Student Handbook

Didactic Program in Dietetics

Brigham Young University
Department of Nutrition, Dietetics, and Food Science
Provo, UT

2016-2017
President Hinckley on Education

Be smart. You are moving into the most competitive age the world has ever known. All around you is competition. You need all the education you can get. You should sacrifice anything that is needed to be sacrificed to qualify yourselves to do the work of the world. That world will, in large measure, pay you what it thinks you are worth, and your worth will increase as you gain education and proficiency in your chosen field.

Train your mind and your hands to become an influence for good as you go forward with your life. And as you do so and as you perform with excellence, you will bring honor to yourself and to your family. You will be regarded as a man or woman of integrity and ability and conscientious workmanship. Be smart. Don’t be foolish. You cannot bluff or cheat others without bluffing or cheating yourself.

You don't have to be a genius to do great things. The important work of this world is done, for the most part, by ordinary people who do their work in an extraordinary way.

There can be no doubt, none whatever, that education pays. Do not short-circuit your education. If you do, you will pay for it over and over again.

New Year's Eve Fireside for Youth, Dec. 31, 2006
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ACCREDITATION STATUS

Brigham Young University’s Didactic Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. http://www.eatright.org/ACEND

Program definitions:

Didactic Program in Dietetics (DPD)

1. Provides for the achievement of AND Core Knowledge for the Registered Dietitian Nutritionist.
2. Academic program in a regionally accredited college or university culminating in a minimum of a baccalaureate degree.

Dietetic Internship (DI)

1. Provides for the achievement of AND Core Competencies for the Registered Dietitian through approximately 1200 hours of supervised practice experience.
BRIGHAM YOUNG UNIVERSITY
Department of Nutrition, Dietetics, and Food Science
Didactic Program in Dietetics

Mission

The mission of the Didactic Program in Dietetics at Brigham Young University is to develop informed and productive citizens of the family, community, and nation who are prepared to perform effectively in supervised practice and to make meaningful contributions to the dietetics profession.

Goals

The Didactic Program in Dietetics will:

1. Prepare students to excel in supervised practice or other professional pursuits through provision of current knowledge and development of skills.

   Outcome measures include Program retention figures, placement in Dietetic Internships, graduate school placement, pass-rate on Registration Examination for Dietitians, and responses on graduate and Internship Director surveys.

2. Engender the desire and skills for continuing education and personal growth.

   Outcome measures include achievement of graduate education, specialty certifications, and promotions; AND membership and volunteer involvement reported on four-year post-graduate surveys.

3. Support the development of ethical and moral values in personal and professional life.

   Outcome measures include teacher evaluation scores on pertinent items, and responses on graduate surveys.
1. Students will demonstrate the ability to communicate effectively and professionally.

2. Students will demonstrate an understanding of all areas of the nutrition care process and model.

3. Students will demonstrate professionalism in all required student assignments.

4. Students will integrate the broad aspects of food into dietetics practice.

5. Students will develop management leadership skills as they apply to human and other resources.

6. Students will demonstrate critical thinking skills in problem identification and data analysis, and in recognizing the implications of decisions.
## Strategic Plan

**Vision:** Optimizing the nation’s health through food and nutrition

**Mission:** Empowering members to be the nation’s food and nutrition leaders

**Values:**
- **Customer focus** - Meet the needs and exceed the expectations of all customers
- **Integrity** - Act ethically with accountability for life-long learning and commitment to excellence
- **Innovation** - Embrace change with creativity and strategic thinking
- **Social Responsibility** - Make decisions with consideration for inclusivity as well as environmental, economic and social implications

<table>
<thead>
<tr>
<th></th>
<th>The public trusts and chooses Registered Dietitians as food and nutrition experts.</th>
<th>Academy members improve the health of Americans.</th>
<th>Members and prospective members view the Academy as vital to professional success.</th>
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<tbody>
<tr>
<td><strong>STRATEGY</strong></td>
<td>1. Strengthen and differentiate a respected RD brand</td>
<td>1. Engage members to impact food and nutrition policies through participation in the legislative and regulatory processes at local, state and federal levels</td>
<td>1. Empower present and future practitioners to be the leaders in food and nutrition</td>
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<td>2. Establish value to target audiences through effective programs, services and initiatives offered by registered dietitians</td>
<td>2. Enhance the relevance of public health nutrition within the Academy and increase its visibility in the broader public health community</td>
<td>2. Provide state-of-the-art professional development for education, competence and career success</td>
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<td>3. Take proactive science and evidence-based positions on issues related to health</td>
<td>3. Optimize relationships with key stakeholders and external organizations</td>
<td>3. Provide relevant and valued products and services for diverse member audiences</td>
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<td>4. Work collaboratively with local, state, national and international food and nutrition communities</td>
<td>4. Provide support to help members optimize the public’s health through food, nutrition and physical activity</td>
<td>4. Provide research and resources that can be translated into evidence-based practice</td>
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<td>5. Strategically promote RDs for leadership roles in key influential and visible positions</td>
<td>5. Prepare members to conduct and use research in practice</td>
<td>5. Identify and respond to the needs of a changing diverse group of members</td>
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<td>7. Reduce health disparities by promoting improved access to RD services and nutrition interventions</td>
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THE ACADEMY OF NUTRITION AND DIETETICS
CODE OF ETHICS FOR THE PROFESSION OF DIETETICS


PREAMBLE

The Academy of Nutrition and Dietetics (AND) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals. The current Code of Ethics was approved on June 2, 2009, by the ADA Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

APPLICATION

The Code of Ethics applies to the following practitioners:

(a) In its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
(b) Except for sections dealing solely with the credential, to all members of ADA who are not RDs or DTRs; and
(c) Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of ADA.

All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in ADA and/or accepting and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners agree to abide by the Code.

PRINCIPLES

Fundamental Principles

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.

2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by AND and its credentialing agency, ACEND.

Responsibilities to the Public

3. The dietetics practitioner considers the health, safety, and welfare of the public at all times.
   a. The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner to other professionals.
4. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner’s ethical obligations as described in this Code.
   a. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty
   b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
   c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.

5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
   a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
   b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
   c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.

6. The dietetics practitioner does not engage in false or misleading practices of communications.
   a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
   b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
   c. The dietetics practitioner provides accurate and truthful information in communicating with the public.

7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
   a. The dietetics practitioner withdraws from practice when he/she has engaged in abuse of a substance such that it could affect his or her practice.
   b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
   c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

Responsibilities to Clients

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.

9. The dietetics practitioner treats clients and patients with respect and consideration.
   a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
   b. The dietetics practitioner respects the client’s right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.

10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.

11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in “Responsibilities to the Public” (Principles #3-7)
Responsibilities to the Profession

12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.

13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.

14. The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.

15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
   a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
   b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.

16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.

17. The dietetics practitioner accurately presents professional qualifications and credentials.
   a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials (“RD” or “Registered Dietitian”; or “Dietetic Technician, Registered”; “CS” or “Certified Specialist”; and “FAND” or “Fellow of the Academy of Nutrition and Dietetics”) only when the credential is current and authorized by CDR.
   b. The dietetics practitioner does not aid any other person in violating any CDR requirements, or in representing himself or herself as CDR-credentialed when he or she is not.

18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.

Clarification of Principle:
   a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner’s professional judgment is dependent on all factors relating to the transaction, including the amount or value of the consideration, the likelihood that the practitioner’s judgment will or is intended to be affected, the position held by practitioner, and whether the consideration is offered or generally available to persons other than practitioner.
   b. It shall not be a violation of this principle for a dietetics practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.
   c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges or information, free samples of products, or similar items, as long as such items are not offered in
exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioners’ professional judgment.

Responsibilities to Colleagues or Other Professionals

19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.
   a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
   b. The dietetics practitioner provides objective evaluations or performance for employees and co-workers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
Standards of Practice and Professional Performance

The *Academy of Nutrition and Dietetics: Revised 2012 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitians and Dietetic Technicians Registered* are guides to practice and performance for RDs, RDNs, and DTRs. The Standards of Practice in Nutrition Care consist of four standards representing the four steps in the nutrition care process. The Standards of Professional Performance consist of six domains of professionalism.

The Standards can be found in the 2013 June supplement to the *Journal of the Academy of Nutrition and Dietetics*. The articles can be accessed through the BYU library or through the Academy’s member services online at [www.eatright.org](http://www.eatright.org) under member, practice, scope/standards of practice.

Citations for Standards:


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<th>PREREQUISITES</th>
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<td>*Chem 101 3</td>
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<td>Math ≥ 102 3</td>
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<td>NDFS 290 1</td>
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<th>PROFESSIONAL SEQUENCE</th>
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<td>NDFS 300 4</td>
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<td>NDFS 440 3</td>
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<td>NDFS 491 1</td>
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<td>Civilization 2 3</td>
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<td>*Students may take the Chem 105, 106, 107, 351, 352, 481 sequence if desired</td>
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Core Knowledge for the Registered Dietitian

Accreditation Council for Education in Nutrition and Dietetics of the
Academy of Nutrition and Dietetics

1) Scientific and evidence base of practice: integration of scientific information and research into practice
   - KRD 1.1 The curriculum must reflect the scientific basis for the dietetics profession and must include research methodology, interpretation of research literature, and integration of research principles into evidence based practice. (Includes: Familiarity with all components of the scientific method, proper interpretation and application of research literature to practice, documentation of the value of registered dietitian services, and understanding of role in adding to the body of scientific knowledge on nutrition, health, and wellness; ability to use current information technologies to locate and apply evidence based guidelines and protocols.)

2) Professional practice expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice:
   - KRD 2.1 The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice. (Includes: Demonstration of effective and professional oral and written communication and documentation)
   - KRD 2.2 The curriculum must provide principles and techniques of effective counseling methods. (Includes: Demonstration of counseling techniques to facilitate behavior change)
   - KRD 2.3 The curriculum must include opportunities to understand governance of dietetics practice, such as the Scope of Dietetics Practice and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings. (Includes: Application of professional guidelines to a practice scenario; identification of the roles of others with whom the registered dietitian collaborates in the delivery of food and nutrition services)

3) Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations:
   - KRD3.1 The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation. (Includes: Use of the nutrition care process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions)
   - KRD 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.
• KRD 3.3 The curriculum must include education and behavior change theories and techniques.
  (Includes: Development of an educational session or program/educational strategy for a target population)

4) Practice Management of Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations

• KRD 4.1 The curriculum must include management and business theories and principles required to deliver programs and services.
  (Includes: Application of management theories to development of programs or services; evaluation of budgets and interpretation of financial data; and application of human resource management resource principles to different situations)

• KRD 4.2 The curriculum must include content related to quality management of food and nutrition services.
  (Includes: Application of safety principles related to food, personnel, and consumers; data analysis for assessment and evaluation used in decision making)

• KRD 4.3 The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.
  (Includes: Recognition of impact of public policy position on dietetics practice)

• KRD 4.4 The curriculum must include content related to health care systems.
  (Includes: Recognition of impact of health care policy and different health care delivery systems on food and nutrition services)

• KRD 4.5 The curriculum must include content related to coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.

5) Support knowledge: knowledge underlying the requirements specified above.

• KRD 5.1 The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.

• KRD 5.2 The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.

• KRD 5.3 The behavioral and social foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology.
Policies and Procedures
Subject: Admission to the Didactic Program in Dietetics

Policy
It is the policy of the Didactic Program in Dietetics that all applicants meet specific criteria for admission into the program.

Procedure

• Application to the program is made February 15th prior to the fall admission.

• Four of the following eight courses must be complete at the time of application: NDFS 100, 200, 290; PDBio 200, 305; Chem 285; MMBio 221, Acc 200. All prerequisite courses must be completed prior to starting fall semester after acceptance.

• Major GPA and performance in NDFS courses will be considered. Successful applicants typically have a major and total GPA ≥ 3.0 and NDFS course grades ≥ B-. At least a C- is required in other major classes.

• Applicants need 300 hours of dietetics-related work and/or volunteer experience.

The admission process includes:

• Completion of the electronic application form;

• Two electronic recommendation forms, one from a professor and one from a work or volunteer supervisor; and

• An interview with a faculty and intern interview team.*

• Acceptance into the program is contingent on meeting admission criteria, faculty assessment of preparation for the program, and the availability of student positions.

*The interview allows the team to assess the applicant’s knowledge of and interest in dietetics, maturity, communication skills, and preparation for the rigorous professional program.
Subject: Admission to a Dietetic Internship

Policy
To be eligible to take the Registration Examination and to practice as a Registered Dietitian Nutritionist, a student must complete a Dietetic Internship following graduation from a DPD program. It is the student’s responsibility to prepare for an internship.

Procedure

- Admission to supervised practice experiences is highly competitive. To increase the likelihood of obtaining a position in an internship, students should prepare by:

  1. Maintaining at least a 3.0 GPA;
  2. Having 1,000 hours of dietetics-related work and/or volunteer experience;
  3. Participating in meaningful volunteer activity; and
  4. Demonstrating leadership ability.

Meeting these criteria does not guarantee placement in a supervised practice program, but failure to meet them will almost surely preclude placement.

- The Program Director will assist students during their final two semesters in applying for dietetic internships.

Note: See “Expenses” policy for application costs.
Subject: Assessment of Prior Learning

Policy
Credit will be given for comparable courses taken at colleges or universities other than BYU.

Procedure
- Transfer students should follow university procedures for evaluation of transfer credits.
  - For information regarding transfer credit contact:
    - Transfer Evaluation Office
    - D-148 ASB
    - 801-422-8566
    - https://registrar.byu.edu/registrar/transferEvaluation/
- The Program Director will assess comparability of courses taken elsewhere that do not automatically receive transfer credit for BYU courses. If the course is deemed comparable to a required course, the required course will be waived.
- It will be highly unusual for any of the Professional Sequence courses to be waived. Courses taken as part of the professional sequence in another dietetics program will be considered on an individual basis.
- International students are referred to:
  - International Admissions
    - A-152 ASB
    - 801-422-7535
    - https://admissions.byu.edu/international-freshman-acceptance-criteria
**Subject:** Assessment of Student Learning

**Policy**
All students will become knowledgeable in the Core Knowledge of the Registered Dietitian, and will receive regular assessment of their learning.

**Procedure**

- Assessment of learning in prerequisite courses is done through examinations, quizzes, and papers, as appropriate to each course.

- The syllabus for each class in the Professional Sequence includes the Core Knowledge met by each course objective and the method for meeting and/or measuring the objectives. Learning assessment methods include: exams, quizzes, projects, papers, abstracts, presentations, group work, class participation and performance in applied labs and simulated experiences.

- Students will complete a self-evaluation of knowledge level at the beginning of the Professional Sequence and at the conclusion of each semester thereafter on a form provided for that purpose.
Subject: Attendance

Policy
It is expected that the student will attend all required classes and learning experiences unless ill or there is a university approved excuse. Students will be held responsible for all material presented in class and labs. Laboratory experience is graded on performance and professional attitude. Students must be present to be evaluated.

Since each experience is important to the student’s total development, the student must participate in each experience for the assigned amount of time.

Procedure

- It is expected that the student will be punctual for all classes and labs.

- In the event of extended illness, the student is expected to make up lab time that is missed.

- Make up time should be arranged at the convenience and knowledge of the instructor.

- It is the student’s responsibility to obtain missed material presented in class from another student.
Subject: Calendar/Vacation/Holidays

Policy
The Didactic Program at BYU will observe all regularly scheduled holidays and vacations as outlined on the University calendar.

Procedure

- Scheduled holidays and vacations may be found in a current BYU Class Schedule.
- See http://registrar.byu.edu/registrar/acadsched/calendar.php for a current academic calendar.
- It is unwise to schedule vacations or other leave during academic instruction periods.
Subject: Children in Class

Policy
Because children and babies distract the parent, class members, and the instructor, they should not be brought to class or exams.

Procedure

• Children are allowed in the computer room and in group projects if they are not disruptive to the working environment. If the child becomes fussy, the parent should be considerate of classmates and take the child out.

• Exceptions to this policy would include occasional emergencies when it is not possible to find appropriate care.

• It is acceptable (and anticipated) that newborns will be brought one day for the class and faculty to enjoy!
Subject: Computer Literacy

Policy
It is the policy that all dietetic students be competent in the use of current computer technologies. Some skills will be introduced in the classroom; however, students are responsible for obtaining training in specific programs if needed.

Procedure

- Faculty will frequently communicate with students through myBYU e-mail and Learning Suite. It is expected students will check for e-mail messages on a regular basis.

- Skills students will be required to develop include use of word processing, spreadsheets, presentations, nutritional analysis, and the internet.

- To become more proficient in any of the above areas, the following resources are available:
  - Computer training courses (see http://it.byu.edu/training for information on available courses) http://it.byu.edu/training
    - All classes taught by the Office of Information Technology are free, but student will be placed on stand-by status. If a class fills up will full- or part-time employees, students will need to wait until the next time the course if offered.
    - I SYS 100, Spreadsheet Skills, and I SYS 101, Computer Presentation Skills, are recommended courses.

- For problems with My BYU or BYU email, contact IT Services (801-422-4000) or go to http://it.byu.edu
Policy
All students will treat the computer lab and the materials stored there with respect and use them wisely.

Procedure

1. The computer lab is available Monday – Saturday, 7 AM to 10 PM. It is located in room C-271 ESC, and the access code number is 15986. If there are any changes made to the access code, Dr. Bellini will email the new code to you. Please be courteous as there are only 6 computers in the lab.

2. The following software is available on each computer: Microsoft Excel, PowerPoint, Word, Photo Editor, Publisher, and Access; SmartDraw (on computer #4 only; Smartdraw CI icon); Computrition FS Management and ESHA Food Processor; Internet Explorer. Also, Computer #6 is connected to a scanner.

3. The computer lab is for students in the professional sequence of the Dietetics Program only. Do not give the access code number to anyone else, no matter who they may be. (If you see someone who is not a dietetics students using the computers, please report them to the department office as soon as possible.) Although the computers are available for word processing, any class computer assignments take first priority. Please be courteous to other students who may need to use the computer for an assignment. Computers #5 and #6 are reserved for the Pendulum Court from 9:00 AM to 1:00 PM, Monday through Thursday.

4. To print anything in the lab you need to bring your own paper. You may store your paper in the computer room by clearly labeling your ream of paper and placing it on one of the shelves. Pooling your funds to purchase a case of paper is recommended.

5. Also, please respect the lab and the computers by following these guidelines:
   1. No food or drink in the lab.
   2. To prevent virus infections, have a USB drive that you use for this lab only.
   3. DO NOT save anything on the hard drive; rather save to your flash drive. If you have questions concerning how to do this, contact the department office for help.
   4. Report all computer problems to Dr. Fullmer as soon as they happen. Please do not just switch to another computer.
   5. DO NOT change the desktop settings.
   6. Please do not use foul language in the lab, even when the computer misbehaves.
7. LOG OFF your computer when finished, even if you are leaving the room for a short time. You are responsible for anything done under your password.

6. Please keep the lab tidy and neat. Periodically the department secretary will conduct a random cleaning of the lab. Anything that does not belong to the department will be discarded. IF you are working on a project, label it clearly and you can store it in the room for a short while.

As a matter of procedure:

- **Do not** turn the computers off. Use the “log off” command instead.
- **Do not** leave the computer unless you have logged off and the screen saver is showing.
- Please remember to log off after each session of use, no matter how short.
- The Computrition program is located in the Start Menu, under the Programs heading. For foodservice applications, select Food Service Management.
- To log off, save any files needed to your USB drive, exit any programs you are using, and double-click the Systems Log Out icon. Remember: Do **not** turn off the computer.
- The C drive is where the system storage files are located; the larger D drive is for storage. If you do not save your work on a USB drive, be sure to save to the D drive NOT the C drive.
Policy
Students and faculty are deserving of, and expected to show, respect and courtesy to one another.

Procedure

- Punctuality is expected as a courtesy to faculty and classmates
- Students should attend all classes and labs for the assigned amount of time -- arriving late and/or leaving early is not acceptable; if illness precludes attendance to a lab, the appropriate instructor should be notified
- Listen respectfully to others when they speak and refrain from whispering/talking to classmates when others are talking
- Refrain from eating during classes; if a medical condition requires you to eat at frequent intervals, discuss the situation with the instructor
- Come to class and labs prepared with the appropriate tools and having completed assigned reading and other assignments
- Cell phones and other noisemaking electronic devices should be turned off prior to entering the classroom.
- Computer use during class is for class work only; there should be no checking or sending of texts, emails, web sites, etc, during class.
Policy
Students will use professional language when addressing university, college, and department faculty

Procedure

- **Addressing the Deans**
  - Dean (last name). For example, the Dean of the College of Life Sciences, Dr. James Porter, would be addressed as Dean Porter

- **Addressing the Faculty**
  - Dr. (last name), Ms/Mr (last name), or Professor (last name)
  - At BYU Brother or Sister (last name) is sometimes used, but be careful about using Brother or Sister (last name) when referring to an instructor to someone off campus

  NDFS Faculty:
  - Dr. Christensen (department chair)
  - Dr. Bellini
  - Professor Duncan
  - Dr. Dunn
  - Dr. Fullmer
  - Dr. Hancock
  - Dr. Jefferies
  - Dr. Kenealey
  - Professor Mitchell
  - Dr. Patten
  - Dr. Richards
  - Dr. Steele
  - Dr. Stokes
  - Dr. Tessem
  - Dr. Williams
E-mail Etiquette

- Never use "Hey!" and avoid "Hi" or other casual greeting. The most appropriate way to address faculty members is Dear Dr/Professor/Ms (last name). Also appropriate would be Hello Dr/Professor/Ms (last name).

- Examples
  - Dr. Jones, Dear Dr. Jones, Hello Dr. Jones
  - Professor Smith, Dear Professor Smith, Good Afternoon Professor Smith

- Indicate the purpose of the email in the subject line.
- Be sure to close the e-mail with your first and last name.
- Including your phone number may be helpful
**Subject:** Credit Hours for Dietetics Labs

**Policy**
One credit hour in the Dietetic Labs requires four hours of student contact time per week.

**Procedure**
- NDFS 375 (2 credit hours) meets M, W or T, Th from 9:00 – 1:30 for approximately 12 weeks (100 total hours)
- In NDFS 401 (0.5 credit hours) students accumulate approximately 25 contact hours.
- NDFS 405 (0.5 credit hours) meets Fridays 8:00 – 11:00 am on the Block. Total contact time, approximately 21 hours.
Subject: Discipline/Termination Procedures

Policy
The Dietetics Program will follow the Discipline and Termination Procedures of the University.

Procedure

- Guidelines for academic standards found in the General Catalog will be followed. [https://policy.byu.edu/view/index.php?p=172](https://policy.byu.edu/view/index.php?p=172)


- Dismissal from the program may result from:
  - Violation of the Confidentiality Agreement
  - Failure to respond in a timely manner to messages or requests from faculty members regarding coursework
  - Consistent failure to complete coursework and/or examinations in a timely manner

- Students having difficulty with any of these issues will meet with the DPD Program Director, receive a verbal warning, and develop a plan for improvement. Failure to satisfactorily correct behavior will result in dismissal from the program.
Subject: Dress and Grooming

Policy
Students are expected to observe BYU Dress and Grooming Standards. While participating in Food Production Management and Community Nutrition Labs and field trips, additional procedures will apply.

Procedure

BYU Dress and Grooming Standards

The dress and grooming of both men and women should always be modest, neat, and clean consistent with the dignity adherent to representing The Church of Jesus Christ of Latter-day Saints and any of its institutions of higher education.

Modesty and cleanliness are important values that reflect personal dignity and integrity, through which students, staff, and faculty represent the principles and standards of the Church. Members of the BYU community commit themselves to observe the standards, which reflect the direction given by the Board of Trustees and the Church publication For the Strength of Youth. The BYU Dress and Grooming Standards are as follows:

- **Men**
  A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, revealing, or form fitting. Shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extreme styles or colors, and trimmed above the collar leaving the ear uncovered. Sideburns should not extend below the earlobe or onto the cheek. If worn, moustaches should be neatly trimmed and may not extend beyond or below the corners of the mouth. Men are expected to be clean shaven; beards are not acceptable. Earrings and other body piercing are not acceptable. Shoes should be worn in all public campus areas.

- **Women**
  A clean and well-cared-for appearance should be maintained. Clothing is inappropriate when it is sleeveless, strapless, backless, or revealing; has slits above the knee; or is form fitting. Dresses, skirts, and shorts must be knee length or longer. Hairstyles should be clean and neat, avoiding extremes in styles and colors. Excessive ear piercing (more than one per ear) and all other body piercing are not acceptable. Shoes should be worn in all public campus areas.


- Students who are dressed inappropriately may be asked to leave class or lab and return when dressed appropriately.

Additional Procedures
♦ *Food Production Management Lab:*

- **Women**
  - **Hair:** Clean, pulled up, if long, and covered with hair net.
  - **Clothing:** No jeans or corduroy jeans, otherwise neat, modest slacks, skirt, or dress. Must wear conservative hose or stockings. Wear Uniform T-shirt.
  - **Shoes:** Leather, closed heel and toe - no boots, clogs, sandals, or canvas tennis shoes.
  - **Jewelry:** Limited to medic alert bracelets, wedding rings, post earrings.
  - **Make-up:** Moderate
  - **Perfume:** None
  - **Apron:** Clean apron

- **Men**
  - **Hair:** Clean, covered with cap or net.
  - **Clothing:** No jeans or corduroy jeans. Dress slacks and shirt, tie recommended.
  - **Shoes:** Leather, closed heel and toe - no boots, clogs, sandals, or canvas tennis shoes.
  - **Jewelry:** Limited to medic alert bracelets, wedding band.
  - **Apron:** Clean apron

♦ *Community Nutrition Lab and Field Trips:*

- When participating in field trips or in Community Nutrition experiences students must observe BYU Dress and Grooming Standards, with the exception that jeans and flip-flops are not to be worn.
Subject: Dress and Grooming for Professional Presentations

Policy
Students are expected to wear professional clothing when making professional presentations as part of course learning activities or to groups on- or off-campus.

Overview
Professional dress lends an air of credibility to the speaker and allows the audience or client to concentrate on the speaker and the message rather than be distracted by the speaker’s appearance.

Procedure

- Dietetic students are required to dress professionally when making presentations (on or off campus). Professional dress includes:
  - tailored clothing
  - a third layer (i.e. jacket, cardigan, etc.)
  - a collar either on the jacket and/or blouse or shirt,
  - tie for men
- Appropriate tailored clothing can range from a matched suit (very tailored) to an unmatched suit (softly tailored) to an unstructured jacket (casual tailored) depending on the setting and student personality. See following page for examples of each level.
- A third layer can be a jacket/blazer, cardigan, or sweater.
- The collar can be on both the jacket and blouse/shirt, jacket only, or shirt only. A collared shirt under a collarless jacket or cardigan is appropriate as is a collarless shirt under a collared jacket. Collared attire looks more polished than collarless attire.
- Men should wear a tie—the pattern can be very formal or more casual depending on the occasion.
- Bare legs are not acceptable when making presentations—wear neutral hose or stockings.
- Select clothing to complement the body shape.
- Select color to complement the complexion. Neutral colors are versatile and include black, grey, brown, tan, taupe, cream, navy blue, teal, wine/plum, olive, sage. Your suit does not have to be black. Patterns like tweed, stripes, and plaids are appropriate if professional in appearance.
- Women can wear either slacks or a skirt. Tight, low cut, or capris slacks are not appropriate for presentations. Skirts should not be shorter than the top of the knee, nor longer than mid-calf.
- Accessories should not be large or noisy, to avoid distracting the audience.
Subject: Dress and Grooming for Professional Presentations--Examples

Matched Suit (Very Tailored)  Unstructured Jacket (Casual Tailored)

Unmatched Suit (Softly Tailored)  Lab Coat (Casual Tailored)
Subject: Expenses

Policy
Students will pay all required expenses as outlined.

Procedure
- Tuition: (LDS Fall 2016: Full time – LDS $2650/Non LDS $5300; Part time per credit hour-LDS $276/Non LDS $5552)  [http://finserve.byu.edu/content/tuition-and-general-fees](http://finserve.byu.edu/content/tuition-and-general-fees)
- Room and board – varies
- Textbooks: Total for texts used in the program: approximately $2000 divided between semesters (approximately $1200 fall of junior year – remainder divided throughout remaining semesters)
- Vaccination: Influenza--Approximately $21 (Obtain early in Fall Semester at Student Health Center or Utah County Health Department); Hepatitis B—if you have not received the Hep B vaccine; approximately $35 or $65 depending on age at Student Health Center. Prices are subject to change.
- AND Associate Membership: $58 is the student rate per year.
- SDA Membership: $15 per year
- Medical Insurance (BYU health plan or private insurer). All students are required to participate in the student health insurance service unless they have a private plan that takes care of physician’s visits in addition to major medical/surgical coverage.
- Food Production Management Lab:
  - Appropriate shoes
  - ServSafe Certification: $36
  - Thermometer: $10.00
  - Pendulum Court “Uniform T-shirt”: $5.00
- Miscellaneous expenses: Clipboard, pens, pencils, calculator
- Materials (up to $75 total) incurred for numerous projects in the senior year.
- Dietetic Internship application fees; (vary by program, approximately $35 per program)
- Dietetic Internship application computer matching fee: $55.
- Dietetic Internship Centralized Application System fee: $40 for first application and $20 for each additional application.
Subject: Grievances

Policy
When students feel they have been treated unfairly by an instructor or that the ACEND accreditation standards are not being followed, they have a right to voice their concerns through the appropriate channels.

Procedure

• A student should try first to resolve any grievances with the individual instructor.

• If the result is not satisfactory, a conference with the program director should be scheduled.

• Appeals may be made to the department chair, the dean and the academic vice-president following the procedures of the university.

• Frequent student-instructor conferences are scheduled and students are welcome to discuss matters pertaining to the program with the program director at any time.

• If the grievance has to do with ACEND accreditation standards, and if, after all avenues in the grievance process have been exhausted and the student is not satisfied, the student may address a complaint directly to ACEND at 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. http://www.eatright.org/ACEND
Subject: Honor Code and Academic Honesty

Policy
It is expected that dietetic students will abide by the BYU Code of Honor.

Procedure

Academic Honesty
The first injunction of the BYU Honor Code is the call to “be honest.” Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. “President David O. McKay taught that character is the highest aim of education” (“The Aims of a BYU Education” p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication of falsification, cheating, and other academic misconduct.

Plagiarism
Intentional plagiarism is a form intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, whereas not in violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education, where all members of the university are expected to acknowledge the original intellectual work of others that is included in one’s own work. In some cases, plagiarism may also involve violations of copyright law.

Intentional Plagiarism. Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one’s own without providing proper attribution to the author through quotation, reference, or footnote.

Inadvertent Plagiarism. Inadvertent plagiarism involves the inappropriate, but nondeliberate, use of another’s words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply being insufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.
Examples of plagiarism include:

- **Direct Plagiarism.** The verbatim copying of an original source without acknowledging the source.
- **Paraphrased Plagiarism.** The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for your own.
- **Plagiarism Mosaic.** The borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source.
- **Insufficient Acknowledgement.** The partial or incomplete attribution of words, ideas, or data from an original source.

Plagiarism may occur with respect to unpublished as well as published material. Acts of copying another student’s work and submitting it as one’s own individual work without proper attribution is a serious form of plagiarism.

**Fabrication or Falsification**

Fabrication or falsification is a form of dishonesty where a student invents or distorts the origin or content of information used as authority. Examples include:

1. Citing a source that does not exist.
2. Attributing to a source ideas and information that are not included in the source.
3. Citing a source for a proposition that it does not support.
4. Citing a source in a bibliography when the source was neither consulted nor cited in the body of the paper.
5. Intentionally distorting the meaning or applicability of data.
6. Inventing data or statistical results to support conclusions.

**Cheating**

Cheating is a form of dishonesty where a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained. Examples include:

1. Copying from another person’s work during an examination or while completing an assignment or allowing someone to copy from you during an examination or while completing an assignment.
2. Using unauthorized materials during an examination or while completing an assignment.
3. Collaborating on an examination or assignment without authorization.
4. Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for you.

- **Other Academic Misconduct**

Academic misconduct includes other academically dishonest, deceitful, or inappropriate acts that are intentionally committed. Examples of such acts include but are not limited to:
1. Inappropriately providing or receiving information or academic work so as to gain unfair advantage over others.
2. Planning with another to commit any act of academic dishonesty.
3. Attempting to gain an unfair academic advantage for oneself or another by bribery or by any act of offering, giving, receiving, or soliciting anything of value to another for such a purpose.
4. Changing or altering grades or other official educational records.
5. Obtaining or providing to another an un-administered test or answers to an un-administered test.
6. Breaking and entering into a building or office for the purpose of obtaining an unauthorized test.
7. Continuing work on an examination or assignment after the allocated time has elapsed.
8. Submitting the same work for more than one class without disclosure and approval.

- IF YOU CHEAT, YOU MAY FAIL THE COURSE.
Subject: Immunizations

Policy
Students are required to provide evidence of up-to-date immunizations

Procedure
- Required immunizations are:
  - Measles, Mumps, and Rubella
  - Varicella
  - Tetanus and Pertussis
  - Hepatitis B
  - Influenza vaccination is highly recommended annually

Immunizations are available at the County Health Department, Student Health Center, or your physician’s office.
**Subject:** International Students

**Policy:**
It is the policy that international students will be in compliance with INS regulations during undergraduate schooling and during the pursuit of a Dietetic Internship.

**Procedure:**

- Because you will not know until April which internship you will attend, you are strongly urged to postpone your graduation until June or August—to do this, **save at least one required general or religious education class to take during the final enrollment before graduation (spring if graduating in June; summer if graduating in August)** following completion of the Dietetics Program requirements.

- If your internship is NOT combined with a master’s degree, you will complete the internship under OPT status. OPT status is effective for one year; therefore, postponing your graduation to August allows that year to begin in the fall, when most internships begin. The OPT allows international students to obtain practical training in the US for one year following graduation, and cannot be renewed.

- During your final year at BYU, make an appointment with the Director of International Student Services (staff members typically do not understand the Dietetic Internship purpose and process and may give you incorrect information) to confirm your graduation date and the issuance of the OPT application.

- If your internship is combined with a master’s degree, you will be able to continue under the F-1 Visa “umbrella.” You will apply through the internship’s sponsoring university, which will issue the new I-20. (After the internship, you may apply for OPT status while looking for/beginning a job—once you are employed you can apply for an employment visa.)

- Because regulations regarding international students are subject to change, maintain contact with International Student Services for updates on INS regulations.

Even though official graduation date will be June or August, you can still march with your class in the April graduation ceremony.
**Subject:** Late Assignments

**Policy**
It is the policy of the DPD that all assignments will be turned in at the time they are called for by the Instructor. Assignments should be professionally presented (typed [unless otherwise specified], stapled, etc.)

**Procedure:**

- Students who will not be in class on the day and time assignments are due should turn the assignment in before the due date and time.

- Assignments turned in late will have 10% deducted per day. Assignments will not be accepted if they are more than one week late. (Specific course late policies override this policy.)

- Courtesy dictates that students alert their instructors in advance when an assignment will be late.
Subject: Liability for Travel

Policy
The University or any employee thereof is not deemed liable for personal safety of the student as they travel to or from program related field trips, etc.

Procedure

- Students will maintain their own auto and personal liability insurance coverage.
Subject: Nondiscrimination

Policy
Admission to Brigham Young University and the BYU dietetic internship is nondiscriminatory. The BYU Didactic Program in Dietetics follows the nondiscriminatory policy as stated in the general catalog for Brigham Young University.

Procedure

- Admission to Brigham Young University is nondiscriminatory. The university admits persons regardless of race, color, national origin, religion, sex (including pregnancy), age, disability, genetic information, or veteran status who meet university and department academic requirements and agree to abide by the university’s standards of conduct and behavior. The university does exercise the “religious” exemption in admissions as granted in Title IX of the Education Amendments, 20 U.S.C. 1681(a)(3), and in hiring employees as granted in 41 CFR 60-1.5(a)(5).

- Inquiries regarding this statement and/or its application may be directed to the Equal Opportunity Office at (801) 422-5895 during office hours (8 a.m. – 5 p.m. weekdays). Inquiries regarding sex discrimination and sexual misconduct may be directed to the Title IX Coordinator at (801) 422-2130 during office hours (8 a.m. – 5 p.m. weekdays). Individuals may also contact the university's 24-hour hotline at 1-888-238-1062 or visit http://www.ethicspoint.com.
Subject: Portfolio

Policy
Each dietetic student will prepare an online portfolio to showcase academic, work, volunteer, and dietetic experiences. The portfolio should include a resume and samples of the course work completed throughout the program.

Procedure

Create a Site

- Choose an online portfolio program (aka website). Some possible sites include:
- Create portfolio according to website instructions
  - Sites have varying instructions and instructions change often, thus printed instructions for various sites are not included in this policy.
  - Choose professional templates and settings
  - Create Pages and subpages and add attachments and descriptions.

Include the following documents within the portfolio:
- Your resume
- Consider adding the following assignments:
  - NDFS 374 Menu Project + Modifications
  - NDFS 300 Diabetic patterns and meal plans
  - NDFS 356 Renal diet and handouts
  - Nutrition Support Calculations
  - Case study presentation, including PowerPoint and other handouts
  - NDFS 445 Kitchen layout/equipment project
  - Promotion project
  - Systems paper
  - NDFS 424 Pregnancy project
  - Well-child project
  - Research review paper
  - NDFS 400 Cultural foods handout and menu analysis
  - Grant proposal
  - Policy leave-behind materials
  - NDFS 440 Lesson plans
  - NDFS 458 Two really good reading journals (could include two with different formats)
  - Management/Leadership Handbook
  - Educational Game photo and brochure
  - Budget assignment
  - NDFS 434 Paper(s)
  - NDFS 466 Clinical Worksheets
Management Project (photos and text)

NDFS 475 Research Proposal

- Work and/or volunteer activities
  - Some of you may be engaging in very interesting work and/or volunteer activities that result in projects or reports that could be included in your portfolio.

Submit Portfolio Link (Instructions will be provided)

- The portfolio will be an assignment in NDFS 491 fall semester and NDFS 490 winter semester.

Portfolio Tips

- Provide a brief description of what is contained in the portfolio on your home page.
- The home page might contain a picture, contact information, and an outline of attached documents and features.
  - If you have a picture and self-description on your home page, make sure both are professional—avoid folksy or overly personal material.
  - This is a professional portfolio, not a scrapbook, blog, or Facebook entry. Avoid being “cutesy” but certainly work on an attractive and interesting format.
- Think of a logical way to design and organize your portfolio—by area of dietetics may be the most user-friendly (rather than by class).
  - Use pages within the site to organize work. Some possible pages: Resume, Clinical, Community, Management, Food Service, and Volunteer.
  - Order your pages in a logical manner.
  - Consider pasting your resume on the page as well as attaching in document form. Make your resume easy to find. If your resume is longer than one page, it’s too long.
- Give a description about the set of documents in an area. Let the viewer know what they will find and what skills you have in the area.
  - Name documents with a descriptive file name. Ex: “Nutrient_analysis_renal” instead of “ESHA_1.”
  - Convert documents to pdf files. There are many free “pdf printer” programs on the web that will convert files. Some programs are Primo PDF, Cute PDF, and PDF creator.
  - If you need to use an Excel file, name the tabs within the file with descriptive tags.
- Try linking attachments within the text of the page. Ex: “To see my resume click here.”
- For each group project included:
  - Create a short description identifying the project, the number of people working on the project, and your role in the project.
  - You can remove class numbers when displaying a group project cover page
- Polish up your work—you’ve received feedback on papers and other assignments; you can apply those suggestions/corrections to have really stellar examples of your work
Subject: Privacy of Information/Personal Files

Policy
The Program Director will establish and maintain a confidential file for each student.

Procedure

- The file will contain private information regarding the student, evaluations, samples of written work, etc.
- The file will be open to the student at any time upon their request.
- The file will be considered a private file and no information from it will be made available without specific permission from the student.
Subject: Program Completion Requirements

Policy
Students must complete the program requirements in place at the time of program completion.

Procedure

- Students who take more than two years to complete the Professional Sequence of the Didactic Program will not be able to take courses that were required when student began the Program if they are no longer offered due to curriculum changes, and will be required to complete Program course requirements in place at the time of graduation.

- As per University policy, students have eight years from the time of their initial enrollment in which to complete all requirements for graduation. Students who have not graduated within eight years of their initial enrollment at BYU will be required to meet with the Program Director to determine major and university core graduation requirements and the use of credit previously earned. Where University Core or major requirements have changed, students may be required to do additional work to meet graduation requirements.
Subject: Qualification for AND Verification Statement

Policy
Students in the DPD need a Verification Statement signed by the Program Director to qualify for a Dietetic Internship or to take the Nutrition and Dietetics, Technician Registered exam.

Procedure

- Successful completion of program and university requirements qualifies the student to receive the verification statement.

- If matched to an internship, one Verification Statement must be submitted to the Internship Director.

- April, June, August, and December graduates should provide an address where forms can be mailed (or arrange to pick them up following the graduation date.)

- April, June, August, and December graduates will receive Verification Statements after semester grades post.
Subject: Requests for Letters of Recommendations

Policy
Requests for letters of recommendation from faculty will be made in a timely and professional manner.

Procedure

- A faculty member should be asked in person if they are willing and able to write a letter of recommendation. Please be prepared to visit with the faculty member to provide information he/she might need to complete the letter.

- An honest assessment by the faculty member of the student’s performance and personal characteristics will be provided.

- Every effort should be made to give the faculty member adequate advanced notice. Two weeks is considered a minimum advanced notice.

- The student should provide in writing the following information:
  1. Date letter(s) need to be completed
  2. To whom the letters are to be delivered (student or direct mailing)
  3. Appropriate forms or format to be completed
  4. Names and addresses to whom letters are directed
  5. Number of copies needed
  6. Signed Waivers of Confidentiality when required
  7. A list of the student’s accomplishments and goals and/or current resume
  8. Any other special requirements of the faculty member

- This procedure should be followed for all letters of recommendation including internships, scholarships, and employment opportunities.

- Students will be asked to sign the “Request for Letter of Evaluation and Waiver, Release, and Indemnification Agreement.”
Subject: Sexual Misconduct

Policy
Sex discrimination and sexual harassment in any form is unlawful.

Procedure
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).
Subject: Standards for an Acceptable Paper

Policy
The purpose of any paper is to communicate ideas and information effectively. It follows that an acceptable paper should have something significant to say and should say it clearly, accurately and convincingly. It is the policy that required papers will follow the outlined format.

THE FUNCTION OF WRITING IN DIETETICS

In the professional sequence of the Dietetics Program, you will acquire knowledge and develop skills in the three primary areas of dietetics: medical nutrition therapy, community nutrition, and foodservice systems management. In addition, you will develop some “umbrella skills,” meaning skills that cover or surround everything else you do in dietetics.

Chief among the umbrella skills is writing. As a dietitian, you may write for many different audiences. Depending on your area of practice your writing may be very technical or very simple, but regardless of setting, write you will!

Professional writing ranges from notes in the medical record, a brief but important form of communication between you and other healthcare team members, to research publications in professional journals. Dietitians also communicate with each other via monographs, commentaries, and “best-practice” reports in newsletters and trade journals.

Writing for the public involves translating technical information and language into a “news you can use” format. You may find yourself writing for newspapers or magazines, preparing brochures for industry clients, or scripting events like National Nutrition Month.

Dietitians who see patients or clients in either the in- or out-patient setting must be adept at writing disease-specific instructional material. The materials must be correct, concise, and useful, so you need to know how to target various literacy levels, different learning styles, and possibly even different languages.

Management dietitians communicate with customers, suppliers, co-workers, and employees. You may be writing memos, policy an procedure manuals, specifications, or executive summaries of projects.

In every practice area, effective dietitians communicate effectively. Assignments and exercises in every course in the professional sequence are intended to increase your written (or verbal) communication skills in addition to helping you learn specific course content. Remember, you cannot not communicate. Inattention to spelling and grammar rules, failure to use appropriate language for the audience, and inability to connect concepts logically all communicate something that detracts from your intended message. So pay attention to how you write something, not just what you write. In addition to making you and your message more credible to others, time spent in writing well will clarify ideas, concepts, and principles in your own mind. The audience you influence most just might be you!
Procedure

Clear thinking becomes clear writing: one can’t exist without the other. It is impossible for a muddy thinker to write good English. - William Zinsser

• One reason many people get writer’s block is because they try to attend to all aspects of the paper at the same time. Seasoned writers generally follow this process:
  1. Focus on content – make sure similar concepts are grouped together and that the flow from one concept to the next is logical. Does each paragraph have a thesis statement (the main point of the paragraph)? Just write. Don’t worry about the spelling and grammar, worry about the ideas. (At this stage, you do need to have some system for keeping track of your resources so you can make proper documentation later.)
  2. When that part seems pretty solid, go back and look at the language and word choice – get the tone where it needs to be.
  3. Now check your spelling, grammar, and punctuation. Also, reading aloud at this point helps you find rough spots – do you need to break a long, winding sentence into two; do you need to combine two sentences into one; does the sentence even make sense?
  4. Be sure the citations are correct in the text and on the reference page.
  5. Check your headings and other format issues.
  6. Finally, perform a self-evaluation by using the Paper Grading Key as you read through your paper.

• All of these writing activities are occurring to some degree at the same time, but don’t FOCUS on every aspect at the same time. You’re far less likely to miss mistakes and far more likely to have a good finished product if you attend to different components in different sessions.

• Tone Formal papers should be written in the third person. Most trade journals are written at an 8th grade level – don’t try to imitate their often casual style; upgrade to a college level. Avoid writing, “An article in XYZ journal said…..” Just cite the author(s) and then make the statement. Impacted isn’t a great word, and impact is really a noun (though often used as a verb); use carefully.

• Use of Resources Be sure to paraphrase (rather than quote) unless the original is so startlingly clear, brilliant, and cogent that paraphrasing just won’t do. There aren’t many statements like that. Virtually every paragraph in a formal paper should have at least one reference – don’t make statements of fact without the documentation.

• Format. Please follow faculty specific instructions. If no instructions are given use these guidelines. DO include a cover page on formal papers. DO NOT put the title on the first page of the paper. The first word should be INTRODUCTION (or overview, or something to that effect). As the drafts progress, check the Student Handbook for heading placement, placement of citation numbers, and a model of a finished paper.

• Documentation. Please follow faculty specific instructions. If no instructions are given use these guidelines. On the reference page, double space between references, but single space within a reference. Be sure to number the references in the order they appear in the text. The Student Handbook gives directions for citation of various types of material. The reference page is its own page; separate it from the end of the paper.
• Mechanics. Please follow faculty specific instructions. If no instructions are given use these guidelines.
  o Include page numbers at bottom right; maintain 1-inch margins unless otherwise specified.
  o Punctuation and grammar matter!
  o If you use quotation marks, the punctuation goes inside the quotation mark [“yada yada” or “blah blah (2).”]
  o Be very careful of noun-verb and noun-pronoun agreement – keep them both singular or both plural in the sentence. For example:
    ▪ If you name a company or entity, it is singular – McDonalds is trying to keep its customers (not their customers); a foodservice operation must attend to its waste management (not their waste management).
      Management is working to… (not are working to…); an employee attends his/her training…(not their training).
  o Spell out numbers from one to nine, use numerals for number 10 and over.
  o Avoid one sentence paragraphs.
  o Don’t leave one line dangling at the top or bottom of a page.
  o List REFERENCES in the order cited in the body of the paper. Follow the Journal of the Academy of Nutrition and Dietetics citation style guide (see Policy: Standards for an Acceptable Paper: Reference Guide)

• In addition of clear thinking, good writing depends on patience (with yourself and the process). Don’t let the fact that society doesn’t foster patience blind you to the fact that there are no shortcuts to developing skills. Writing is a skill, and like any skills, it takes time and practice to develop.

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Subject: Standards for an Acceptable Paper: Format Guidelines

Policy
Any use of headings, references, or citations in papers must conform to the format outlined below.

Procedure

Please follow faculty specific instructions. If no instructions are given use these guidelines.

- **Use of Headings:** The headings correspond to the parts of an outline.
  - First level
    - Second level
      - Third level
        - Fourth level
          - Fifth level
  - The title is not part of the outline, but generally receives a first level heading or is placed on a title page rather than on the first page of text.

**FIRST LEVEL HEADINGS**

Second Level Headings

Third Level Headings

Begin text here . . .

**Fourth Level Headings.** Begin text here . . .

**Fifth Level Headings.** Begin text here . . .
RESULTS AND DISCUSSION

Initial Survey Results

Characteristics of Sample

Demographic. The 87 participants in the study were fairly evenly distributed in three age groups: 60 to 65 years (29.9 percent), 66 to 75 years (34.5 percent), and older than 75 years (35.6 percent) (Table I). The sample was predominantly female (69 percent), as was anticipated for this age group. The education level was very high, 49.5 percent holding either a baccalaureate or higher degree. This finding is consistent with the statement of Krond et al. (76) that elderly persons who respond to research studies frequently have a high educational background. The high education level also might be expected in a university community.

Lifestyle. Table 2 shows participant lifestyle characteristics. Of the sample, 41.2 percent lived alone and 58.8 percent lived with a spouse or other family member. Significant differences were disclosed in living arrangements by both age and gender (Tables 21, 22, Appendix K). Those over 75 years and females were more likely to live alone than either those in younger age groups or males.

The majority of the sample had no dietary restrictions, and only 21.8 percent reported minor restrictions. None of these modifications, primarily reducing salt or cholesterol, was severe nor precluded study participation.
• Citations in Text. Please follow faculty specific instructions. If no instructions are given use these guidelines.
  o When citing research, put reference number after author’s name, before verb, i.e. Smith (1) stated . . .
  o List last name or names when papers have one or two authors, i.e. Smith (1) stated . . .,
    Phipps and Jones (12) studied . . .
  o Use et al. if paper has more than two authors, i.e., Rogers et al. (4) found . . . (though all
    authors will be listed in references).
  o The author’s name does not need to be used every time his/her work is referred to in the text.
  o Place the citation/reference within the text next to the information cited.
  o If summarizing general information from several sources, put reference at end of paragraph,
    i.e., (1, 6-8).
  • Be judicious when putting the names of authors at the beginning of the sentence. It is not appropriate
    to state a textbook author’s name in a sentence unless s/he (or they) is the sole author and you are
    quoting their theory, idea, or creative work. Most textbook “authors” are only editors or compilers of
    known facts (textbooks are resources of known facts, not a venue for the presentation of new
    knowledge). Further, review article and trade publication authors do not generally need to be named
    in the text. If the author’s name is used, be sure the verb is appropriate – it should not be a verb
    indicating original discovery such as found, discovered, studied, etc.

  • Using Citations and Maintaining Flow in Text
    Incorrect:
    Pagana and Pagana (11) report that genetic testing is used to detect fetal disease during pregnancy,
    and to identify neonates with CF.
    Correct:
    Genetic testing is used to detect fetal disease during pregnancy, and to identify neonates with CF
    (11).
    Pagana and Pagana is a reference book of diagnostic and lab tests. They compiled the
    information, they did not invent the idea of genetic testing for fetal diseases. In this instance, the
    reference should always be at the end of the sentence.

    Incorrect:
    Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately
    absorbed states Escott-Stump (4).
    Correct:
    Even with pancreatic enzyme supplementation, fat-soluble vitamins usually remain inadequately
    absorbed (4).
    Escott-Stump is the editor of the Krause textbook. She did not even write the chapter quoted here
    nor did she research this topic to be able to report the fact. In this instance, the reference should
    be at the end of the sentence.

    Incorrect:
    As found by Strate et al, (6), alcohol directly damages the acinar cells of the pancreas which
    changes their microcirculatory perfusion and alters epithelial permeability, which can lead to
protein plugs and ductal stone formation. Zeman (9) adds that alcohol stimulates an early release of secretin.

The “Strate” reference is a literature review on Chronic Pancreatitis. Strate did not “find” anything because Strate did not do any new research to write this document. He/she is reporting a summary of what is known in the current literature. The Zeman reference is a clinical nutrition textbook. Zeman did not research the effects of alcohol on secretin release.

**Correct:**
Drucker (6) states (or found) that characteristics of good managers include…..

*Peter Drucker has researched and written extensively about management theory. In this instance it is appropriate to put his name at the beginning of the sentence because HE personally stated characteristics about good managers from his own work and he personally wrote the book.*

Smith and Drew (4) investigated the effects of a low fat diet on chronic pancreatic insufficiency, and found…..

*In this instance the authors are reporting the findings of their scientific study.*

**Examples of Concise Statements Relative to Citation in the Text:**

<table>
<thead>
<tr>
<th>Wordy</th>
<th>Concise</th>
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</thead>
<tbody>
<tr>
<td>Habal (2) gives a detailed look into the function of the pancreas.</td>
<td>The pancreas is both an exocrine and endocrine gland.</td>
</tr>
<tr>
<td>The pancreas is both an exocrine and endocrine gland.</td>
<td></td>
</tr>
<tr>
<td>Iwasaki (38) explained GVHD as a condition that results when an</td>
<td>In GVHD, the allogeneic donor’s T-cells attack the recipient’s organs.</td>
</tr>
<tr>
<td>allogeneic donor’s T-cells attack the recipient’s organs. Coplean</td>
<td></td>
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<tr>
<td>(33) clarified the main theory describing the process of GVHD.</td>
<td></td>
</tr>
<tr>
<td>Charuhas (37) describes several other complications associated with</td>
<td>Complications of HSCT inclue …. (37)</td>
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<td>HSCT.</td>
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<tr>
<td>According to an article in the Journal of the Academy of Nutrition</td>
<td>Fluid milk is the major source of calcium consumption in the United</td>
</tr>
<tr>
<td>and Dietetics, the major source of calcium in the United States is</td>
<td>States (25).</td>
</tr>
<tr>
<td>fluid milk (25).</td>
<td></td>
</tr>
</tbody>
</table>

**Example of Citation in Body of Paper—Original Research**

Food Selection and Purchase by the Elderly

Sherman and Brittan (86) emphasized the impact that available transportation has on food gathering by the elderly. Relocation to suburbs and the merger of foodstores and supermarkets has an effect on the ability of the aged to obtain food. Many elderly may need to walk. . . .
Roundree and Tinklin (87) interviewed 104 people 60 years and older. Fifty-two percent were between 60 and 74 years, 48 percent were 75 or older. Participants answered questions.

Clancy (88) studied the effect of media exposure on food habits in the elderly.

**Example of Citation in Body of Paper—General Knowledge, Review, etc**

**LIVER PHYSIOLOGY**

The liver is the largest gland in the body and it performs many metabolic functions. It is the body’s “major biochemical factory (1).” This section will discuss the liver’s functions in metabolism and other body processes.

**Liver Anatomy**

The liver has two major lobes and contains five different types of cells. These cells are: hepatocytes, kupffer cells, lypocites, stellate cells, and pit cells (2). Hepatocytes are the functional cells of the liver, and they secrete. . . . Kupffer cells are the liver’s. . . and pit cells are natural killer cells in the sinusoidal lumen (3). The hepatic lobule is the functional unit of the liver. This is a hexagonal arrangement of cells where a central vein flows through the middle and branches of the hepatic portal vein and hepatic arteries and bile ducts are at each corner (1).
Policy
The reference style used in dietetics courses is that of JAND. The journal uses the American Medical Association style of references. Abbreviate periodical titles according to Index Medicus.

Procedure

General Guidelines: Periodicals

Most references follow this order:

Author(s). Title of article. Journal. Year;Volume(Issue number if journal is not paginated consecutively):Pages.

- Authors’ names are written inversely with no comma between last name and initials [Smith LR.]
- List all authors if six or fewer; if more than six authors, list first three followed by “et al.”
- Italicize the journal name.
- If article is in a consecutively numbered journal, use volume and page numbers [87:231-238]
- If periodical is not consecutively numbered, use volume, issue number, and page numbers [91(8):23]
- Include the date for periodicals which do not have issue numbers and are not numbered consecutively [May 15, 2006;52:37-41]
- Use lowercase letters for titles, with the exception of first word, proper nouns, and the first word after a colon.

Examples of Periodical Citations

No Author Cited


One Author

Two or More Authors


General Guidelines: Books

Each word in the title of the book is in uppercase letters; the name of an article or chapter within the book is in lowercase letters.

Include edition if book is not original edition.

Include the state after the city of publication only if the city is not well known.

Include the entire name of the publishing company; Co, Inc, Corp, and Ltd. can be used for abbreviations.

Page numbers are not needed unless a specific chapter or section is cited.

**Examples of Book Citations**

**Book with One Author**


**Book with Two or More Authors**


**Book Written by Committee**


**Chapter or Article in Book with Editor**

**Examples of Other Citations**

**Letter to the Editor**

**Abstract**

**Government Bulletin**
The following information should be included in the order given: (1) name of author (if given); (2) title of bulletin; (3) place of publication; (4) name of issuing bureau, agency, department, or other governmental division; (5) date of publication; (6) page numbers, if specified; (7) publication number, if any; and (8) series number, if given. *For example:*


**Personal Letters or Communications**
Austin M. Personal communication. Kramer Food Center, Kansas State University, March 1, 2006.

**Citation of Lecture Notes**

**Thesis or Dissertation**

**General Guidelines: Web Sites**
The following information should be provided:

1. **Author,( if no author is available, the name of the organization responsible for the website)**
2. **Title of document**
3. **URL (web site address)**
4. **Date accessed**
REFERENCES


6. Ray C. Personal communication. DaVita Dialysis Center, Utah Valley Regional Medical Center, Feb. 18, 2005.


### PERIODICAL ABBREVIATIONS

<table>
<thead>
<tr>
<th>PERIODICALS</th>
<th>ABBREVIATION</th>
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<td>Academy of Management Executive</td>
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C = Consecutively Numbered (will NOT include issue number in citation)
N = Non-consecutively Numbered (WILL include issue number in citation)

General Citation Guidelines

- Spell out journals when the complete title is only one word
- Omit prepositions and conjunctions in the journal title when abbreviating
- Abbreviations from Index Medicus are used; some variations do exist, the key is to be consistent within your own list of references
- For any other Journal abbreviations, go to www.pubmed.gov. Click on “Journal Database.” Type in Journal name and hit Enter.
### ABBREVIATION FOR REFERENCES

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Subject: Standards for an Acceptable Paper: Grading Key

Policy
In addition to meaningful content, papers will be evaluated on flow, clarity, and grammar.

Procedure
The following table shows the symbols and abbreviations instructors will use when marking and evaluating papers. The meanings and explanations for the symbols are also shown.

Paper Grading Key

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>acr</td>
<td>Acronym</td>
<td>Spell out phrase or agency on first use followed by acronym in parentheses; avoid starting sentence with acronym</td>
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<tr>
<td>awk</td>
<td>Awkward</td>
<td>Phrasing does not flow smoothly</td>
</tr>
<tr>
<td>DL</td>
<td>Dangling line</td>
<td>Single line at top or bottom of page</td>
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<tr>
<td>inc</td>
<td>Incomplete sentence</td>
<td>Needs a noun or verb</td>
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<td>Noun-noun agreement</td>
<td>Both should be plural or both should be singular</td>
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<td>Noun-pronoun agreement</td>
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<td>Noun-verb agreement</td>
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<tr>
<td>num</td>
<td>Numerals</td>
<td>Spell out numbers below 10; avoid starting sentence with numerals</td>
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<td>per</td>
<td>Person</td>
<td>Avoid first and second person; keep formal paper in third</td>
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<td>PC</td>
<td>Parallel construction</td>
<td>i.e. cooking, sewing, and dancing; not... cooking, sewing, and dances</td>
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<tr>
<td>PR</td>
<td>Pronoun referent</td>
<td>Not clear to whom or what pronoun refers</td>
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<tr>
<td>red</td>
<td>Redundant</td>
<td>Avoid vain repetition</td>
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<tr>
<td>ref</td>
<td>Reference</td>
<td>Section needs a reference citation</td>
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<td>ROS</td>
<td>Run-on sentence</td>
<td>Sentence combines too many thoughts; break into two</td>
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<td>Unclear</td>
<td>Idea not clearly communicated</td>
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<tr>
<td>WC</td>
<td>Word choice</td>
<td>Word not appropriate for intended meaning</td>
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<td>=</td>
<td>Capitalize</td>
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<td>/</td>
<td>Make lower case</td>
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Subject: Standards for an Acceptable Paper: Example

Policy
Papers will meet all established guidelines.

Procedure

- See the following pages for an example of a completed paper.
Genetic engineering of food crops has been a controversial topic worldwide for the last decade (1, 2). Genetic engineering is used to add value to food crops by enhancing the nutrient profile of a given crop or by conferring resistance to pests and diseases. Corn, cotton, soybeans, canola, squash and papaya are among the genetically modified crops grown in the United States (1). Currently genetically modified crops, also called GM crops, are planted on more than 109 million acres worldwide—two-thirds of which are located within the United States (3).

Though genetically modified foods are intended to extend added benefit for the environment and public when compared to their non-modified counterparts, some consumers are wary of accepting these GM foods. Reasons consumers do not accept GM foods include beliefs that GM foods are “not natural” and thus not “healthy” (4). Additional fears include generating antibiotic resistance in microorganisms and fears of introducing allergens into foods that don’t normally contain them (3-5).

Professionals in the foodservice industry must keep up-to-date on trends in public opinion. As genetically modified foods are a somewhat novel food on the market, assessing consumer acceptance of them is an important part of analyzing trends in public opinion.

Genetically modified foods are present in our food supply and many consumers possess an opinion of their existence, method of creation, uses, and consequences—all of which affect how foodservice directors procure foods and provide and market meals that are pleasing to these consumers.

**GENETICALLY MODIFIED FOODS**

**Modification of Foods Historically and Public Perception**

The use of biotechnology to change fundamental characteristics of food began in the 1950s. At this time, radiation and chemical measures were used to bring about changes in a food crop’s DNA. However, this process did not allow for selective mutations. After treating a food crop with radiation or chemical treatment scientists extracted the genetic information from that food crop to discover if the resultant mutation was a desired one or not (3).

Today, the method of altering a food organism’s genetic code is much more precise. Scientists can select a specific genetic trait that they’d like to incorporate into a food crop, and then insert the genetic code for that trait (3).

One way that scientists genetically engineer foods today is by using a bacterium’s plasmid to transfer specific genes. The bacterium Agrobacterium tumefaciens is one that lives in the soil and contains a plasmid, which contains DNA. Typically this bacterium will transfer its plasmid to a host plant. Scientists can modify A. tumefaciens’ genotype by inserting a gene that codes for a beneficial
Why Foods are Modified

Foods are modified to add nutritional value, increase food security, sustain the environment, and to improve agricultural economics. As researchers modify the genetic code of a food crop they can insert genes that code for nutrients beneficial to the human population. For instance, scientists have inserted a gene coding for beta-carotene into rice to help correct Vitamin A deficiencies in some populations. They call this rice “Golden Rice” (3). The USDA’s Agricultural Research Service has worked to find ways to increase food security globally by modifying plants to be resistant to pests and disease. As a result of being resistant to pests and disease, food crops do not perish before the harvest and thus produce a higher yield. With a higher yield, more food is available to the global market (3).

In addition, creating food crops resistant to pests helps reduce the use of pesticides on food crops. This is one way that researchers believe the environment benefits from biotechnology. Researchers continue to study ways to enhance a plant’s robustness to enable growth in desolate soil. Success in this vein has yielded, and will continue to yield, benefits as previously barren land is cultivated and used to supply food to the world’s growing population (3). Despite the advantages that support genetic modification of food, consumers remain uncertain. This uncertainty may be related to possible negative health consequences of genetically modified foods.

Negative Health Consequences of GM Foods

Consumers are concerned that GM foods contain allergens that unmodified versions do not. One study examined the possibility of transferring allergenic compounds from one food to another via genetic modification and found that in fact, the allergenic compounds did transfer and were capable of eliciting an allergic response in consumers who were exposed to the modified food (5). If scientists are aware of allergens present in a genetic sequence, they can control the modification in such a way as to prevent the allergenic compound to transfer. However, the concern lies in the unknown. It is possible that new allergenic compounds could be formed as a result of the modification. Their existence would not be known until a reaction is seen in a consumer (3).

PUBLIC OPINION

Public opinion concerning GM foods differs by gender, educational status, and geographical location. As foodservice directors survey their target audience, consideration of these population differences within their target market will help them manage the procurement, menu planning and marketing of dishes that include genetically modified ingredients.

Population Differences

Gender

Research has shown that differences in acceptance of GM foods exist between genders. One study surveyed 17,041 men and women in fifteen European countries. Moerbeek and Casimir (6) concluded that men in general possessed more knowledge about genetically modified foods. Huang et al (7) found similar results in China—more men than women were knowledgeable about GM foods. The European study found that men were more accepting of genetically modified foods when educated about them than were women. Researchers suggested that perhaps women have a more “long-term” perspective regarding future consequences. Therefore, because the future implications of GM foods are not entirely known at this point, providing women with more information may not necessarily be the best avenue to enhance women’s approval (6). Foodservice directors can apply these findings by assessing the predominant gender of their consumer base. An institution that wants to use GM foods and that services more men than women may want to inform their consumers about the benefits of GM foods if they feel resistance to the inclusion of the GM foods in their menus.
Education

Educational status is associated with consumers' knowledge and acceptance of GM foods. Huang et al. (7) found that knowledge concerning GM foods was positively correlated with the amount of schooling an individual received. In high-income earning countries, it appears that as the level of education increases, individuals are more educated concerning the science behind GM foods and they trust fewer sources (i.e., government, third party, and scientists) for providing reliable information about GM foods (8). Foodservice managers should assess the educational status of their primary population when deciding whether or not to purchase GM foods. Knowing how educated their consumers are will help foodservice directors know what kind of information to provide consumers and also how to approach the subject. Individuals from high-income countries view information proceeding from universities, scientists, and third parties regarding GM foods as the most trustworthy when compared to government agencies or associations (8). Therefore, institutional foodservice programs, such as those in universities, can have a great affect on modulating public opinion.

Geographical Location

Public opinion regarding GM foods in various locations is affected by differing labeling laws, urbanization, and specific advantages advertised in a given country. Many places, like Australia, Korea, Japan, and countries in the European Union, require GM foods to be identified on foods labels. The United States does not currently mandate GM labeling on food products. Rousu et al. (9) examined the preference of consumers living in Midwestern metropolitan areas regarding purchases of GM labeled foods. Results showed that when presented with GM labeled foods, Midwestern U.S. consumers decreased their demand for the food product by as much as 13% when compared with the non-GM food product.

In New Zealand, Fortin and Renton (10) assessed consumer acceptance of GM foods in the face of its touted advantages. They found that even in the face of proposed advantages (i.e., increased shelf life) consumers showed a negative response to GM foods.

In China however, the majority of consumers surveyed in one study accepted GM foods; only 6-11% of consumers disapproved. Individuals living in bigger cities in China tend to be more aware of GM foods than those who live in smaller cities (7). This same study indicated that Chinese consumers could be persuaded to accept GM foods when presented with favorable information regarding the nutritional benefits of GM foods. They could also be persuaded to purchase GM foods if the foods were sold at a lower cost (7). In China, most individuals that accept GM foods do so because of a perceived nutritional benefit and also because they approve of pest-resistant strains that decrease their use of chemical pesticides on fruits and vegetables (7).

It appears that in many European countries, individuals are more willing to accept GM foods when they learn that GM foods are used to prevent disease and benefit the environment (6).

Understanding consumers' priorities when it comes to quality food production is important for foodservice directors. Consumers' preferences for GM foods change regionally as do the factors that can persuade consumers to change their minds. While Europeans accept GM foods when their ability to benefit the environment is highlighted, the Chinese are moved by the possibility of improved nutrient quality. Each geographical location will feature unique opinions and motives regarding food selection and preference; it is for the foodservice director to determine how their institution can better serve and educate its consumers.

FOODSERVICE USE OF GM FOODS

After considering the public opinion of their target population, foodservice directors should approach marketing, procurement, and menu planning in a manner that best serves their consumer and their institution.

Marketing

Some psychological experts propose that attempts to market GM foods have been ineffective because both proponent and opponent groups rely on false assumptions regarding food consumers. These experts suggest that some groups rely on the assumption that consumers want to be informed. However, Wansink and Junyong (11) have found that a large percentage of U.S. citizens want to leave the deciding to industry experts. A smaller percentage of U.S. citizens actually want to be educated and proactively seek out resources in order to make informed decisions. For these information seeking individuals, providing information in well supported magazine articles and brochures is the best way to influence their decision regarding GM foods.

In addition, it is important to recognize that providing scientific facts is not always the most effective way to form and alter public opinion. Psychological researchers suggest that the information individuals receive via peripheral routes (i.e., fictional movies, sound bites, labeling, and public opinion) can sometimes have a far greater affect on individuals' subconscious decision making process. For instance, individuals who have viewed popular films that depict dangerous consequences of genetic manipulation, such as Jurassic Park and Gattaca, may be inclined to distrust any form of genetic modification (11).
These same researchers suggest that successful marketing of GM foods must be done by “branding” biotechnology. They suggest that individual firms and institutions, especially Universities, have the opportunity to positively “brand” biotechnology much in the same way that the Dairy Association branded milk with their “Got Milk?” campaign (11). Because consumers are wary of trusting government agencies and trade associations, firms and institutions, such as those managed by foodservice directors, are really the best places to encourage acceptance of GM foods if directors choose to do so. These institutions can choose to make use of powerful phrases to brand GM foods and combat negative phrases associated with biotechnology like “playing God” and “unnatural” if they wish to sway their consumer base towards the acceptance of GM foods (4, 11).

Procurement

When genetic engineering of food crops first became a topic of debate in the 1990s many food retailers and foodservice institutions reassessed foods they had been purchasing from their suppliers and also assessed the prevailing opinion of their customer base. As a result, many operations took great measures to remove GM foods from their inventory (12).

The aforementioned benefits of GM crops have direct implications for the procurement sector of the foodservice industry. Benefits of GM food crops include the ability to use less pesticide and chemical treatments on food crops when pest-resistance is conferred on the crop. In 2001 the average Chinese farmer spent $240 U.S. dollars on pesticide for maize production, $1,920 for rice, $8,360 for vegetables and $18,168 for apple production (7). In decreasing the cost of production while maintaining the value added to consumers, GM foods have the potential to reduce food costs in the foodservice industry. As food cost is a large percentage of a foodservice’s operation expense, foodservice managers may look for ways to enhance the public opinion regarding the use of GM foods and thus incorporate more GM foods in their inventory.

Menu Planning

When planning a menu and procuring food, foodservice managers must assess the opinion of their target population regarding genetically modified foods. Because GM foods are often viewed as “unnatural” and therefore less healthy, many populations request foods free of genetic modification (5, 13). For instance, in 2006 the University of California at Berkeley opened a 100% certified-organic salad bar and the director of dining facilities made plans to create an all-organic menu for the entire campus. Student requests were the main driving force behind UCB’s movement to go all-organic, a move that did not allow for the presence of any GM food ingredients on the menu. Changes in the procurement process were made also; dining services began to work intimately with California Certified Organic Farmers (CCOF) and made alterations in how frequently they purchased foods, and how they received and stored organic foods (13). In this instance UCB may have been able to decrease their food cost by using GM foods, however excluding GM foods from the menu and from their inventory was an important decision that UCB made to increase customer satisfaction.

CONCLUSION

The risks and benefits associated with purchasing GM foods will differ for each foodservice institution depending on its geographical location and the characteristics of its target population. For a foodservice institution located in an area where most consumers exhibit little awareness of GM foods, foodservice directors may not need to take extra measures to eliminate GM foods from their ingredient lists. Management in each institution should evaluate their mission statement and decide how the inclusion or exclusion of GM foods can help them to better adhere to their vision of their “brand.”
REFERENCES


Subject: Standards for Oral Presentations

Policy
Oral presentations must be well prepared and professionally presented.

Procedure

- Oral presentations must follow specific procedures as outlined in each class.

- In general, evaluation will be based on the following criteria.
  1. Professional appearance, delivery and poise
  2. Organization and clarity
  3. Content: complete and thorough
  4. Use of visual aids, teaching techniques
  5. Ability to answer questions
Subject: Student Support Services:

Policy
All students will have full access to student support services as found in the general catalog.

Procedure

- Life Science Student Support http://lifesciences.byu.edu/studentservices/Home.aspx
- University Student Support https://onestop.byu.edu/byu-onestop
- Students are referred to the University General Catalog for a listing of all student services available on campus. http://www.byu.edu/webapp/home/index.jsp - select students, then select services

- Services include:
  - Accessibility Center
  - Book Exchange
  - Bookstore
  - Center for Conflict Resolution
  - Counseling & Career Center
  - Dining
  - Directory
  - Emergency Medical Services
  - Health Services
  - Housing
  - IT, Office of
  - International Services
  - Multicultural Services
  - One Stop Student Services
  - Parking & Police
  - Signature Card
  - Student Auxiliary Services
  - Tutoring Services
  - Wilkinson Student Center
  - Women’s Services & Resources
Subject: Students with Disabilities

Policy
Reasonable accommodations will be made for students with disabilities.

Procedure

- If you have any disability which may impair your ability to complete a course or experience successfully, contact the University Accessibility Center (UAC) at 801-422-2767.

- Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities.

- Services will be coordinated with the student and instructor by the UAC office.

- If you need assistance, or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 801-422-3863, D-282 ASB.
Subject: Tuition, Fees and Refunds

Policy
Students are responsible for paying all tuition and fees.

Procedure

- Information regarding the payment of tuition and fees or refunds is outlined in the BYU Undergraduate Catalog.
Directory of Dietetics Faculty

Brigham Young University
Nutrition, Dietetics and Food Science
S-221 ESC
Provo, Utah 84602
801-422-3912

Dietetics Directors

Sarah Gunnell Bellini, PhD, RDN, CD
Didactic Program Director
Assistant Professor
S-219 ESC
801-422-0015

Pauline Williams, PhD, MPA, RDN, CD
Dietetic Internship Director
Associate Teaching Professor
S-215 ESC
801-422-4876

Dietetics Faculty

Julie Duncan, MPH, RDN, CD
SDA Advisor
Instructor
S-213 ESC
801-422-7772

Ana Mitchell, MS, RDN, CD
SDA Advisor
Associate Lecturer
S-213 ESC
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Susan Fullmer, PhD, RDN, CD
Graduate Coordinator
Teaching Professor
S-227 ESC
801-422-3349

Nathan Stokes, PhD
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S-235 ESC
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