



COX COLLEGE

**Nutrition Diagnostics Department
Master of Science in Nutrition Diagnostics Graduate Program (GP)
Student Handbook
Fall 2024**

Cox College
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Welcome to Cox College and the Nutrition Diagnostics Department!

This student handbook contains information necessary for your success in the Master of Science in Nutrition Diagnostics Graduate Program (GP). It is designed as a supplement, not a replacement, for the Cox College Academic Catalog, including its policies and procedures.

You must be aware of this handbook's policies, procedures, and expectations. Students are responsible for the contents; therefore, you must familiarize yourself with all sections. Many sections are addressed during program orientation, and you will be asked to sign a verification of understanding indicating that you have read and understood the contents contained in the handbook.

The Nutrition Diagnostics Department reserves the right to change the contents of this document as warranted.

Cox College is accredited by The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL60602-2504, 800-621-7440, <https://www.hlcommission.org>

Cox College is a single purpose specialized private college and affiliate of CoxHealth. The college provides integrated, comprehensive educational programs that prepare graduates for a changing healthcare environment.

Mission Statement

Cox College is committed to excellence by meeting the educational needs of students and the healthcare community.

Vision Statement

Cox College: Leaders in health care education.

Values

1. Student First
2. Highest Quality
3. Communication
4. Nothing is Impossible
5. Lifelong Learning

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Master of Science in Nutrition Diagnostics Graduate Program

Program Overview

Cox College's Master of Science in Nutrition Diagnostics graduate program is a 16-month program that combines didactic work with supervised experiential learning and, upon completion, allows students to be eligible to take the registration examination for dietitians. The MND program is accredited as a future education model graduate program (GP) through ACEND. It has a concentration in nutrition diagnostics and is designed to meet the competencies for entry-level practice as an RD. The program is designed to enhance and expand practice skills in clinical nutrition utilizing Kight's advanced-level practice modeling in nutrition diagnostics. The program requires the completion of 45 credit hours, which include supervised experiential learning experiences that provide approximately 1,025 hours that span the length of the program.

MND as a Cohort Program

The Cox College MND is a cohort program designed for students to experience experiential learning and graduate courses as a community of learners. The plan of study dictates that the cohort of students will start the program, take coursework, complete supervised rotations, and graduate jointly. Cohort status will be lost if the student drops out or does not maintain progression (see MND Progression). The student may be allowed to apply as a student in a subsequent cohort.

Mission Statement

The Cox College Master of Science in Nutrition Diagnostics is dedicated to excellence in the preparation of competent entry-level registered dietitian nutritionists committed to serving their communities, their profession, and to transforming the future of nutrition in healthcare.

Program Goals:

1. Program graduates will be competent entry-level dietitians
2. Program graduates will be active members of their communities and the dietetic profession.

Objectives

Goal #1: Program graduates will be competent entry-level dietitians

- At least 80% of students complete program requirements within two years (150% of the program length)."
- Of graduates who seek employment, at least 70% percent are employed in nutrition and dietetics or related fields within 12 months of graduation
- At least 80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion
- The program's one-year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%".
- At least 75% of employers will rate graduates "adequate" or higher when surveyed regarding the graduate's preparation for entry-level practice.

Goal #2: Program graduates will be active members of their communities and the dietetic profession.

- At least 75% of program graduates will participate voluntarily in local community activities.

- At least 60% of program graduates will serve as dietetic preceptors.

Accreditation Information

The program has received accreditation as a graduate program from the 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, 800/877-1600, ext. 5400, ACEND@eatright.org.
<https://www.eatrightpro.org/acend>

Cox College is accredited by the [Higher Learning Commission](#), a commission of the North Central Association of Colleges and Schools, 30 N. LaSalle Street, Suite 2400, Chicago, IL 60602-2504, 800-621-7440,

Licensure Disclosure

In most states, graduates also must obtain licensure or certification to practice. Cox College's MND GP will fulfill Missouri's *state educational requirements* for professional licensure. However, many states have adopted licensure laws and regulations specifying the minimum credentials required to (1) use various titles, such as "dietitian," "nutritionist," "licensed dietitian nutritionist," or "registered dietitian nutritionist" and (2) provide MNT or other dietetics and nutrition services. Other states take a less protective approach, such as regulating the practice of licensed RDNs and other nutrition service providers and offering licensees the ability to use specific protected titles. Some states may also require continuing education to maintain certification/licensure.

Students are responsible for understanding and reviewing any additional requirements for your intended state/territory to ensure you will be eligible upon completion

For more information about state licensure requirements, [click here](#).

Code of Ethics for the Dietetic Profession

Revised June 2018

Preamble: When providing services, the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice. This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts. The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes. The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By

accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

1. Competence and professional development in practice (Non-maleficence) Nutrition and dietetics practitioners shall:

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

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

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

3. Professionalism (Beneficence) Nutrition and dietetics practitioners shall:

- a) Participate in and contribute to decisions that affect the well-being of patients/clients.
- b) Respect the values, rights, knowledge, and skills of colleagues and other professionals.

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

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice) Nutrition and dietetics practitioners shall:

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

More information regarding the code of ethics can be found at <https://www.eatrightpro.org/practice/code-of-ethics>

ACEND Graduate Program Competencies

The MND GP curriculum includes learning activities that meet and assess ACEND's required competencies. Each course in the curriculum contributes to the attainment of the depth and breadth of the competencies. Performance indicators help assess program competencies and are incorporated into the curriculum. See the syllabi for the list, including competencies and performance indicators for each course. Students will be provided a list of all ACEND graduate program competencies, where they are assessed, and the summative assessment method.

College Schedule, Holidays and Breaks

The MND program follows the college academic schedule. Refer to the [Cox College Academic Calendar](#) for specific information regarding semester start and end dates, breaks, and holidays. Students should not report to clinical rotations if the college is closed due to inclement weather, holidays, or breaks. Time lost due to illness, emergencies, and inclement weather may need to be made up to complete the required competencies.

Attendance

Given the depth and breadth of the topic, the *Attendance Guidelines* are outlined separately in Appendix A.

Student Accommodations

Students seeking accommodations under Section 504 should contact the Student Resource Center. You may not negotiate accommodations directly with your professors. It is your responsibility to make arrangements promptly for extra time, extra space, or other standard accommodations. Forms for accommodations are available in the Student Portal.

Contact:

Raquel Morrow EdD, LPC

Raquel.Morrow@coxcollege.edu

Phone: 417-269-3225

Student Services

Student services are available to all Cox College students. The [Student Resource Center](#) (SRC) at Cox College supports students in academics and personal and social development. The SRC aids students in developing transition-to-college foundations such as study strategies, note-taking tips, test-taking proficiencies, time management skills, learning styles assessments, and relaxation techniques, as well as providing guidance in dealing with stress, anxiety, and personal concerns. All students are encouraged to use the support services available through the SRC and may suggest additional ideas or comment via a suggestion box.

The Student Resource Center's goal is to encourage success strategies for college and life. Workshops and seminars on textbook reading, all stages of writing research papers and reports, and APA style may be offered each semester

Student Counseling Services

Students are encouraged to seek counseling help when they first experience signs of distress or have other issues they want to discuss in a confidential setting. Cox College offers free counseling services to current students. To schedule an appointment, please email Dr. Raquel Morrow, EdD, LPC at Raquel.morrow@coxcollege.edu.

Off-campus community counseling and treatment services are available from the following resources.

If you are experiencing a counseling emergency or feel suicidal, please contact **911** or the 24-hour crisis line at **988** or go to a local emergency room.

Financial Aid

Cox College Master of Science in Nutrition Diagnostics Students Cox College has financial aid counselors available to assist students interested in federal and private student aid. See <https://coxcollege.edu/admissions/financial-aid/> for important links and information. You may contact them at FinancialAid@coxcollege.edu or stop by the 3rd floor, where their offices are located.

Withdrawal

A student may withdraw from the ND Department programs at any time and for any reason by completing the college-required *Withdrawal* form. See the Cox College catalog for additional details. Re-entry into the program that year is not possible; however, the student may be considered for re-acceptance in the program in the future. Withdrawal from a course may result in loss of cohort status and dismissal from the program.

See the Cox College Academic Catalog for the policies/procedures on tuition refunds for withdrawals.

Leave of Absence

A one-semester Leave of Absence (LOA) from the department and college may be approved by the department chair and vice president of academic affairs for students accepted into a college program. Students should confer with their academic advisor and complete the *Request for Leave of Absence form*, accessible through the student and faculty portals. Failure to register for the semester immediately following the LOA will be considered a withdrawal from Cox College. A college and a program application may be required for re-admission. Students can request only one Leave of Absence from Cox College. Only students accepted into a college program can request a leave of absence. Further information can be found in the Cox College Catalog.

Testing

The program uses Respondus Lockdown Browser with Proctoring for exams and quizzes to maintain exam integrity. This ensures the identity of the student as well as maintains a "closed" testing environment.

Diversity, Equity, and Inclusion (DEI)

The Nutrition Diagnostics department is in alignment with Cox College and is committed to maintaining a community that values the worth and dignity of every person and fosters understanding and mutual respect among all students, faculty, staff, preceptors, and community partners. The ND department supports the Academy of Nutrition and Dietetics efforts to "encourage inclusion, diversity, equity, and access by striving to recognize, respect, and include differences in ability, age, creed, culture, ethnicity, gender, gender identity, political affiliation, race, religion, sexual orientation, size, and socioeconomic characteristics in the nutrition and dietetics profession", with an extension to students in the dietetics field. ND faculty and students regularly participate in training regarding DEI offered by ACEND, CoxHealth, and other organizations. Additionally, to foster DEI, faculty created curricula that include activities such as case studies that are representative of various cultures and meet monthly to provide an opportunity for sharing inclusive teaching strategies and resources.

The *CoxHealth Diversity, Equity, Inclusion and Belonging Statement* can be found in the Appendix B. Students are encouraged to contact the CoxHealth Director of Diversity, Equity and Inclusion with questions or concerns:

Heather Hardinger, Director of DEI, CoxHealth

417-536-7789

Heather.Hardinger@coxhealth.com

Resources for DEI in Springfield, Missouri can be found here:

- <https://www.springfieldmo.gov/5611/Diversity-Equity-Inclusion>

Resources for DEI in Dietetics can be found here:

- <https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion>
- <https://www.eatrightpro.org/idea/inclusion-diversity-equity-and-access>
- <https://www.diversifydietetics.org/>

Prior Learning

The MND program does not grant credit in the form of experiential learning hours or didactic work for prior learning or experience.

Technology

Given the program's reliance on technology, the ND Department requires that each student have a Windows or Mac laptop, webcam, high-speed internet access, and access to a printer with a scanner outside of the college. Without these technologies, students may have difficulty completing the program's requirements (uploading documents, videos, etc.).

It is the student's responsibility to be able to send/receive emails with attachments and operate basic computer software such as Word, Excel, and PowerPoint. The college will provide you with an email account free of charge. The recommended minimum computer specs are found here:

<http://coxcollege.edu/online-technical-requirements/>

Zotero

The program utilizes an electronic reference manager that is a fully searchable library. Each course has private shared reading lists, references, or full-text articles. The above technology requirements allow students to access and use the application on their laptops. Zotero also has mobile apps for iPad, iPhone, and Android, allowing the student to access his/her Zotero library, read and annotate PDFs, and keep everything in sync across all devices. It is the student's responsibility to properly upload any required documents, with the submission of all necessary details for citations, etc. Group access to all references will be lost at the conclusion of the program. Students are not to download, print, or use copyrighted documents stored in Zotero for personal use outside of class activities and projects.

Copyright

The Cox College copyright policy is outlined in the student handbook. The MND program and its students must abide by the Cox College copyright and peer-to-peer file-sharing policies.

Student Success in the MND Graduate Program

General

To successfully complete the MND graduate program, students must satisfactorily progress in both didactic courses and supervised experiential learning. In addition, the student must also demonstrate professional behavior both in the classroom and while in experiential learning. The progression and completion requirements are outlined in this section.

Professionalism in the Classroom and Professional Work (SEL) Setting

Professional and ethical conduct are critical to dietetic practice. In addition to didactic concepts and clinical skills, students must demonstrate consistent professionalism in the classroom and professional

work setting for the successful completion of the program. The student's behavior in both the classroom and professional work environment is not only a reflection of the student but of Cox College and the Nutrition Diagnostics Department.

The specific guidelines for professionalism are outlined in Appendix C: Expected Student Behaviors, which the students will be expected to read, agree to, and abide by during their time in the ND department.

Student professionalism is assessed by the program director, Cox College faculty, and preceptors. Failure to follow the Expected Student Behaviors may result in remediation, discipline, and/or termination.

Given the breadth and depth of this topic, specific policies have been created and can be found in the appendix. Each will be discussed during orientation.

- Expected Student Behaviors
- Attendance Guidelines
- Student Remediation Policy
- Disciplinary Action, and Dismissal Policy
- Student Remediation Form and Progress Report

ND Department Grading Scale

The Cox College grading scale is a 10-point scale. Grades are rounded at the discretion of faculty.

Grade	Quality Points	Grading Scale
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	85-86%
B-	2.7	80-84%
C+	2.3	77-79%
C	2.0	75-76%
C-	1.7	70-74%
D+	1.3	67-69%
D	1.0	65-66%
D-	0.7	60-64%
F	0.0	59-0%

P/F= Clinical

MND GP Progression – Coursework (Didactic and Supervised Experiential Learning)

1. The student must achieve a final grade of 70% or higher in each course and receive a "pass" in pass/fail courses. Failure to meet these criteria results in loss of cohort status and dismissal from the program.
2. The student must achieve a cumulative GPA of 2.7 or higher for successful completion of the program.

- a. If a student has a cumulative GPA of less than 2.7 in any given semester, the student will be placed on academic probation for one semester to bring the cumulative GPA to 2.7 or higher.
 - b. If GPA does not improve to 2.7 or higher in the succeeding semester, cohort status may be lost, and the student may be dismissed from the program.
3. Failure to pass supervised experiential learning courses also results in loss of cohort status and program dismissal. *

*The student may be allowed to apply for admittance in the next cohort, with permission from the MND program faculty. To achieve progression, courses with an earned grade of 79% or less and/or 'fail' in the supervised practice courses may be required to be repeated.

MND GP Progression– ACEND Competencies

The student must successfully meet the ACEND-required graduate program competencies for program completion. These competencies are met through program-specific learning activities that are systematically assessed (formative and summative) throughout the program. Failure to meet these competencies and complete the required learning activities may result in loss of cohort status and subsequent dismissal from the program.

Student Performance Monitoring

Students' performance and progression is measured in a variety of ways. Broadly speaking, three areas are assessed.

- Academic performance
- Professionalism and behavior
- Supervised experiential learning, clinical skills, and competencies

The ND Department faculty and preceptors oversee the academic and supervised experiential learning of their students. The ND Department faculty and preceptors have a responsibility to teach, supervise and evaluate their students in terms of performance and competence in supervised experiential learning, the classroom setting and/or regarding conduct.

Feedback from faculty and/or preceptors comes in a variety of formats, including, but not limited to, scores on assignments and exams, clinical evaluation forms, conferences, and direct verbal feedback. Student strengths and areas for improvement may be discussed with other faculty and preceptors in efforts to maximize future learning experiences for the student, based on their specific needs.

Students are required to complete self-evaluations throughout the program. Students should discuss self-evaluations prior to the rotation evaluation with the preceptor.

The expectations for student evaluations, including specific evaluation forms are discussed in the supervised practice notebook

Each student's progression (SEL evaluations, professionalism, ACEND graduate program competencies, completed program hours, and academic performance) is evaluated at the end of each semester by ND faculty. Progress (or lack thereof) is discussed with each student.

Formative evaluation is completed by the ND Director, clinical faculty, and preceptor whenever possible. Ongoing evaluation using input from the student and preceptor occurs at regular intervals throughout the program. The ND Director and the clinical faculty presence in the practice facilities and/or community experiences provide first-hand knowledge of the student's performance. Such issues as attitude, responsibility, accountability, and interactions with peers, facility employees, and preceptors are monitored and assessed routinely. The evaluation also occurs routinely via each of the didactic courses. Each course syllabus indicates how and when formal evaluation will occur. The student who continues to display poor academic performance, intentionally not follow directions, or display a lack of motivation, preparation, or effort, may be subject to disciplinary action and/or termination.

Student Remediation and Retention

It is the goal that all students are successful in completing the MND graduate program. If a student is showing signs of delayed progression (e.g., low exam scores, incomplete or missing assignments, professional impairment, etc.) early intervention is warranted. Interventions to improve the student academic performance will be guided by the student's individual circumstances, progressive, and accomplished in private, reasonable, and constructive manner.

Students are encouraged to use the student resource center to aid in study strategies, note-taking tips, test-taking proficiencies, time management skills, learning styles assessments, and relaxation techniques, as well as providing guidance in dealing with stress, anxiety, and personal concerns. Test taking services and other accommodations are provided for students in need (see 'accommodations' section above).

Details of student remediation are outlined in the *Nutrition Diagnostics Student Remediation Policy (Appendix D)*

Students in need of remediation will be given an action plan. This program uses the *Student Remediation Documentation Form and Progress Report (Appendix E)* for documentation for said plan. Review and follow up will occur at regular intervals until the plan is closed out. Students that continue to not meet standard may be subject to suspension or dismissal.

MND GP Successful Completion

The student must successfully complete all didactic components, complete ACEND-required graduate program competencies, meet minimum supervised experiential learning hours, and meet all college requirements (e.g., financial) for program completion. After program completion (defined below), the students will be awarded a verification statement for eligibility for registration. The details for program completion are outlined below:

- Successful completion (earned grade of 70% or higher or "pass") of all courses in the MND plan of study
- Cumulative GPA of 2.7 or higher
- Successful completion of all ACEND graduate program competencies
- Successful completion of a minimum of 1025 supervised experiential learning hours
- Meet all Cox College required obligations for the conferment of a graduate degree
- Met all financial obligations to the college

Note – the maximum time allowed to complete all program requirements is 5 years.

Verification Statement Requirements

To receive the verification statement, thus eligibility to write the exam, the student must complete all program requirements (outlined in "successful completion" above). Upon satisfactory completion of program requirements students will be provided with a Verification Statement indicating their eligibility to sit for the Registration Examination for Dietitians.

Supervised Experiential Learning

Students must successfully attend and complete all supervised learning experiences, including all associated hours, projects, activities, and competencies.

The Cox College MND requires a minimum of 1025 total hours over the program's length. Students must complete all rotations and experiences as scheduled, even if the minimum hours above have been met.

Typically, SEL occurs on weekdays; however, some experiences and learning activities require the student to be available on weeknights and/or weekends. The student is expected to attend all required experiences offered by the program.

Documenting SEL Hours

Supervised experiential learning hours must be accurately documented to ensure students are meeting the program's completion requirements. The SEL hour requirement for each semester will be provided.

The methods of documenting SEL include the following:

- Trajecsyst Report System
- Alternate SEL experiences tracking form
- Additional SEL activity tracking form

Trajecsyst

Trajecsyst is an electronic clinical recordkeeping system that allows students to track clinical SEL activities. Preceptors can fill out clinical evaluations and approve time records of students. Faculty can track overall progress and total SEL hours to ensure that students are on track to meet the program requirements. There is a fee for this service.

Student responsibilities. The student is responsible for logging in and out each day using Trajecsyst. You must be present on a network computer at your rotation site. *You may not use your cell phone to clock in or clock out* (exception below). Note that you are scheduled for 8.5 hours each day (30 minutes for lunch), or 34 hours total each week. If the preceptor asks you to work on a project outside of the clinical site, you may clock in & out using your mobile device.

Below are some additional guidelines:

- Do not count drive time from home to work or from work to home. If travel is required *during* the scheduled rotation, you do not need to clock out for this.

- If your day is segmented, note that you may clock in and out of a rotation more than once. For example, clock in 0700, clock out 1030, clock in 1430, and clock out 1730.
- You may not be clocked into multiple sites at one time. The system will recognize and refuse to approve those hours.
- Do not clock out for lunch. We will manually subtract 30 minutes from each day. Let us know of any exceptions.
- If you forget to clock in or out (this should be rare), you may create a time exception in Trajecsys. The rate of time exceptions is carefully monitored and if excessive, may result in lost supervised practice hours.
- Use a 24-hour clock (i.e., military time). Example: 2:30 pm should be logged as 1430
- Be sure you are clocking into the correct site. For all scheduled SEL sites, you should log into a dedicated location site. If you pick the wrong site, the preceptor cannot approve your hours. While correctable, it is challenging/time-consuming to fix these types of mistakes.
- All hours are approved by the clinical preceptor at your rotation.
- It is the student's responsibility to ensure that he/she is on track to meet the SEL hour requirement of the program. Forms will be provided to clearly express the requirements of each semester.

Alternate Supervised Experiential Learning Opportunities

While most SEL hours come in the form of professional work setting experiences, alternate experiences are planned throughout the program and count towards your SEL hour total. Simulation, case studies, and role-playing are examples of these experiences and may or may not be associated with laboratory courses. These experiences are not tracked through Trajecsys but on a paper form (*Alternate Supervised Experiential Learning Hours Tracking Form*) that will be provided during the program. Faculty will provide students with specific learning activities and earned hours.

Supervised Experiential Learning Sites

Supervised experiential learning sites are designed to familiarize you with the discipline in various settings. These experiences will introduce you to the roles of dietitians and other key practitioners in each setting. These include client observation skills, beginning interviewing skills, and the development of therapeutic rapport. The preceptor will tailor these experiences and site objectives to enable each student to gain the most from the learning opportunities in the assigned setting or may decide to replace them with a more relevant learning experience. You are expected to apply the concepts from your courses while in these experiences. In addition, you will be expected to share experiences with your peers so that others may benefit, just as each student will benefit from the experiences and client types that may be available at other sites. Rotations will be provided in the areas of community, food service, clinical management, wellness, and clinical nutrition.

SEL experiences take place at facilities that have contracted with Cox College. Students may not choose their own rotation site; placement is at the discretion of the program's clinical faculty and is dependent upon facility/site availability. Students are responsible for bringing the appropriate documents and resources to the assigned site, and for ensuring evaluations are submitted and hours are logged and approved. Students are responsible for tracking exposure to various populations throughout the program and ensuring all ACEND requirements are met.

Students are also required to participate in several additional supervised practice experiences (e.g., Dining for Diabetes) that are not associated with a course, however, may fulfill competencies and hours needed for ACEND requirements. This may include some required events that do not fit into the typical workday or workweek. More information on these mandatory experiences will be provided to you throughout the program. In addition, there are several optional and unplanned events that occur during the year that the student can participate in and count as supervised practice hours.

Travel

Travel throughout the southwest Missouri area is required for rotation sites. A personal vehicle is recommended. Students are responsible for their own transportation to and from all assigned facilities and experience sites. The college is not responsible for accidents students may have in private automobiles. Students are expected to maintain automobile liability insurance. Supervised experiential learning facilities are located throughout southwest Missouri including, but not limited to, Springfield, Branson, Joplin, and Monett. The faculty will attempt to ensure no one student has an inequitable amount of travel; however, it is unavoidable at times based on preceptor/site location and availability.

Expenses

Expenses related to supervised experiential learning, such as fuel and food, are the responsibility of the student.

Insurance Requirements

Students are encouraged to have health insurance that includes preventive, illness, and accident care. The college does not provide this insurance. The college is, however, self-funded for general liability and professional liability. This coverage is in effect when students are performing duties as part of their supervised experiential learning at outside facilities.

Injury or Illness while at SEL Facility

Supervised experiential learning facilities are not responsible for the care of illnesses, injuries, or accidents that occur at their facility or in travel to or from the facility site. If a student becomes ill or is injured while at a clinical facility, the site may facilitate emergency treatment (e.g., call an ambulance or encourage the student to seek treatment) for the best interest of the student.

The Emergency departments at Cox North and Cox South are available to provide services to students who need emergency health services. Non-emergencies are referred to Urgent Care on the Cox Walnut Lawn campus. Students assume the total cost of their health care.

Drug Testing and Criminal Background Checks

Final admission to the program is contingent upon passing a drug test. Positive results on the drug screening may result in a student's acceptance into the program being denied or rescinded. All students are expected to remain drug-free and in a suitable physical and mental condition for the learning environment. Students suspected of being under the influence of drugs or alcohol will be removed from the college or clinical environment, placed on temporary suspension, and evaluated, which will include additional drug testing. Students applying to any certificate or degree program are subject to a background check. This process is required prior to program admission and the results remain confidential. Prior

criminal incidents will be reviewed and may result in denial of full acceptance/onboarding into the program.

See the Cox College Substance Abuse Policy in the Cox College Catalog.

Supervised Experiential Learning Compensation and Replacing Employees

The ND Department considers all supervised experiential learning opportunities as those that the student completes and participates in as part of ACEND and program competencies. As the program views these experiences as part of the overall learning experience provided by the program in an academic setting, there is no compensation for any services provided by students.

The intent of the ND Department is to provide relevant learning experiences in the context of the workplace. The student should not be placed in a situation where he/she is replacing an employee in their absence. Student experiences may include taking over certain roles and responsibilities of the dietitian/other employee as an opportunity to gain experience of being a practicing RD. The RD should remain available and has oversight and ultimate responsibility for the care or activities delivered by the learning student.

If the student feels they are merely replacing an employee, he/she should immediately report this to the SEL faculty and the program director.

Filing a Student Complaint

The Cox College Nutrition Diagnostics Department follows the Cox College Grade Appeal Procedure and Complaint Resolution Process outlined in the Academic Catalog and will not be repeated in its entirety here. A few notes are outlined below:

Students are encouraged to discuss/report any problems that impact their well-being while at Cox College. If the students are unable to resolve issues, they are advised to follow the college process for filing a complaint as outlined in the Cox College catalog. All formal student complaints are maintained on record for seven years, including the resolution of complaints.

The 'Complaint Resolution Process (Grievance)' is outlined in the college catalog and is limited to the following situations where the student alleges to have been:

- Denied opportunities provided to other students.
- Held to standards different from those applied to other students in the same course or clinical group.
- The recipient of the unequal or erroneous application of a departmental or Cox College policy; and/or
- Disciplined or dismissed from Cox College, or an academic program, without due process.

Complaints alleging discrimination and/or harassment based on age, sex, color, disability, marital status, race, religion, ethnic or national origin will be handled under the college's Non-Discrimination/Harassment Policy and Complaint Procedures. See the Cox College Academic Catalog for process details.

Written Complaints to ACEND

If the student fails to have complaints resolved against the ND Department programs regarding accreditation standards or policies by following the process outlined in the 'Complaint Resolution Process (Grievance)', the student is advised to submit a complaint to ACEND.

Any student may submit a complaint against the ND Department programs to ACEND alleging that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the student/complainant. Anonymous complaints are not considered. The ACEND website provides the necessary information to initiate and file a complaint:

(<http://www.eatrightacend.org/ACEND/>) and to the specific area under ACEND Quick links to 'Students' and Frequently Asked Questions: Frequently Asked Questions about Careers in Dietetics. The section "Filing a Complaint" outlines the ACEND Procedure for Complaints Against Accredited Programs.

Disciplinary Action & Dismissal

The Cox College policies on discipline and dismissal from the college are found in the Cox College Academic Catalog.

In addition, the Cox College Nutrition Diagnostics Department has specific guidelines and policies related to the topic found in the *Nutrition Diagnostics Disciplinary Action and Dismissal Policy* (see Appendix F)

Privacy of Information/FERPA

Cox College, the faculty, and you are responsible for meeting the guidelines for student privacy under the Family Education Rights and Privacy Act (FERPA). Generally, what that means is that information about you, your time here at Cox and your performance are held to be confidential and released only with your consent. After the age of 18, this includes the exclusion of your parents without your consent. To learn more about FERPA, go to <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> .

Student File

Students will have access to all written evaluations and grades to course assignments, quizzes, and exams. Any departmental forms (e.g., Student of Concern and Progress Form) filled out will be shared with the student. Students will also have access (via Trajecsyst) to all rotation evaluations and supervised experiential learning hours. Further information can be found in the Cox College Catalog.

American Psychological Association (APA) Guidelines

The Nutrition Diagnostics Department uses APA style guidelines for the submission of assignments and papers. Information regarding APA guidelines can be found in the student resources in Canvas.

Non-discrimination Policy

The Cox College Non-discrimination policy can be found in the Cox College Academic Catalog.

COVID-19 Information

Cox College follows local, state, and federal guidelines relating to COVID-19, as well as any CoxHealth guidelines. Given the ongoing dynamic state of the pandemic, guidelines may change and result in modifications to this handbook. Consult the respective cohort courses in Canvas for additional details and department guidelines regarding COVID-19 precautions and expectations. Refer to the website below for FAQs regarding the COVID-19 vaccine at Cox College.

<https://coxcollege.edu/covid-19-faqs/>

HIPAA

Students are expected to follow applicable rules and guidelines outlined in the Health Insurance Portability and Accountability Act (HIPAA, 1996), which applies to all healthcare providers and patients.

Each student will complete required HIPAA training during the first semester of the program. Violations of HIPAA may result in disciplinary action or termination.

See <https://www.hhs.gov/hipaa/for-professionals/index.html> for more information.

Exit Counseling

Students who do not progress through the MND graduate program will be offered exit counseling from the program director. The goal of this session is to help guide the student into an educational or career path that is most suitable for their interests, skillset, and abilities. Additional resources are available, such as the Student Resource Center, that can assist in career planning for students who are not successful in the MND graduate program.

Appendix A: Attendance Guidelines

Title: Cox College MND GP Attendance Guidelines

Formulated: 4/2008

Last Reviewed/Revised: 6/2023

Rationale:

Attendance in class and in supervised practice is vital to student success. The following attendance guidelines are used in the event of missed class days and/or supervised experiential learning hours and activities. Note that these are guidelines only as each individual circumstance for absences are unique and should be handled as such.

General Guidelines

Expectation. Students are expected to attend all class sessions, SEL activities, and other scheduled program-related activities. If the student anticipates an absence or tardy the involved parties (preceptor, faculty, and/or program director) should be contacted as soon as possible

Inclement Weather. During weekdays, Cox College may close due to inclement weather. If this occurs, students are not to report to class, supervised experiential learning, or other program activity. If the college does not close, but the student determines it is not safe for travel, the preceptor and faculty should be notified as soon as possible, and the student should stay home.

Personal Day. Students are allowed one personal day (up to 8 clock hours) per semester for personal needs (appointments, important events, etc.) or sick time which the hours will not be required to be made up. Projects associated with the rotation must be completed regardless of time missed and the student must consider deadlines when requesting a personal day. The personal day should be planned/communicated in advanced, if possible. In the event of illness or emergency, it is the student's responsibility to notify the appropriate preceptor and faculty as soon as possible.

No Call, No Show. If a student does not notify the preceptor and faculty, he or she is subject to disciplinary action or dismissal from the program

Supervised Experiential Learning (SEL).

Making up hours

Absences that result in loss of supervised practice experiences may need to be made up, depending on the situation. Please note that students are responsible to complete the minimum supervised practice hours, activities, and MND GP competencies for successful completion of the program.

- Absences that result in lost SP hours that **do not** need to be made *up* include the following: inclement weather where the college is closed, last minute preceptor availability issues**
- Absences that result in lost SP hours that **do need** to be made up include the following: student call-in (illness, family emergency, death in family). See the applicable rotation facility's policy on illness.
- Absences that result in disciplinary action include the following: no call/no show (see details

below), inappropriate call-in (see details below)

- Consult the CoxHealth Sick Policy for specific guidelines for patient contact

** Exceptions to this would be the situation where the student does not have enough SP hours to complete the program and or rotation requirements.

The missed time may be required to be made up prior to the end of the semester. In this case, the student may receive an Incomplete for the course until the required hours are made up.

Making up hours (absence or tardiness) is very challenging for both the student and the preceptor. The preceptor will often need to alter their work schedule to accommodate the missed hours

- The makeup days may occur during breaks when the college is open (see Cox College Academic Calendar for details) and require approval of the preceptor, clinical faculty, and/or Program Director. The student may negotiate with a preceptor and clinical faculty to make the time up on a weekend only in extenuating circumstances. This requires the permission of both the preceptor and the clinical faculty.
- Make-up hours for tardiness are also required. The student can negotiate with the preceptor to come early or stay late or make the hours up as described above for missed days.

Classroom

In the event of an illness necessitating an absence from class, the student must notify the instructor as soon as possible. You may negotiate with each faculty and/or get notes from classmates. It may be possible to use Zoom or other online platforms to attend class. The student is responsible for all missed information and is expected to understand the material missed and submission any work due for the missed class. Unless you have contacted the faculty prior to a test, you may be ineligible for a make-up. There are no make-ups for final examinations.

Definitions:

Absence – an unscheduled occurrence, in which the intern is not in class or rotation as expected.

Occurrence – a period of absence consisting of one or more consecutive work/class days. If the intern attempts to report to work following an occurrence, subsequently becomes ill again with the same illness within 48 hours and sustains another period of absence; this will count as one occurrence in total.

No Call No Show – intern does not report to work or class and fails to notify the SEL faculty and supervising preceptor of absence. **Students may be subject to discharge from the program.**

Tardy – Student who is not present in class or assigned work area, ready for class/work at the beginning of his/her assigned rotation/class time.

Partial Day Absence – Student will be considered absent if he/she misses greater than 2 hours of scheduled class or rotation time. If a student has less than a 2-hour absence because of leaving class/work early, this will be counted as tardy for disciplinary purposes.

Appendix B: CoxHealth DEIB Statement

Our Commitment to Fostering a Culture of Belonging at CoxHealth

At CoxHealth, we are in the business of caring for people, and it is our goal to create an environment where all people feel a sense of belonging and are welcome to work, volunteer or receive care. We firmly believe our unique perspectives, talents and experiences are the foundation of our excellence.

Nurturing and sustaining a people-first culture, drives innovative, caring solutions to meet the needs of our employees and patients. We know that getting this right is critical for us to live our organization's values of safety, compassion, respect and integrity.

In pursuit of our mission, we stand by the following value statements:

- We recognize and affirm the unique and intrinsic worth of each individual.
- We serve our patients and community with compassion, kindness and dignity.
- We trust our colleagues as valuable members of our healthcare team and pledge to treat one another with loyalty, respect and understanding.
- We act with absolute honesty, integrity and humility in the way we conduct business and the way we live our lives.

At CoxHealth, we are committed to:

- **Providing Exceptional Patient Care:** We believe that exceptional healthcare is built on a foundation of safety, compassion and respect for our patients and for each other.
- **Advancing Health Equity:** We are committed to understanding how health disparities impact people in the communities we serve, and we commit to working with our community partners to remove barriers to care and improve health outcomes.
- **Accountability:** We hold leaders accountable for the facilitation of a workplace environment that supports, recognizes and affirms the unique and intrinsic worth of each individual, fosters a sense of belonging within their areas of responsibility, and creates an optimal team dynamic. We have made this part of each leader's annual evaluation.
- **Training and Education:** We will use our training and education platforms to inform the stakeholders across our health system on the "why, what and how" of diversity, equity, inclusion and belonging.
- **Recruitment:** We believe recruiting a diverse, skilled and talented workforce is a strategic advantage, and our recruitment strategies will support our ability to hire key talent throughout the organization.
- **Retention and Development:** Our goal is to create development/career plans for job roles across the organization. With these plans, we aim to identify professional development opportunities through which all our employees can learn and grow with us.
- **Communication:** We seek to ensure both internal and external communication channels and materials are reflective of the diversity of the people we serve.
- **Community Partners:** In developing outreach and the delivery of culturally competent care, we consult with organizations representative of diverse groups in our communities.
- **Vendor Relationships:** We intentionally partner with community-focused suppliers and foster vendor relationships that help drive innovative, caring solutions while supporting community & economic vitality. CoxHealth works with supplier partners who provide quality products and services at competitive costs, who demonstrate a focus on operational excellence, and align themselves with our organizational values and standards.

We Believe the Work of Diversity, Equity, Inclusion and Belonging (DEIB) is...

- **Not a destination, but a journey.**
 - As with any critical business initiative, commitment to diversity, equity, inclusion and belonging requires continuous effort and attention. There is no clear finish line that will tell us that we've completed our journey. DEIB is a commitment to continuous improvement.
- **Not just about race and gender.**
 - Diversity takes many forms, and yes, race and gender differences do account for diversity. But the work of DEIB is about all of us and who we are at our core—where our unique perspectives, talents, and experiences are the foundation of our excellence.
- **Not a project, but a purpose.**
 - For DEIB efforts to be successful, leaders must be the catalyst for change. Leadership's vision, moral & business commitment to the work and visible participation are more powerful than any written statement alone can be.
 - The work of DEIB is an inclusive journey where all are welcome. It starts with leaders' authentic commitment to long-term, sustained action and includes employees at all junctures of the journey, regularly asking for feedback and input on lived experience.
- **Not a buzzword or a trend; No "talk without action".**
 - Actions speak louder than words. Our commitment to DEIB is not perception-based or reactionary to any cultural moment. The work is intentional, based on data, and aligned to CoxHealth's strategic plan, allowing us to work together to create, nurture and sustain a people-first culture, where differences drive innovative, caring solutions to meet the needs of our employees and patients.
 - Creating a safe, culturally competent, diverse, inclusive & caring environment should inspire all of us to build relationships with each other and take meaningful action with shared accountability.
- **Education around DEIB is important for everyone.**
 - Across our enterprise, we are committed to building a highly inclusive and engaged workplace, where everyone has an equal opportunity to reach their full potential and use their diverse perspectives to support our mission in providing culturally conscious care.
 - As our communities become more diverse, health care must respond to employees' and patients' cultural backgrounds, varied perspectives, values, beliefs and behaviors concerning health and well-being. We will use our training and education platforms to inform the stakeholders across our health system on the "why, what and how" of diversity, equity, inclusion and belonging.
- **Inclusion is not "just a feeling" or natural product of diversity.**
 - Inclusion is the product of intentional action to make everyone feel seen, heard, and accepted.
- **Not the same thing as Equal Employment Opportunity or Affirmative Action.**
 - Legal standards for equal employment laws and corrective efforts of Affirmative Action programs are focused on removing historic barriers that made workplaces less diverse.
 - This DEIB statement is not intended as a legal or policy document – rather, our intent is for this document to serve as guiding principles for how we operate and how we treat one another in our workplaces and communities. DEIB is about building, empowering and managing teams that make our organization smarter, more resilient and more connected to our mission by having a deeper understanding of the range of needs.

Appendix C: Expected Student Behaviors

Title: Cox College Nutrition Diagnostics Expected Student Behaviors

Formulated: 6/2023

Last Reviewed/Revised:

Overview

The Cox College Nutrition Diagnostics Department has expectations for student behavior while in the classroom, supervised experiential learning, or any other time the student is perceived as a representative of the program. The goal of these expectations is to develop and ensure students are prepared for the professional work setting, maintain good relationships with peers and preceptors, and represent Cox College in a positive light to the health care community.

Violation of any of the standards listed subjects the student to remediation, discipline, or termination.

Professional Attributes

Students are held to the standards outlined in the *Student Practice and Performance Evaluation* in the classroom, supervised experiential learning site, or wherever the student is representing the Nutrition Diagnostics program. Students are encouraged to carefully review the expectations for each criterion.

Professional Dress

Identification. The student should always wear his/her Cox College name badge while at Cox College, in supervised experiential learning, or other activities/events where the student is representing Cox College. The badge should be free of pins, stickers, etc., and worn at collar/shoulder level with name and picture visible.

Supervised Experiential Learning. While in supervised experiential learning, students are expected to follow the respective preceptor site's dress code. By default, the CoxHealth dress code policy, which is regarded as "business casual" should be followed until told otherwise by the student's preceptor. The CoxHealth dress code policy will be provided to students as part of their supervised experiential learning notebook. A clean, non-wrinkled white lab coat is required in all clinical areas. Clothing (including shoes) should be clean and free of wrinkles, tears, holes, or stains.

Classroom. The dress code at Cox College for didactic classes is more relaxed than in supervised experiential learning. For example, students may wear jeans, shorts of an appropriate length, athletic shoes, sandals, t-shirts without offensive graphics or language, etc. Clothing should provide adequate skin and undergarment coverage (e.g., "see-through")

Failure to follow the guidelines above will likely result in the student being sent home to change. The rotation hours will be required to be made up at the convenience of the preceptor.

Communication

Email. Students are expected to check their email at a minimum of twice daily, at the beginning and the end of the business day. Students are expected to respond to emails within 24 hours, verifying their receipt and understanding. Email etiquette is essential for communication that is respectful, clear, and professional. Basic email etiquette guidelines are below:

- Your subject line should match the message and should be descriptive and concise.
- Start with a greeting and the recipient's name. (E.g. Hello Mr. Smith)

- If you are uncertain whether the recipient recognizes your email address or name, include a simple reminder of who you are in relation to the person you are reaching out to.
- Avoid using shortcuts to real words, emoticons, jargon, or slang.
- Use appropriate sentence capitalization, standard font styles and sizes.
- Proofread your email for spelling or grammatical errors prior to sending.
- Do not send an email when you are angry or emotional.
- Do not try to resolve conflicts or difficult situations via email. Schedule a phone call or meeting.

Language. Communication, verbal and non-verbal, with preceptors, peers, faculty, and other professionals should be respectful. Words, tone, delivery, and behavior are to be appropriate, nonconfrontational, and courteous always.

Attendance

See the separate policy "Cox College MND GP Attendance Guidelines" for details regarding attendance expectations.

Cellphone Use

Cell phones should be turned off or silenced while in class and in supervised experiential learning. Cellphones are to be kept away (e.g., backpack) unless advanced permission is given or during lunch or other breaks.

Laptop Use

Laptops use during class, if permitted by faculty, should be limited to taking notes or other class-related activities. Non-class-related activities (e.g., messaging, Facebook) is prohibited during class time as this is disrespectful to both faculty and peers.

Conflict and Complaint Resolution

In the event of conflict and/or complaints between students and peers, faculty, preceptors, or other professionals, fair and respectful communication is expected. Students are encouraged to handle these situations informally by bringing forth concerns in a calm and respectful manner. Ideally, the conversation should occur between the parties involved. If the student does not feel comfortable doing this or is fearful of retaliation, a third party (such as faculty, or program director) should be contacted using the appropriate "chain of command".

See the Cox College Academic Catalog and ND department student handout for details regarding student grievances and filing a formal complaint.

Academic Integrity

All students are expected to consistently exhibit scholastic integrity. A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Academic dishonesty is relevant to the evaluation of the student's level of performance and will result in disciplinary action. Dietetics is a profession that upholds the highest standards of integrity and personal ethics.

Cox College reserves the right to place on probation, suspend or dismiss students from the college whose conduct or performance is detrimental to the interests of the college or program-specific professions.

Academic/Scholastic integrity involves the following behaviors:

- All examinations, quizzes, tests, and assignments of any kind are expected to be the work of the student alone (unless otherwise assigned or approved).
- Class settings are maintained to provide an environment conducive to learning where students are responsible for their own behavior and for contributing to the learning environment.
- Students are expected to avoid the appearance of academic dishonesty. This includes cheating, plagiarizing, falsifying, and colluding.

Cheating is defined by The American College Dictionary as "conducting matters fraudulently or deceitfully, especially for profit of oneself." This includes but is not limited to:

1. any method of cheating on a test by copying from another student
2. possession/using unauthorized material during a test
3. not doing own work or representing another's work as being original
4. misuse of electronic data sources

Plagiarizing is defined by The American College Dictionary as "copying or imitating the language, ideas, and thoughts of another author and passing off the same as one's original work."

Falsifying is defined by The American College Dictionary as "to misrepresent, to alter fraudulently, to lie."

Colluding is defined by The American College Dictionary as "to act together through a secret understanding for a fraudulent or illegal purpose."

Any student assignment that is found to violate scholastic integrity will not be tolerated. The student will be placed on disciplinary probation, suspended, or dismissed from the program and the college. Probation may or may not precede dismissal. Students who have knowledge of cheating, plagiarizing, falsifying, or colluding by others and hide such information may be considered guilty of the same offense.

ALL WORK assigned in the MND is expected to be done by the person to whom the work is assigned.

Appendix D: Nutrition Diagnostics Student Remediation Policy

Title: Nutrition Diagnostics Student Remediation Policy

Formulated: 6/2023

Last Reviewed/Revised:

The Nutrition Diagnostics Department recognizes the importance of providing students with opportunities for growth, learning, and self-improvement. This policy outlines the procedures and guidelines addressing academic, experiential learning, and behavioral concerns to support students on their educational journey.

Student Remediation

Student remediation is designed to be an early intervention for students at risk of or currently not meeting standard. Program faculty and preceptors are responsible for identifying students that are candidates for remediation.

The Student Remediation Plan form is used for identified students and can be initiated by program faculty or the student. This plan is a benefit to students to help develop strategies, identify barriers, create clear boundaries, and support growth and development of the student.

The Student Remediation Plan form may, but not limited to, be used in the following situations:

- Academic remediation
 - Examples: poor exam/quiz scores, incomplete assignments, demonstrated lack of understanding of class content
 - Possible remediation strategies include academic support, referral to the Student Resource Center, reassessment, exam/quiz retake, or additional assignments.
- Behavioral and professional remediation
 - Examples: violating program professional standards, excessive absences/tardiness, dress code violation
 - Possible remediation strategies include reinforcement of policies and procedures, professional guidance, referral to the Student Resource Center for counseling, behavior improvement plans, Cox College CARE team referral
- Supervised experiential learning and/or clinical skill remediation
 - Examples: Failure to demonstrate and apply clinical skills, failure to meet competency, failure to meet SEL rotation objectives.
 - Possible remediation strategies include additional time in SEL, additional practice in the skills lab/virtual hospital, additional assignments or learning activities

The Student Remediation Form will be initiated by faculty and discussed with the student of concern. Regular follow-up will occur by faculty and/or student until the plan is closed, disciplinary action, or dismissal occurs

Failure to actively engage in the remediation process or adhere to the guidelines in the Student Remediation Form may result in disciplinary actions or dismissal from the program

Appendix E: Nutrition Diagnostics Student Remediation Form and Progress Report

Nutrition Diagnostics Student Remediation Form and Progress Report

Revised June 2023

Student Name: _____

Date: _____

Faculty Name: _____

Time of Appointment: _____

Mode of Contact: Student Initiated Faculty Initiated Other: _____

BACKGROUND:

- Academic Issue
- Behavioral Issue
- Other:

Description of the concern/incident:

ANALYSIS (check all that apply; maybe both academic and behavioral):

Academic

- Student does not understand the material
- Student needs to develop better study/test-taking strategies
- Student has difficulty expressing understanding in written/oral form
- Student is under personal duress
- Other (explain): _____

Behavioral Issue:

- Student is unsafe with patients in the clinical setting
- Student exhibits unprofessional behavior in class/clinical
- Dress code violation
- Policy violation
- Other (explain): _____

ACTION PLAN:

- Student is counseled by faculty to improve the likelihood of academic/behavioral success.
- Student is referred to: _____ for academic remediation.
- Student is referred to: _____ for behavioral remediation.
- Student is placed on a specific improvement plan (see attached).

Other referral (specify):

GOALS (be specific):

Comments:

Student received a specific plan or list of goals:

In person.

By email.

By registered mail.

EVALUATION:

Student progress will be re-evaluated on or before <date> .

The student will be informed of progress and next steps within 48 hours of the re-evaluation.

Student Signature: _____

Date:

(Student signature means the student was present and received a signed copy of this form- it does not indicate agreement with the assessment.)

Faculty Signature: _____

Date:

Copies sent to:

STUDENT ADVISOR (Name)

DEPARTMENT CHAIR

Appendix F: Nutrition Diagnostics Disciplinary Action, and Dismissal Policy

Title: Student Disciplinary Action and Dismissal Guidelines

Formulated: 6/2023

The Cox College Nutrition Diagnostics Department reserves to subject students to disciplinary action and/or dismissal for acts of misconduct or failure to meet departmental progression standards.

Disciplinary Action

Students may be subject to disciplinary action as the result of misconduct. Examples of misconduct include the following:

- Failure to actively engage and progress in the remediation process (see Nutrition Diagnostics Student Remediation Policy)
- Academic dishonesty, such as cheating, plagiarism, or unauthorized collaboration
- Disruptive behavior such as disrespect toward faculty, preceptors, or peers
- Acting in an unethical, unsafe, or irresponsible manner
- Bullying, harassment, or discrimination of faculty, preceptors, or peers
- Violation of Cox College student policies
- Physical threats, violence, or intimidation towards others
- Inappropriate use of technology, such as copying/saving exams, sharing assignment details with peers, violating Cox College copywrite policy
- CoxHealth or other SEL site policy violation
- "No Call-No Show" as outlined in program's attendance policy

Disciplinary measures will be determined by program faculty, including the program chair based on the severity, frequency, and impact of the misconduct. The student's prior behavior and actions will also be considered. Measures may include, but not limited to, written warnings, counseling, additional assignments, or suspension removal from class and/or supervised experiential learning.

Dismissal

A student may be dismissed from the MND program and Cox College for the following reasons.

- Failure to meet remediation requirements
- Continued violations are disciplinary action
- Failure to maintain MND progression requirements
- Failure to conduct oneself in a responsible, safe, and professional manner
- Academic misconduct including, but not limited to plagiarism or other forms of academic dishonesty
- Use of or being under the influence of alcohol and/or illegal drugs in the classroom, laboratory, or clinical setting
- Sexual offenses or harassment
- CoxHealth or other SEL site policy violation leading dismissal from that site.
- Conviction of a felony