN credential and the nature of the program including the placements in the professional work setting environment and that a CDR credentialing exam still needs to be passed before one can earn the RDN credential.

Invitations to interview will be sent through email. The program director will provide the applicant with available dates to participate in the interview process. Applicants will have one week from the date of interview notification to accept the invitation to interview.

Accepting the Offer of Admission

Students who have been admitted into an entering class are required to take certain steps to secure their admission into the program. The deadline to complete these steps will be provided by the program director following their completed application and interview. Please see the [Applying to Graduate Admissions](#) page for additional information.

Continued Admission Requirements: Facility Requirements

Continued admission is contingent upon meeting facility requirements, which includes, but is not limited to the following:

1. Background check: evidence of a clear criminal background check.
2. Clear drug screen: A 10-panel drug screen to detect the use of cocaine, opiates, marijuana, barbiturates, benzodiazepines, phencyclidine, amphetamines, methaqualone, methadone and propoxyphene.
3. Proof of required immunizations: A copy of your immunization record (date and dose of immunization or official lab result and date) in English.

Test	Requirement
TB	2 skin tests, 1-3 weeks apart within the last 12 months or negative Quantiferon test within the previous 12 months
Hepatitis B	Positive titer. The hepatitis B vaccination series is long and requires ample planning.
Measles, Mumps, Rubella	Positive titer or 2 MMR vaccinations one month apart
Varicella	Positive titer or 2 doses of varicella 1-2 months apart
Tetanus/Diphtheria/ Pertussis	Adult dose within the last 10 years
Covid vaccine	2 doses and a booster, or as indicated by the Dept of Public Health
Flu vaccine	Annual flu shots are required by most facilities.

3. Medical clearance: Some sites require medical provider clearance for training, which may require a medical exam.
4. Basic Life Support Certification (American Heart Association approved)
5. ServSafe Manager Certification
6. Professional liability insurance (see Insurance Requirements section to learn more)

Insurance Requirements

Medical Insurance

All eligible UC Berkeley students are required to have medical insurance that meets the University's requirements. Students are automatically enrolled in the Student Health Insurance Plan (SHIP) unless a waiver application is submitted. SHIP is \$3,044/term. For more information on health insurance, please visit the Student Health Insurance Plan (SHIP) web page. Health insurance is included in the projected costs table.

Professional Liability Insurance

The University does not extend professional liability insurance to students. Students are required to obtain professional liability insurance in an amount of at least one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) annual aggregate. Proof of insurance must be provided by the first week of the second semester in year one, before entering supervised practice.

The University of California, Berkeley, does not endorse any particular insurer. Thus, the following information is intended solely to assist one in obtaining coverage:

Health Providers Service Organization
 1-800-982-9491
<http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp>

Proliability / Marsh
 1-800-503-9230
<https://www.proliability.com/professional-liability-insurance/students-individuals.html>

Cost of Attendance

Fees by Semester	
Program fee	\$935/unit 2023-2024 academic year (66 required units) \$963/unit proposed 2024-2025 academic year
Campus fee	\$790.25
Student service fee	N/A
Class Pass Fee- Transit (mandatory fee)	\$105 (not paid in summer)
Health insurance fee	\$3,078* (not paid in summer)
Institutional Resilience and Enhancement Fee	\$117

*All eligible UC Berkeley students are required to have medical insurance that meets the University's requirements. Students are automatically enrolled in the Student Health Insurance Plan (SHIP) unless a waiver application is submitted.

Figures for tuition and fee represent currently approved or proposed amounts and may not be final. Actual tuition and fees are **subject to change** by the University of California as determined to be necessary or appropriate. Final approved tuition and fee levels may differ from the amounts presented. Fee increases are carefully reviewed alongside the program's operating costs, and are currently expected to increase a minimum of 3% at the start of each academic year (fall term).

Some or all instruction for all or part of the Academic Year may be delivered remotely. Tuition and fees have been set regardless of the method of instruction and will not be refunded in the event instruction occurs remotely for any part of the Academic Year.

One Time, Annual or Variable Fees*	
<i>One-time</i>	
Medical Exam	Approx. \$50, depends on insurance
Drug testing	Approx. \$50, depends on insurance
Immunizations	Depends on insurance
Lab coat, and non-skid shoes	Approx. \$100
Background check	Approx. \$100
RDN Examination Study Guide	Approx. \$400
UCB document management fee	\$107
<i>Estimated costs for 2 semesters</i>	
Rent/Utilities	\$18,984 (estimated cost for 2 semesters)
Food	\$9,300
Personal	\$3,152
Books & equipment	\$730
Travel	\$3,660 (access to a car is required)**
Student Professional Liability Insurance	Approx. \$35
A.N.D. Student Membership	\$60
Local Dietetic Association Membership	\$10

Updated August 2023

*The above estimated expenses are meant to serve as unofficial guidelines. The Financial Aid Office updates these figures annually through student surveys and other research. For additional information on the cost of attendance, please visit: [Financial Aid and Scholarships Office Cost of Attendance](#).

** Throughout the program, students are required to participate in off campus training in professional worksites located within the San Francisco Bay Area. These rotations are off campus for approximately 36 weeks. Students are required to manage and pay their own costs for travel, accommodations, food, other living expenses and costs (immunization/documentation) associated with credentialing/onboarding.

Financing Your Education: Loans, Scholarships and Loan Deferment

Eligible students may participate in federal and private loans or other external support programs such as benefits for veterans.

Loans

The Financial Aid and Scholarships Office works closely with students to make a UC Berkeley education an affordable reality. The Financial Aid and Scholarships Office administers federal loans, state Dream loans and work-study awards for graduate and professional students. Please visit the Financial Aid and Scholarships Office to learn more: <https://financialaid.berkeley.edu/apply-now/graduate-award-guide/>

Repaying your Loan

After you graduate, leave school, or drop below half-time enrollment, you become responsible for repaying your federal student loans. There may be a repayment plan, and possibly a loan forgiveness program for you. Learn more here: <https://financialaid.berkeley.edu/financial-literacy-and-resources-financial-literacy-and-resources/repaying-your-loan/>

Fee Reduction

Students may be eligible to waive the Student Health Insurance Plan (SHIP) provided by UC Berkeley. Please visit the SHIP website for more information: <https://uhs.berkeley.edu/insurance/waiving-ship>

Scholarships

Scholarships may be available from corporations, community or civic groups, religious organizations, the Academy of Nutrition and Dietetics, and the California Academy of Nutrition and Dietetics. Scholarship eligibility criteria are usually published in the September issue of the Journal of the Academy of Nutrition and Dietetics.

You can search for outside scholarships to help with your educational expenses here: Learn more here: <https://financialaid.berkeley.edu/types-of-aid-at-berkeley/scholarships/scholarship-search/>

Berkeley offers a variety of scholarship programs that can help you fund your education. Learn more here: <https://financialaid.berkeley.edu/types-of-aid-at-berkeley/scholarships/>

Department Awards

Subject to funding availability, awards will be made available to selected students whose experiences will contribute to diversity at the University of California Berkeley and within the field of dietetics. Priority will be given to applicants with the potential to bring to their graduate studies and future careers, the perspective that comes from their non-traditional educational background or understanding of the experiences of members of groups historically underrepresented in higher education, and who demonstrate a financial need. Not all students will receive an award. There is no guarantee of funding.

Academic Appointments

Several types of appointments as Academic Student Employee (ASE) may be available to Master's students. Students must apply for positions and there is no guarantee of employment. Not all students will have the opportunity to be appointed as an ASE.

- Academic Student Employees (ASE)/Graduate Student Instructor (GSI)
- Reader
- Tutor
- Graduate Student Researcher (GSR)

For information on academic appointments policies and procedures, please refer to the Appointments web page. **Academic appointments will be very unlikely during year 2 when students are primarily in the practice rotations.** Learn about available appointments here: <https://grad.berkeley.edu/financial/appointments/>

Academic and Program Calendar

The MNSD is a full-time continuous 21-month program, which includes summer of year one and may include a portion of winter recess during year two. Students take a minimum of 12 units per semester and during their second year will be placed in unpaid professional work setting internships for four days per week. Additional learning modules and worksheets will be given over breaks and the summer months.

Please see the “Supervised Experiential Learning: Hours and Documentation of Hours” section to learn more about the daily schedules.

Given the unique nature of the coursework and supervised practice rotations, the MNSD has program-specific start and end dates. Each cohorts unique academic calendar can be found [here](#). Should rotations be delayed, the end date may need to be extended.

Fall, Year 1	Spring, Yr 1	Summer, Yr 1
NST 201, Metabolic Regulation (2)	NST 266, Nutrition in the Community (3)	NST 295, Capstone Project in Nutritional Sciences (11)
NST 261, Nutrition Care Process and the Lifespan, lec and dis. (4)	NST 208, Foods, lec and lab (4)	
NST 210, Research Methods & Analysis in Nutritional Sciences, lec and lab (4)	NST 262, Medical Nutrition Therapy, lec and dis. (4) (10 weeks)	
NST 235, Food Systems Management, lec and dis. (4)	NST 400, Supervised Practice: Management (4)	
Total Units: 14 (18 with concurrent enrollment NST 103)	Total Units: 15 (17-19 with concurrent enrollment NST 160)	Total Units: 11
Fall, Year 2	Spring, Yr 2	
NST 245, Counseling in Nutritional Sciences (2) (7 weeks)	NST 294, Dietetics Professional Practice Seminar (2)	
Cohort A: NST 400, Supervised Practice: Clinical (12) Cohort B: NST 400, Supervised Practice: Outpatient, Community, Campus (10)	Cohort A: NST 400, Supervised Practice: Outpatient, Community, Campus (10) Cohort B: NST 400, Supervised Practice: Clinical (12)	
Total Units: 12-14	Total Units: 12-14	

Academic Calendar, Holidays, Vacations and Breaks

The program will utilize the [Academic Calendar](#) of the University regarding observance of major holidays (not recess periods). **Students follows the holiday schedule of the facility while in practice sites and the worksite’s observance of holidays supersedes that of the UCB academic calendar.** Please be sure to check with your preceptor for the facility’s holiday schedule at the start of the program and before you plan your activities so that there are no misunderstandings and conflicts. Students will not earn vacation days while in the program. Vacations and breaks may be planned as follows: Spring Break during year 1 and two weeks between fall and spring semester.

Leave of Absence

Students wishing to take a leave of absence must withdraw from the program. Exceptions related to pregnancy and childcare outlined in the [Guide to Graduate Policy](#) (F6) will be upheld. More on withdrawals and re-enrollment can be found in the policy, “Withdrawal and Refund of Tuition and Fees”.

Distance Education

No distance education will be offered. The program is offered in the San Francisco Bay Area. Courses are offered on campus and the majority of rotations are within 40 miles of campus. See Supervised Experiential Learning: Facility and Preceptor Selection Criteria for additional information.

Graduation Requirements

The degree of Master of Nutritional Sciences and Dietetics (MNSD) will be granted on the following conditions.

- a. Admission
 - i. Fulfilled requirements for admission in accordance with provisions of the Berkeley Division of the Academic Senate Regulation 882 A.
- b. Unit Requirements and Internship Training
 - i. Completed a 4 semester plus one summer of graduate study and internship placements, or equivalent, as specified or deemed acceptable by the Faculty of the Program.
- c. Grades
 - i. Only courses in which the grades of A, B, C, or S are assigned may be counted in satisfaction of requirements for the Master's Degree.
 - ii. No course in which a grade lower than a C is assigned may be counted in satisfaction of the requirements for the degree.
 - iii. The candidate must maintain an average of three grade points per unit in all courses required or elected during the candidate's residence as a graduate student at the University of California. "Satisfactory" grades will be disregarded for the purpose of counting the grade-point average.
 - iv. Students must pass their NST 400 internships with a Satisfactory rating.
- d. Capstone
 - i. Complete a capstone element prepared in accordance with the rules of the Graduate Council, under conditions as stated by the faculty of the program.
 - ii. Satisfactory evaluation of the capstone element.

Issuance of a Verification Statement

A verification of completion statement will be issued once the MNSD degree is conferred by the university. Issuance of this statement verifies that the individual has successfully completed the requirements (coursework, supervised practice and graduate degree) and is eligible for the CDR credentialing examination. Participants will be emailed a locked and verified original copy of the verification of completion statement. The program director will administer the verification statement and retain a copy of the verification statement for as long as the MNSD is in existence.

This administrative function is included in the program director's job description in order to assure the timely processing of the statements.

Advancing to Candidacy and Maximum Time To Earn The Degree

By Academic Senate regulation, students must formally advance to candidacy before the master's degree can be conferred. MNSD students, Plan II students, must be advanced prior to submitting the capstone project. The maximum amount of time a student has prior to advancing to candidacy is 4 semesters (200% time). Master's students have six semesters after advancement to candidacy in which to complete requirements for their degrees. The program objective is for all students to matriculate and complete the program within 150% time (32 months).

Additional information on advancing to candidacy can be found in the [Guide to Graduate Policy \(F1.5 and F1.9\)](#).

Withdrawal and Refund of Tuition and Fees

If instruction has already begun and a student wishes to discontinue study, a withdrawal must be formally requested and processed by the student's program. Withdrawing results in dropping enrollment in all classes and the student will no longer be able to attend for that semester or any future semester until readmitted.

Per university policy, students who were previously registered at Berkeley in a graduate program, withdrew for a period of time, and wish to return within five years to the same degree program, will re-enroll, rather than re-apply. A program is not obliged to re-enroll a student who has withdrawn for any reason, including an official medical withdrawal, with exception of students on official [parental leave status](#). Should a student be denied re-enrollment, the student can re-apply and will be required to retake the coursework.

Additional information on withdrawals and readmissions can be found in the [Guide to Graduate Policy](#). Refund of tuition and fees after withdrawal will follow standard [UCB refund policies](#).

Professional Behavior and Conduct

The MNSD is a professional pathway of the Accreditation Council for Education in Nutrition and Dietetics Education. Participants should demonstrate attitudes consistent with an entry-level practitioner and the Academy of Nutrition and Dietetics Standards of Professional Performance (Appendix C), which includes professional behaviors, leadership, self-directed learning, high-quality work, advocacy and service to the profession and community. Participants are expected to conduct themselves in a professional manner and in accordance with the Code of Ethics of the Academy of Nutrition & Dietetics (Appendix D).

In addition to the Code of Ethics of the Academy of Nutrition & Dietetics, participants are expected to abide by the University Campus Code of Student Conduct: <http://sa.berkeley.edu/student-code-of-conduct>. The code refers to all forms of academic misconduct along with other forms of unauthorized conduct.

Students are required to comply with any provided rules, regulations or policies for each rotation or facility. Failure to comply will result in a negative evaluation (see "Academic Standing") and will follow normal "Disciplinary and Termination Procedures" (below).

While in professional work-settings, students are expected to present themselves in a professional manner and dress in business casual or customary attire for the facility. For safety reasons, closed-toed certified non-slip shoes are required for the foodservice management rotations.

Monitoring Student Performance: Assessment of Student Learning

Student academic performance, professional and ethical behavior are monitored while in the program. Formative evaluation of a student's performance will occur regularly during each course and rotation by evaluating the quality of assignments, quizzes, projects and professional and clinical activities. Professional and ethical competency are evaluated through the student's participation in class, ability to work with others and manage challenging situations. Instructors and preceptors will evaluate students utilizing the program's competency tools.

Formative evaluation while in rotations (400-level courses)

Formative evaluation of student performance while in rotations occurs regularly through informal and formal means. Preceptors informally meet with students weekly, if not more often, to discuss their progress, strengths and areas for improvement. At mid-point of a rotation, preceptors will provide a formal formative evaluation by completing a written evaluation utilizing the competency evaluation form. This mid-point evaluation is completed to assure early detection of academic difficulties and to assure on-going support for the student. At mid-point, the goal is for students to be earning an "approaching competency" or higher on their skill development and professionalism. If this level is not achieved, a letter of warning will be issued by the program director and a plan for skill development will be put in place. The goal of the mid-point evaluation is to help students achieve a final evaluation of "competent" or higher. All formal mid-point evaluations completed by preceptors are written and provided to the student and program director.

Formative evaluation while in 200-level courses

Faculty evaluate student performance through achievement on quizzes, exams, assignments and projects. Students can monitor their progress through comments and grades posted on the course management system (bCourses). For the most part, assignments occur weekly and at a minimum, every 4 weeks to allow for early detection of difficulties. Faculty will be asked at semester mid-point to identify any students that appear to be having difficulty and are at risk of being placed on academic probation. At this point the program director would issue a letter of warning to the student and meet with the student to identify a plan for improvement.

Summative assessment

A summative assessment will occur at the end of each professional rotation and/or semester to assess academic achievements, professional and ethical behavior and clinical and/or professional competency in the professional workplace settings. The summative assessment will be conducted using the identified assessment method for a given competency or set of competencies. The student must achieve a "competent" or higher on all required competencies by the end of the program. In 400 level courses (internship rotations), students must achieve set competencies to earn a Satisfactory grade and to satisfy the achievement of an internship experience. All preceptors will use the same competency evaluation tools. If a 200 level courses includes an assessment of a competency, the competent rating will not directly correlate with course grades, as there are many evaluations tools used in the classroom.

Letter of Warning

The first negative evaluation is considered a letter of warning and it will include the following:

1. The nature of the problem or deficiency;
2. The steps to be taken to correct the deficiency;
3. A reasonable period in which to correct the problem or to show acceptable improvement; and
4. An approximate date on which the student's record will next be reviewed.

A copy of the letter will be retained in the local student record.

Academic Standing

At the end of each semester it will be determined if a student is in a) good academic standing, b) on probation, or c) subject to dismissal. This evaluation will be sent to students in writing.

Students are in good academic standing and making satisfactory progress if they:

1. Are making adequate progress toward the completion of degree requirements / Advancing to Candidacy;
2. Earning a B or higher in Nutrition Care Process (NST 261), Medical Nutrition Therapy (NST 262), Foodservice Management (NST 235), Counseling in Nutritional Sciences (NST 245) and Nutrition in the Community (NST 266);
3. Have a cumulative grade-point average of at least 3.0 in 200 level courses;
4. Earn a S in all 400 level courses (clinical and professional skill development in workplace settings);
5. Do not have more than 2 Incomplete grades on their record;
6. Exhibit no professional deficiencies, including those of noncompliance with the program or affiliate facility's policies, failure to comply with the campus code of ethics and/or Professional Code of Ethics as outlined by the Academy of Nutrition and Dietetics, failure to comply with Health Insurance Portability and Accountability Act of 1996 (HIPAA), insubordination, 3 or more unexcused absences during supervised practice rotations; and
7. Have not received warning letters from the program or been placed on formal probation for academic, clinical or professional deficiencies.

Progressing in the Program

1. Students may only enter internship units and practice settings (400 level courses) when they are in good academic standing or an exception has been approved by the MNSD committee.
2. Students cannot enter experiential learning practice settings (400 level courses) with a B- or lower or an Incomplete (must have earned a B or higher) in Nutrition Care Process (NST 261), Medical Nutrition Therapy (NST 262), Foodservice Management (NST 235), Counseling in Nutritional Sciences (NST 245) and Nutrition in the Community (NST 266).
3. Should a student earn between a C to B- in NST 235, NST 245, NST 261, NST 262 or NST 266, they will be required to enroll in NST 298: Special Study in Nutritional Sciences, the subsequent semester to rectify the deficiencies and earn a grade equivalent to a B letter grade to progress in the program. Once a B grade is achieved, the student can enroll in the 400 level internship courses. Enrolling in extra units will result in additional program fees.

4. Graduate students *must* repeat courses for which they received a grade below a C or a U.*
5. If a U was earned in the internship units, those units will need to be repeated before the student can advance into the next internship units (practice setting), unless an exception has been approved by the MNSD committee.

* Given courses are only offered one semester per academic year, and the unique scheduling of practice sites (NST 400 series), earning below a C will likely delay the students time in the program by at least one additional year, and incur additional program fees and related costs.

Retention and Remediation and Required Advising

The program will formally evaluate graduate students at mid-point and at the end of the semester to detect academic difficulties and professional and ethical behavior, including clinical competency and performance in professional workplace settings. The results of all negative evaluations are sent to students in writing. The first negative evaluation is considered a letter of warning and it will include strategies to correct the deficiency and help the student succeed in the program. Resources and support will be made available to students to help address concerns raised in an evaluation.

For academic and professional behavior concerns, students will be encouraged to seek tutorial support from fellow peers and professors. Students will be encouraged to attend office hours, set-up additional office hour appointments, form peer study groups and discuss general studying strategies, review the professional code of ethics and standards and develop plans for enhancing professional skills such as writing and oral communication skills. Students may be referred to the Student Learning Center to seek peer advice or training.

Clinical and professional deficiencies will be addressed by additional office hours, collaboration between preceptors and faculty, additional case studies with faculty support, extending the rotation time over winter or summer breaks or repeating the rotation, if appropriate. During the extended or repeat rotation, the students will be evaluated weekly.

Faculty may also refer students with specific challenges to a number of offices and programs that have resources specific to their needs. Examples include University Health Services for counseling and psychological services, Berkeley International Office, Gender Equity Resource Center, Disabled Students Program, Students of Concern program, and others as appropriate.

Given the professional nature of this program, students are required to meet with their faculty advisor at least once every semester to discuss their progress in the program and career goals. During the experiential learning experiences, the participant must meet with a faculty advisor every 2-3 weeks. Students are provided a list of activities and learning goals prior to the start of the rotation. During the described faculty meetings, the advisor will review student learning, progress and competency development. If the student is not making adequate progress, the advisor and student will develop a plan to support the student.

Disciplinary and Termination Procedures

Probation

At the end of each semester it will be determined if a student is in a) good academic standing, b) on probation, or c) subject to dismissal.

Probation is intended to provide a student whose performance is less than satisfactory with a period in which to correct identified deficiencies and to raise his or her performance to a level consistent with the minimum standards set by the Graduate Division in consultation with the program. Students on probationary status may register and enroll in 200 level courses, but they may not hold academic appointments, receive graduate fellowships, be awarded advanced degrees or enter internship 400 level courses. If a U was earned in the internship units, those units will need to be repeated before they can advance to the next internship units (practice setting).

Students may be placed on probation by the Graduate Division for failing to meet uniform requirements. Programs may recommend probation and dismissal on the basis of a written evaluation of the student's progress, including program specific requirements.

A formal probation will be requested if progress has not been made following the letter of warning (learn more in the section titled, "Letter of Warning"). Only the Dean of the Graduate Division has the authority to place a student on probation, to remove probationary status, and, if necessary, to dismiss a student from graduate standing. Students should be aware that probationary status will likely result in an additional year to complete the program.

Probation for GPA Below Graduate Division Requirements

At the end of each semester, the Graduate Division reviews the records of all registered graduate students. Following this review, students whose grade-point average is below 3.0 will receive a letter from the Graduate Division informing them that they have been placed on probation and are subject to dismissal if their GPA at the end of the following semester remains below the minimum 3.0 requirement, or below the program's requirements (see Policies and procedures: academic standing and progressing in the program). A copy of the letter will be sent to the program.

Probation for Incompletes

A student will be placed on probation the semester after the letter of warning should they have more than two remaining Incompletes on their records. The program will recommend to the Dean of the Graduate Division that the student be placed on probation until the Incomplete deficiencies are rectified.

Probationary Period

The probationary period is normally for one semester, during which the student is expected to remove academic deficiencies. Probation may be extended based on departmental recommendation. Students may not remain on probation indefinitely.

Removing a Student from Academic Probationary Status

Students may be placed on, or removed from, probation only by the Dean of the Graduate Division. They are removed from probationary status imposed for failing to maintain the minimum grade-point average when the Graduate Division determines they have raised their grade-point averages to at least 3.0. If a student was placed on probation because the program and the Graduate Division determined that he or she was not making adequate progress, the Head Graduate Adviser must inform the Associate Dean for Degrees in writing that the student has met the conditions for removing probation, requesting that probation be cleared.

Students Who Do Not Correct Deficiencies While on Probation

If at the end of the probationary period the student has failed to correct the identified deficiencies, the Graduate Division will contact the program to request a recommendation from the program director on whether an extension of the academic probationary period is warranted. Students should work with the program director if they feel an extension is warranted and should be explored. If the probationary period is not extended, the program should formally request that the Dean of the Graduate Division dismiss the student. A registration block would then be placed on the student's future registration.

Policies Related to Dismissal/Termination

There are generally two reasons a graduate student may be dismissed: for disciplinary reasons due to violations of the Code of Student Conduct, or for academic deficiencies (including clinical and professional deficiencies as outlined in the section titled, "Academic Standing", which includes violating HIPAA). Violations of the Code of Student Conduct are determined by the Vice Chancellor, Division of Student Affairs at the recommendation of the Office of Student Conduct and with the concurrence of the Dean of the Graduate Division. Dismissal for academic reasons is the purview of the Dean of the Graduate Division, under the auspices of the Graduate Council.

Procedures for recommending a dismissal can be found in the Berkeley Graduate Division's Guide to Graduate Policy.²

Counseling Into Appropriate Career Paths

Should a student be placed on probation, they will be required to meet with the program director to discuss their unique situation, identify actions required to be taken off probation, and address the possibility of not succeeding in the program. At this time a conversation about moving into an alternative career path will be discussed. Depending upon the student's interests and goals, possible options might include: health coach, health educator, health or medical sales or a Certified Dietary Manager. Students will also be coached on alternative career paths should they be dismissed from the program.

Illness and Unexcused Absences

If a day must be missed for illness, both the preceptor and program coordinator must be contacted as soon as possible. Extended illness may result in rescheduling rotations and delays in graduation. Make-up of any missed work is the responsibility of the participant with approval from the preceptor.

Three (3) or more unexcused absences during any rotation suggest professional deficiencies and a negative evaluation will result. Policies related to negative evaluation will be followed. See "Letter of Warning and Disciplinary and Termination Procedures".

Disabilities, Appointments and Accommodations

Students needing academic and supervised practice rotation adjustments for a medical disability should make a request via the [Disabled Students' Program](#). Accommodations will be made for disability related conditions but other accommodations may not be able to be accommodated. Any non-disability related appointments should be arranged so that they occur on the class day, not on a training day. If the appointment must occur on a training day, please make it for the end of the day, and request the time off from the program director and preceptor at least 2 weeks in advance.

² <https://grad.berkeley.edu/policy/coursework-grading-probation-and-dismissal-policy/>

Prior Learning

Credit will not be granted for prior professional experience, supervised experiential hours or direct assessment/examination.

Transferring credit

A master's student may transfer up to 4 semester units or 6 quarter units of course work completed as a graduate student at another institution. The student must have received at least a B in the course(s) and have a grade-point average of at least 3.3 at both UC Berkeley and the other institution. The course must have been completed within the last 2 years to be eligible for course substitution. Students cannot use units from another institution to satisfy the minimum unit requirement in 200 series courses or the minimum academic residence requirement. In addition, students may not present course work previously used to satisfy requirements for another degree program at UC Berkeley or at another institution.

Transfer credit will not be granted for coursework intended to replace units in the NST 400 series.

Those wishing to transfer credit must:

1. Provide the syllabus, assigned reading list, and projects, reports, presentations, and materials produced by the applicant. The student is required to document how their learning directly relates to the course syllabus and competency statements required by ACEND. The committee will make a final decision regarding equivalency based on the review of scope and depth and review the submitted materials.
2. The student must replace the substituted course units with an independent study course (298: Special Study in Nutritional Sciences) to meet the minimum unit requirement in 200 series courses. Program fees will not change.

Prior learning

Should a student request a course or rotation to be waived because of prior mastery of course content, the student would need to satisfy the following:

1. Provide the syllabus, assigned reading list, and projects, reports, presentations, and materials produced by the applicant. The student is required to document how their learning directly relates to the course syllabus and competency statements required by ACEND. The committee will make a final decision regarding equivalency based on the review of scope and depth and review the submitted materials.
2. Should the prior learning be from extensive paid or volunteer experiences, the students will need to provide all projects, reports, presentations, and materials produced by the applicant, a letter of verification from the supervisor and document how their learning directly relates to the course syllabus and competency statements required by ACEND. The committee will make a final decision.
3. Should a student wish to waive the prerequisites Nutrient Function (NST 103) or Metabolic Basis of Human Health and Disease (NST 160), students will need to test out with a quiz in addition to providing a syllabus.
4. The student must replace the waived course units with an independent study course (298: Special Study in Nutritional Sciences), to satisfy the minimum unit requirement of 66 units and the minimum units requirement in the 200 series courses, or elective NST 400 units.
5. Deadlines: September 15 for Fall courses, April 1 for Spring Courses.

Supervised Experiential Learning: Issuance and Maintenance of Affiliation Agreements

Issuance of Affiliation Agreements

Students will not be placed in facilities until an educational affiliation agreement has been signed between the university and facility. Agreements must be in place for all rotations, regardless of length, unless the rotation occurs within a UC Regents entity unit such as University Dining, Athletics, University Health Services, UC Nutrition Policy Institute, or other UC campus such as UC San Francisco or Davis.

Delineated Rights and Signatory

Educational affiliation agreements delineate the rights and responsibilities of both the program and affiliating institutions, organizations and/or agencies. The UCB terms are reviewed by the risk and legal teams of the university. After the terms from each party are agreed upon, and the facility has met the selection criteria, the agreement will be signed by the director or manager of the Brand Protection and Business Protection Office of the University of California Berkeley, both of which have institutionally-assigned authority.

Students do not identify their own sites. The program director monitors affiliation agreement expiration dates and begins the process of reestablishing an agreement prior to placing students in the facility.

Maintenance of Affiliation Agreements

The MNSD program administration will monitor educational agreement expiration dates. If appropriate, the program director will begin the process of reestablishing an agreement three months prior to an agreement expiration date.

Supervised Experiential Learning: Facility and Preceptor Selection Criteria

Minimum requirements of the sponsoring facilities include:

- All facilities must comply with all applicable laws, regulations, state licensing requirements, applicable specialty, accrediting or professional organizations.
- All facilities must have a preceptor on site.
- Any facility at which the participant would complete 40 hours or more of practice experience must have a primary preceptor available on staff. A “primary preceptor” is an individual who will keep a file of the participants, who will affirm the hours of practice the participant completes, and who will maintain appropriate contact with the MNSD program administration and the participant.
- Any facility at which the participant would complete 40 hours or more of practice experience, must have sufficient educational resources to support a participant’s educational needs such as available space for participants to work on their assignments and projects and a computer, as needed.
- Acute care sites must provide experience with obesity, diabetes, hypertension, cardiovascular, gastrointestinal disorders, general and medical-surgical units, renal disease, cancer, hepatic disease, critical care and with more complex interventions including nutrition support.
- The majority of collaborating facilities are within 40 miles of the UC Berkeley, campus.
- The cost of transportation is that of the student.
- Students should be prepared to train in Oakland, San Francisco, Castro Valley, San Leandro, Hayward, and other urban areas. It is suggested you read about the communities we serve before you accept your offer of admission.
- Requests for a change in facilities will not be accommodated. Should a student reject a placement they will need to identify their own training facility and this may delay their time in the program.

Minimum requirements of the preceptors include:

- All preceptors, primary or otherwise, must be a Registered Dietitian or other qualified professional as determined by the program director.
- A preceptor must be able to document maintenance of competency for the previous two years. A preceptor must have adequate time to provide required supervision of the participant.
- The program will train preceptors on the program, teaching strategies, competencies and

assignments prior to training students.

Supervised Experiential Learning: Evaluation and Adequacy of Facilities and Preceptors

Prior to signing an affiliation agreement, sites are evaluated by assuring they met the outlined selection criteria. The MNSD program director will communicate with the primary preceptor to assure selection criteria are in place.

The primary preceptor will send the program administration a list of preceptors and the preceptors will complete a continued competency survey, which will be reviewed by the program director. Adequacy of sites is also determined from student feedback regarding the site's ability to provide the necessary exposure, activities and facilities for the student's learning. This information is ascertained from student interviews and rotation evaluations. All facilities are evaluated and selected by the MNSD program; students do not find their own facilities.

Requests for a change in facilities will not be accommodate. Most placement issues are able to be resolved with a change in mindset and flexibility.

Supervised Experiential Learning: Hours, Tardiness, and Documentation of Hours

Hours

Student must earn a minimum of 1,172 hours of supervised practice or the equivalent, as determined by the program director.

Interns train four full days a week, which will result in 32-40 hours per week at the supervised practice facility. One day a week will be reserved for class and time to work on projects. Classes and projects are usually scheduled into the 40-hour week but may occur outside of the regular daily scheduled. Students are often assigned reading, sometimes worksheets, and are expected to reflect on their learning most evenings and outside of the training hours.

Hours will vary depending on the rotation. Inpatient clinical nutrition hours are typically ~7:30/8:00 am – 4:30/5:00 pm, but may have a limited number of longer days that extend to 5:30/6:00pm. There is variability per site and per preceptor. Food service management hours are typically at 7:30/8:00 am – 4:00/5:00 pm, but may have a limited number of days with earlier shifts (5:30 a.m. to 2:00 p.m.) or later shifts (1:30 pm to 8:00 pm). There will be times during the year when interns need to stay beyond scheduled hours and train on weekends and on holidays.

Tardiness

During year two, interns are expected to be present and on-time to their rotations. In the unlikely event that a participant will be late, the participant should call the rotation preceptor as a professional courtesy.

Documentation

Time spent in professional work settings is tracked on an "Hours Log" set-up in Google Sheets. This sheet is shared with their preceptor and program administrator. The hours are verified the following ways:

1. If students are tardy or absent in a rotation they are required to inform the facility and university administrators. They are instructed to report the missing hours for the day on their Hours Log.
2. On the final evaluation of the rotation, preceptors list the number of days the intern was late or absent and they sign, attesting to its accuracy.

3. The program administrator reviews the Hours Log, their personal records of the student's attendance, and the final preceptor evaluation form that attests to the attendance and hours.

Supervised experiential learning hours offered in the classroom setting for time spent on case studies, role playing or other simulated experiences will be planned for and tracked by the instructors.

Supervised Experiential Learning: Student Status

When students are in their supervised practice rotations, they will always be regarded as students and in the process of learning, and will never be used as a replacement for an employee.

Supervised Experiential Learning: Injuries or Illness While at Supervised Practice Sites

If medical emergency services are needed while at a rotation, the student will be transported to the closest emergency room, if necessary. Costs incurred shall be the responsibility of the student.

Supervised Experiential Learning: Traveling to and from Supervised Practice Sites, Including Liability For Safety

UCB is not responsible or liable for accidents that occur during travel to and from assigned areas. Students are responsible for their own transportation and auto insurance. Students are expected to have reliable transportation during the program when placed in the professional work setting. Students will be responsible for all travel expenses. All but a few facility rotations are within a 40-miles radius of campus.

Supervised Experiential Learning: Compensation From Supervised Practice Sites

If a practice site offers compensation to students, those doing so will be announced to all students and directions on how to apply will be given. The payment will be arranged between the site and the intern; the university will not be part of the agreements or negotiations.

Protection of Student Privacy

Under the Federal Family Educational Rights and Privacy Act of 1974 (FERPA) and provisions of state law relating to public records disclosure, the [University of California Policies](#) apply to the Disclosure of Information from Student Records. The Berkeley Campus' implementation of that policy assures Berkeley students the following rights:

1. To inspect and review their student records.
2. To have withheld from public disclosure, absent their prior consent, personally identifiable information from their student records.
3. To inspect records maintained by campus offices concerning disclosure of confidential information from their student records.
4. To seek corrections of their records through a request to amend the records, or a request for a hearing to challenge the content of their records, or to include a written statement therein.
5. To file complaints with the Office of the Chancellor or with the U.S. Department of Education regarding violations of the rights accorded by federal law or University policy.

Student Protection Level 4 data includes government issued identifications, criminal background checks and health records. This data is collected and stored via [CalShare](#) (SharePoint), a cloud-based secure service that

encrypts data in transit and is approved to store the highest level of protected data. The university health services department will also collect this data and store it on its secure database.

Student protected data collected by instructors, including exams and assignments scores and evaluations from worksite preceptors, are considered Protection Level 3 data (formerly UCB PL1). This data will be collected and stored on bCourses, powered by Canvas, which has been approved for UC P3 data (formerly UCB PL1). Email is powered through Google Workspace for Education, which is compliant with FERPA.

Data will be stored for 5 years.

There is no distance learning planned for the MNSD program so no additional protection is needed for distance learning.

Access to File and Student Records

Under the Federal Family Educational Rights and Privacy Act of 1974 (FERPA), students have the right to inspect and review their student records. Almost every part of his or her own student record including, but not limited to transcripts (grades), shared notes, exam papers, test scores, evaluations, financial aid records and loan collection records. Students are not allowed access to financial statements of parents/guardians, confidential statements to which the student has waived access rights and records containing information about another student. Additional information can be found on the UCB FERPA webpage.

Protected Health Information: HIPAA

Participants must maintain strict confidentiality for all proprietary information, patients and clients in hospitals or community programs. Such confidential and proprietary information includes, without limitation, information regarding patients, hospital costs, treatment methods, research activities, and other financial and business matters which are not otherwise available to the public. Participants will be trained on the Health Insurance Portability and Accountability Act (HIPAA) through UC Learning.

The Process for Filing Complaints About the Program

Most student or preceptor complaints can be resolved on an informal basis through communication between the involved parties and if needed, the program director. Complaints regarding program noncompliance with ACEND accreditation standards can be brought to the attention of the program director.

If complaints are unresolved after communicating with the program director, the complaint should be brought to the chair of the Department of Nutritional Sciences & Toxicology. Should the situation be unresolved by these informal means, then students may follow the formal UCB campus student grievance procedures: <https://studentaffairs.berkeley.edu/student-affairs-policies/grievance/>

If all options within the University have been exhausted, then a written complaint should be brought to the Accreditation Council for Education in Nutrition and Dietetics Education (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, (312) 899-0040 ext. 5400. The written

compliant form can be found at <https://www.eatrightpro.org/acend/public-notice-and-announcements/filing-a-complaint>

Retaliation will not occur due to filing of a complaint.

All complaints and resolutions will remain on file for seven years. Over the last ten years, no complaints from DPD or ISPP students have gone beyond the level of the program director.

Equitable Treatment of Students

The program aims to create a diverse inclusive student body. It is imperative that all students are treated equally by faculty and preceptors. All teaching faculty and staff who interact with students, and all MNSD students, will be required to take the UC Learning courses, “UC Managing Implicit Bias Series”.

The program has a low faculty to student ratio, which allows time for advising, mentoring and understanding the needs of the students. Faculty will be trained on making appropriate campus referrals to Center for Educational Equity and Excellence, Basic Needs Center, disability services, and the Office for Graduate Diversity resources and campus clubs and organizations including, but not limited to: Students for Racial Justice, Inclusion, Diversity and Equity, Unconscious Bias Project at Berkeley, UNITY Resource Center, Bias Busters, American Medical Women’s Association at Berkeley. Please see, “Access to Student Support Services” for additional website links.

Access to Student Support Services

UCB is dedicated to providing a high-quality program, which includes available support services to meet the needs of students. Links to some of the available student services can be found below:

Support Service	Link
Basic Needs Center	https://basicneeds.berkeley.edu/home
Berkeley events: join the community	https://events.berkeley.edu/
Career Center	https://career.berkeley.edu/
Center for Educational Equity	https://ce3.berkeley.edu/
Conflict Resolution	https://sa.berkeley.edu/ombuds ; https://rjcenterberkeley.org/
Counseling Services	https://uhs.berkeley.edu/caps
Financial aid resources & repaying your loan	https://admissions.berkeley.edu/types-of-aid https://admissions.berkeley.edu/apply-financial-aid https://financialaid.berkeley.edu/financial-literacy-and-resources-financial-literacy-and-resources/repaying-your-loan/
GradPro: campus professional development resources	https://grad.berkeley.edu/professional-development/guide/
Health Services	http://uhs.berkeley.edu/
Students with Disabilities Support Services	https://dsp.berkeley.edu/support-services
Strategic Learning Programs	https://slc.berkeley.edu/home
Student Veterans	https://veteran.berkeley.edu/
Testing Services	https://dsp.berkeley.edu/auxiliary-service-units/proctoring
Tutoring Services	https://www.berkeley.edu/academics/advising-tutoring

Information For Prospective Students and the Public

Information for prospective students and the public is located on the University of California Berkeley, Nutritional Sciences and Toxicology (NST), graduate program [website](#) and in the program handbook.

The program evaluation plan and outcome data measuring achievement of program objectives are available to participants, prospective participants, and the public upon request.

Contact Information

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Graduate Student Advisor
TBD

Appendix A: Program Goals and Objectives

Objectives are evaluated annually using an average of data from the previous three years.

Program Goal #1: Graduates will apply their knowledge and skills through employment in nutrition and dietetics or health related fields.
1. At least 80% of program graduates complete program/degree requirements within <u>32 months</u> (150% of the program length). (RE 2.3.b.1)
2. Of graduates who seek employment, 100% are employed in nutrition and dietetics or related fields within 12 months of graduation. (RE 2.3.b.2)
3. 100% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion. (RE 2.3.b.4.1)
4. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%. (RE 2.3.b.4.2)
5. At least 90% or more of employers will rank graduates as "prepared" or higher in the RDN foundational skills. (RE 2.3.b.3)
Program Goal #2: Graduates will have a personal commitment to a high standard of professional behavior.
6. At least 90% or more of graduates will rank their preparedness for employment as "prepared" or higher.
7. At least 90% of employers will indicate UCB graduates demonstrate professional behaviors. (RE 2.3.b.3)
8. At least 90% of graduates will indicate the program helped them to develop professional preparedness by answering "agree or higher" when asked about questions related to professionalism.
9. 100% of graduates will indicate they participated in professional activities over their first 12-months after completing the program.

Appendix B: Graduate Program Competencies

Performance Indicators are available by request

Unit 1: Foundational Knowledge Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.
1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease.
1.2 Applies an understanding of anatomy, physiology, and biochemistry.
1.3 Applies knowledge of microbiology and food safety.
1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food.
1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease.
1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
1.7 Integrates the principles of cultural competence within own practice and when directing services.
1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.
1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness.
1.10 Applies knowledge of math and statistics.
1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.
1.12 Demonstrates knowledge of and is able to manage food preparation techniques.
1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.
1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle.
1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations.
1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.
Unit 2: Client/Patient Services Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.
2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services.
2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.
2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.
2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.
Unit 3: Food Systems Management Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.
3.1 Directs the production and distribution of quantity and quality food products.
3.2 Oversees the purchasing, receipt and storage of products used in food production and services.
3.3 Applies principles of food safety and sanitation to the storage, production and service of food.

3.4 Applies and demonstrates an understanding of agricultural practices and processes.
Unit 4: Community and Population Health Nutrition Applies community and population nutrition health theories when providing support to community or population nutrition programs.
4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs.
4.2 Engages in legislative and regulatory activities that address community, population and global nutrition health and nutrition policy.
Unit 5: Leadership, Business, Management and Organization Demonstrates leadership, business and management principles to guide practice and achieve operational goals.
5.1 Demonstrates leadership skills to guide practice.
5.2 Applies principles of organization management.
5.3 Applies project management principles to achieve project goals and objectives.
5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives.
5.5 Develops and leads implementation of risk management strategies and programs.
Unit 6: Critical Thinking, Research and Evidence-Informed Practice Integrates evidence-informed practice, research principles and critical thinking into practice.
6.1 Incorporates critical thinking skills in practice.
6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research.
6.3 Applies current research and evidence-informed practice to services.
Unit 7: Core Professional Behaviors Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.
7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
7.2 Uses effective communication, collaboration and advocacy skills.

Appendix C: Summary of the Standards of Professional Performance

The Academy of Nutrition and Dietetics [Scope and Standards of Practice](#) described behaviors related to the expected professional activities and behaviors of dietetic practitioners. Students are expected to abide by these standards while in the program.

Standard 1: Demonstrating Ethics and Competence in Practice.

Standard 2: Striving for Health Equity.

Standard 3: Illustrating Quality in Practice.

Standard 4: Demonstrating Leadership, Interprofessional Collaboration, Management of Programs, Services and Resources.

Standard 5: Applying Research and Guidelines.

Standard 6: Providing Effective Communications and Advocacy.

Standard 7: Providing Person-/Population-Centered Nutrition Care.

Appendix D: Code of Ethics of the Academy of Nutrition and Dietetics

The Principles and Standards of the Code of Ethics of the Academy of Nutrition and Dietetics can be found at <https://www.eatrightpro.org/practice/code-of-ethics/what-is-the-code-of-ethics>

Students are expected to abide by these principles while enrolled in the MNSD. The Code of Ethics applies to all members of the Academy of Nutrition and Dietetics and all registered dietitians or dietetic technicians, registered, whether they are Academy members or not.

Appendix E: Student Acknowledgement of Handbook Policies

Acknowledgment of MNSD Handbook Policies

I understand the information presented in the University of California, Berkeley, Master of Nutritional Sciences and Dietetics (MNSD) Handbook (latest update: February 12, 2024). I agree to abide by the policies and procedures outlined in the handbook. Important considerations include:

- The Master of Nutritional Sciences & Dietetics is a professional master's degree where students are equipped with the knowledge and skills to become a Registered Dietitian Nutritionist. Graduates earn the academic designation of MNSD and eligibility for the Registered Dietitian Nutritionist examination offered by the Commission on Dietetic Registration.
- I understand continued admission in the MNSD is contingent upon a clear criminal background check, clear drug screen, and proof of immunizations and provider health clearance. I give UC Berkeley permission to share these records, my resume, and my academic records with training facilities for placement purposes.
- Actual tuition and fees are subject to change by the University of California as determined to be necessary or appropriate. Final approved tuition and fee levels may differ from the amounts presented on the website or in the handbook. Fee increases are carefully reviewed alongside the program's operating costs and are currently expected to increase a minimum of 3% at the start of each academic year (fall term). Proposed fees for the 2024-2025 academic year are \$963/unit.
- Given program fees are assessed on a fee per unit basis. Taking a course outside of the published curriculum, including electives or remaining prerequisite courses, will be charged at the fee per unit rate.
- Admission is contingent upon completion of the required prerequisite courses as outlined in the offer for admission letter. Nutrient Metabolism and Metabolic Basis for Human Health and Disease are two required prerequisite courses. All students should assume they need to take these prerequisite courses while enrolled in the program. However, if a student feels they have taken a similar course, they have the opportunity to submit a syllabus to request to waive the requirements. A quiz to assess for understanding may also be required.
- Course offerings or units may differ from what is described in the handbook or webpage.
- This is a full-time degree that provides a high level of academic rigor and skill development. Many courses meet for 3-4 hours, twice per week, which creates a full day when classes are back-to-back. While in supervised practice rotations, students are expected to follow the normal business hours for the facility and preceptor, which could include some longer 10-hour days, early start times, later days, weekends, and training on holidays. Assigned reading, reflections or worksheets may be required after training hours. Additional learning modules and worksheets will be given over breaks and the summer months.
- Academic and rotation accommodations will be made for disability related conditions when presented through the [Disabled Students' Program](#). Other scheduling requests or accommodations will likely not be able to be accommodated and any non-disability related appointments should be arranged so that they occur on the class day, not on a training day.
- UCB will place me in a facility up to 40-miles from campus and I need to be able to transport myself to that facility for my training. The cost of transportation is my own responsibility. Students should be prepared to train in Oakland, San Francisco, Castro Valley, San Leandro, Hayward, and other urban areas. It is suggested you read about the communities we serve before you accept your offer of admission. Requests for a change in facilities will not be accommodated.
- The following training facilities are **further than our 40-miles radius**. If you would like to train in one of these areas, please place a checkmark to the **left** of the city name:
 Sacramento (90 mi) San Jose (50 mi) Gilroy (80 mi) Santa Rosa (55 mi)

Name: _____ Signature _____ Date _____